

Program Design and Components

Program Organization

The mathematics curriculum is designed to make a significant contribution towards students' meeting each of the essential graduation learnings (EGLs), with the communication and problem-solving EGLs relating particularly well to the curriculum's unifying ideas. (See the Outcomes section of *Foundation for the Atlantic Canada Mathematics Curriculum*.) Specific curriculum outcomes represent the means by which students work toward accomplishing the key-stage curriculum outcomes, the general curriculum outcomes, and ultimately, the essential graduation learnings.

It is important to emphasize that the presentation of the specific curriculum outcomes in the guide follows a suggested teaching sequence.

It is recognized that students' understandings of concepts will vary in terms of depth and breadth. *Curriculum and Evaluation Standards for School Mathematics* recommends that the study of mathematics for every student revolve "around a core curriculum differentiated by the depth and breadth of the treatment of the topics and by the nature of the applications" (p. 9). While it is expected that all students will work toward achievement of the same outcomes, it is recognized that students will demonstrate different levels of performance.

The table which follows shows the relationship between the various courses that make up the high school mathematics program.

Program Level	Course 1	Course 2	Course 3	Course 4
Advanced	Mathematics 1204	Mathematics 2205	Mathematics 3205	Mathematics 3207
Academic		Mathematics 2204	Mathematics 3204	Mathematics 3103
Practical	Mathematics 1206	Mathematics 2206	Mathematics 3206	

