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| Indicate the approximate percentage of classroom time you would *ideally* give to each purpose. Now repeat this showing the time you *actually do* give. |
| **Purpose is to develop…** | **If this purpose is valued, then students will be engaged in…** | **% Ideal** | **% Actual** |
| *Mastery* in recalling facts and performing skills | -Learning and memorizing names and notations-Practicing algorithms and procedures for fluency and ‘mastery’ |  |  |
| *Interpretations* for concepts and representations | -Discriminating between examples and non-examples of concepts-Generating and interpreting representations of concepts-Constructing relationships between concepts -Translating between representations of concepts |  |  |
| *Strategies* for investigation and problem solving | -Formulating situations and problems for investigation-Constructing, refining, comparing strategies and solutions-Monitoring their own progress during problem solving and investigation-Interpreting, evaluating solutions and communicating results |  |  |
| *Awareness* of math, learning math and the values of the educational system | -Learning how math ‘fits together’-Recognizing different purposes of learning mathematics-Developing appropriate strategies for learning/reviewing mathematics-Appreciating aspects of performance valued by the End of Course or other tests |  |  |
| *Appreciation* of the power of mathematics in society | -Appreciating mathematics as human creativity of historical/cultural value-Creating and critiquing ‘mathematical models’ of situations-Appreciating uses/abuses of mathematics in social contexts-Using mathematics to gain power over problems in one’s own life |  |  |

**Your Purposes and Activities**