Abstract
The adoption of the Common Core State Standards (CCSS) presents the US with the opportunity to replace traditional curriculum with more coherent and conceptually powerful configurations of ideas. This talk will discuss a proposal for turning the beginnings of arithmetic into a stronger basis for continued learning. The proposal is highly consistent with the CCSS, and in some sense is a mild revision of current practice.

Biographical Note
Dr. Roger E. Howe has been teaching and doing research in the Mathematics Department at Yale University for over 30 years. His mathematical research investigates symmetry and its applications. He has held visiting positions at many universities and research institutions in the U.S., Europe and Asia. He is a member of the American Academy of Arts and Sciences and the National Academy of Sciences.

Dr. Howe also devotes substantial attention to issues of mathematics education. He has served on a multitude of committees, including those for several of the major reports on U.S. math education of the past decade. He has served as a member and as chair of the Committee on Education of the American Mathematical Society. He served on the Steering Committee of the Park City/IAS Mathematics Institute, and has helped to organize a series of meetings at Park City devoted to increasing the contribution of mathematicians in mathematics education, especially refining understanding of the mathematical issues in K-12 mathematics curricula. He is currently a member of the U.S. National Committee on Mathematics Instruction, and a member of Executive Committee of the International Commission on Mathematical Instruction. In 2006, he received the Award for Distinguished Public Service from the American Mathematical Society.