

## Third and Fourth Course Options for High School Mathematics

There are two distinct course sequence prescribed pathways of the high school standards for the mathematics progression in grades 9-10:

- The Integrated Pathway with a course sequence of Math I and Math II, each of which includes number theory, algebra, geometry, probability and statistics; and
- The Traditional Pathway with a course sequence of Algebra I and Geometry, with some data, probability and statistics included in each course.

Third and Fourth course options available to students on the Integrated Pathway\*:

- High School Mathematics III
- High School Mathematics III TR
- High School Mathematics IV
- High School Mathematics IV TR

Third and Fourth course options available to students on the Traditional Pathway\*:

- Algebra II
- Trigonometry/Pre-calculus

Each pathway organizes the identical standards into courses that provide a strong foundation for post-secondary success. As a result, the mathematics standards identified in Math I through Math IV are identical to the standards identified in Algebra I through Trigonometry/Pre-calculus. The content is simply grouped differently over the four years. Local Education Agencies (LEA) must choose to implement either the Integrated or Traditional Pathway.

Additional Third and Fourth course options available to students on either pathway\*:

- Advanced Mathematical Modeling
- Applied Statistics
- AP® Calculus AB/BC
- AP® Computer Science A
- AP® Statistics
- Calculus
- Computer Science and Mathematics
- County Created and Approved Math Courses higher than Mathematics II or Algebra II
- Dual Credit College Courses
- Financial Algebra/Mathematics
- IB Program Courses
- Mathematics College Courses
- Probability and Statistics
- Quantitative Reasoning
- Statistics
- STEM Readiness Mathematics
- Technical Transition Mathematics
- Transition Mathematics for Seniors

\*Students should consult with their chosen post-secondary educational/training institution when choosing course options and electives. School teams, including counselors, teachers and administrators, should confer with the student and his/her parents to decide what third- and fourth-year mathematics courses best meet the needs of the student.

