**MATH K-12 CONTINUUM OF CURRICULAR COMPETENCIES (DO)**

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| **COMPETENCIES** |  |
| **CORE**  | **CURRICULAR** | **K-5** | **6-12** |
| **THINKING** | **Reasoning and Analyzing** | I can estimate reasonably | I can use tools or technology to explore and create patterns and relationships, and test conjectures |
| I can develop mental math strategies and abilities to make sense of quantities | I can develop and apply mental math strategies and estimate amounts and outcomes |
| I can use reasoning and logic to explore and make connections | I can inductively and deductively reason and use logic to explore, make connections, predict, analyze, generalize, and make conclusions |
| **Understanding and Solving** | I can use multiple strategies to engage in problem solving (e.g., visual, oral, role-play, experimental, written, symbolic) | I can implement multiple strategies to solve problems in both abstract and real-life situations using different cultural perspectives |
| I can develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving | I can develop, construct, and apply mathematical understanding through play, inquiry, and problem solving |
| I can engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community | I can engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community |
| **COMMUNICATING** | **Communicating and representing** | I can communicate in many ways (concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, and apply mathematical ideas) | I can communicate in a variety of ways to explain, clarify, and justify mathematical ideas |
| I can describe, create, and interpret relationships through concrete, pictorial, and symbolic representations | I can develop mathematical understanding through concrete, pictorial, and symbolic representations |
| I can use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking | I can use technology appropriately to record, communicate, and represent thinking |
|  | I can use mathematical vocabulary and language to contribute to mathematical discussions |
| PERSONAL AND SOCIAL | **Connecting and Reflecting** | I can visualize and describe mathematical concepts | I can visualize and describe mathematical concepts |
| I can connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration) | I can explore, apply and connect concepts to each other, to other disciplines, and to the real world |
| I can share and reflect upon mathematical thinking | I can use mathematical arguments to support personal choices and anticipate consequences |
| I can draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts | I can apply cultural perspectives of First Peoples to the concepts of locating, measuring, and numbering. |