

## Arc of Learning for Connected Mathematics

Introducing <i>Setting the Scene</i>	Exploring <i>Mucking About</i>	Analyzing <i>Going Deeper</i>	Synthesizing <i>Looking Across</i>	Abstracting <i>Going Beyond</i>
This problem provides an opportunity to...				
<ul style="list-style-type: none"> <li>• reveal the mathematical theme for the unit</li> <li>• informally highlight the key mathematical concepts in the unit</li> <li>• assess what students bring to the lesson in terms of the goals of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• establish a platform for developing key aspects of the understanding of the concepts and strategies</li> <li>• explore (consider) a context that students can use to build, connect, and retrieve mathematical understandings</li> </ul>	<ul style="list-style-type: none"> <li>• make connections between concepts and representations</li> <li>• examine nuances in key aspects of the core mathematical ideas often with a variety of contextual situations</li> </ul>	<ul style="list-style-type: none"> <li>• recognize core ideas across multiple contextual or problem situations</li> <li>• begin to consolidate and refine emerging mathematical understanding(s) into a coherent structure</li> </ul>	<ul style="list-style-type: none"> <li>• make judgments about which representations, operations, rules, or relationships are useful across various contexts</li> <li>• look back on prior learning to generalize, extend, and abstract the underlying mathematical structure</li> <li>• assess understandings at a more general level</li> </ul>

