

GENERAL CHURCH AND ACADEMY K-12 MATHEMATICS CURRICULUM

STATEMENT OF PURPOSE AND VISION

Affirmed by the Math Curriculum Committee - June 1999

The **purpose** of this **New Church** mathematics curriculum is to help students to love the Lord and prepare them to live a life of use by fostering an affection for and understanding of mathematics as a reflection of the Lord's order in the universe.

Number?

The **vision** for fulfilling this purpose can be described by the following goals.

BROAD GOALS

1. Assist students in developing a perception of how the Lord manifests Himself in the laws, forms and substances of His creation.
SE 3484 "...forms almost entirely void of limits and thus taken out of relation to spaces and times. But all these forms are yet finite, because an idea of them can be conceived by a certain abstraction of those things that are more finited...but the things that are within or above them are living from the Lord..."
2. Assist students in developing an appreciation for and a beginning understanding of the underlying correspondences in the numbers and processes of mathematics.
HH 363 "For all numbers correspond, and have a meaning, the same as words do, in accordance with the correspondence; yet with the difference that in numbers generals are involved, and in words, particulars..."
3. Assist students in developing an appreciation for and an understanding of the presence of degrees in all things of creation, **including mathematics** (delete this part?).
*AC 314 "Everywhere in heaven and in the world we find a sequential order and a concurrent order. In sequential order one thing...follows after another from the highest elements to the lowest. In concurrent order, however, one thing exists alongside another from the inmost elements to the outmost."
See also DLW 205—add?*
4. Assist students in developing an appreciation for and an understanding of the duality in the spiritual and natural worlds through studying complementary relationships in mathematics.
AC 747 "Indeed everything contains a marriage or coupling together of its own on which its very continuance depends."
5. Assist students in developing a perception and understanding of the existence of equilibrium in all things of the Lord's creation as illustrated in the processes of mathematics.
DLW 68e "The equilibrium of all things is from simultaneous action and reaction; and everything must be in equilibrium."
6. Assist students in developing a perception and understanding of the relationship of generals to particulars to singulars as illustrated in the processes and forms of mathematics.
AC 9394:5 "The reason scientific are vessels...is that every scientific is a certain general, which contains within it the particulars and singulars that agree with the general; and such generals are disposed into series, and as it were into bundles; and these bundles and series are mutually ordered so as to relate to the heavenly form, and thus in order from the veriest singulars to the most general things."
7. Assist students in developing rationality and freedom as receptacles of truth and goodness through the use of the logical and consistent structure of mathematics.
*AE 569 "By the rational is meant the thought of the natural man from cognitions and knowledges, for a man who is imbued with knowledges is able to see things in series...and can therefore analytically arrange, turn over, separate, conjoin, and at length conclude things, even to a further end, and at length to the final end, which is the use that he loves."
See also DP 87—add?
*DP 87 "...man is reformed and regenerated by means of the two faculties, rationality and liberty... It is from rationality that man has the power to understand, and from liberty that he has the power to will, in both cases as if from himself." (possibly delete)**
8. Assist students in developing a delight and affection for beauty, variety, and harmony as seen in mathematic(**al pattern**-delete?)s.
HH 56 "That all perfection is from [the harmony of various things], is evident from all beauty, pleasantness, and delight...for these come forth (existunt) and flow from no other source than the agreement and harmony of many concordant and accordant things: whether they coexist in order, or follow each other."
9. Assist students in developing an appreciation for (**and an understanding of**-delete?) the infinity of the Lord's creation as expressed in mathematical terms, and at the same time to recognize that infinity can be understood only in general terms.
TCR 32:8 "There is a certain infinity in many things that fall within the range of the natural light and spiritual light in man. It is within the range of his natural light that there are various series in geometry which go on to infinity..."

The **strategies** for implementing these purpose and vision statements are contained in each grade level's curriculum.