Curricular Competencies

- *CC_1 – Reasoning and Modelling – Students can…*
    - **Use thinking strategies, reason, and technology** to explore mathematical ideas
    - **Estimate with logic, think fluidly, fluently, and flexibly** about number sense
- *CC_2 – Reasoning and Modelling – Students can…*
    - **Model situational context**
    - Think **creatively** and demonstrate **curiosity and wonder** when exploring the unknown
- *CC_3 – Understanding and Solving – Students can…*
    - **Apply flexible strategies** to solve problems that are both abstract and in context
    - **Engage** in problem solving with **persistence and positivity**
    - **Attempt to connect** to various culture(s) and communities (First Nations, etc.)
- *CC_4 – Communicate and Represent – Students can…*
    - Use **mathematical vocabulary and language** to contribute to mathematical issues
    - Communicate in various mediums mathematical thinking to **explain and justify** ideas and decisions
    - Take risks and engage in **discourse** in the classroom
- *CC_5 – Connect and Reflect – Students can…*
    - **Reflect on mathematical thinking** and connect concepts to other areas and interests
    - Use **mathematical arguments** to support choice
    - See **mistakes as learning opportunities** to further learning

Notes:

- ✓ Throughout the course and exploration of Content Goals, students will be given multiple opportunities to contribute to their growth in the various Curricular Competencies.
- ✓ Additional reporting will connect Content Goals and Procedural Context to CC's
- ✓ Mathematics is a discipline with significant growth and connection from course to course – the content and procedural concepts discussed require a strong level of understanding to support continued growth in upper years.
- ✓ Deep understanding over temporary performance should be the goal for learners.