Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills.

When teaching a Pre-AP course, teachers have purposeful time and space to bring their own voice and lessons into each unit to best meet the needs of their students and address the full range of state standards. This alignment summary demonstrates the deep connections between the Pre-AP Algebra 1 Course Framework and the South Carolina College- and Career-Ready Standards for Mathematics to support teachers and schools in their planning. Along with the corresponding standards crosswalk, teachers and schools can use this alignment summary when planning and preparing to implement Pre-AP Algebra 1.

Alignment at a Glance: Very Strong

**SCCCR Standards for Mathematics:**
- Interpreting Functions
- Linear, Quadratic, and Exponential
- Real Number System
- Reasoning with Equations and Inequalities
- Structure and Expressions

**Discipline Highlights**
- Overall, the alignment between the Pre-AP Algebra 1 Course Framework and the SCCCR Standards for Mathematics is very strong.
- In nine of the ten key concepts in the SCCCR Standards for Mathematics, the majority of the standards are covered in full or in part by the Pre-AP Algebra 1 Course Framework.
- The SCCCR Standards for Mathematics and the Pre-AP Algebra 1 Course Framework share the strongest alignment in the Reasoning with Equations and Inequalities, Interpreting Functions, and Linear, Quadratic and Exponential key concepts.

= Very strong alignment

= Partial alignment

Alignment between the Pre-AP Algebra 1 Course Framework and the South Carolina College- and Career-Ready Standards for Mathematics is described as very strong or partial. A very strong alignment is one in which the majority of standards are fully addressed by the mapped Pre-AP Learning Objectives (LOs). A partial alignment is one in which the standards are partially addressed by the corresponding Pre-AP Learning Objectives. Partial alignment can occur when one framework includes greater specificity or extends beyond the scope of the other framework. Given the focused nature of the Pre-AP course framework, some partial alignments are to be expected.
Alignment at a Glance: Partial

**SCCCR Standards for Mathematics:**

- Arithmetic with Polynomials and Rational Expressions
- Creating Equations
- Interpreting Data
- Quantities

**Discipline Highlights**

- While the overall alignment between the SCCCR Standards for Mathematics and the Pre-AP Algebra 1 Course Framework is very strong, there are a few areas of partial alignment due to the more granular nature of some of the SCCCR Standards for Mathematics.

- The Pre-AP course framework has a more intentionally narrow focus on a prioritized set of concepts, so certain topics are considered outside the scope of the Pre-AP course framework. For example, standard A1.SPID.8 specifies using technology to compute and interpret the correlation coefficient, which is not a focus topic for Pre-AP Algebra 1.

- Although the Building Functions key concept is not explicitly covered by the learning objectives, the Pre-AP course framework provides opportunities for the development and practice of those skills.

**Summary**

Beyond alignments to the course framework, it is also important for educators to turn to the Pre-AP Shared Principles and Pre-AP Mathematics Areas of Focus to understand the full picture of alignment between Pre-AP Algebra 1 and the SCCCR Standards for Mathematics. The shared principles and areas of focus represent the Pre-AP approach to teaching and learning, and these principles deeply address skill development and disciplinary practices that cannot be easily captured within a standards crosswalk. **In summary, there are ample opportunities for teachers to address the SCCCR Standards for Mathematics with confidence throughout this course.**

Learn more about Pre-AP Algebra 1 at [preap.org](http://preap.org)