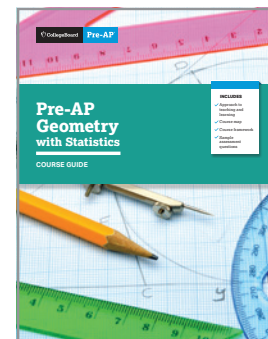




Pre-AP Geometry with Statistics and Tennessee Academic Standards for Mathematics: Geometry: Alignment Summary

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 Geometry with Statistics Course Framework and the Tennessee Academic Standards for Mathematics: Geometry 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 Geometry with Statistics.



Alignment at a Glance: Very Strong

Tennessee Academic Standards for Mathematics: Geometry



- Circles
- Congruence
- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension
- Making Inferences and Justifying Conclusions
- Modeling with Geometry

Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP Geometry with Statistics Course Framework and the Tennessee Academic Standards for Mathematics: Geometry is very strong.
- ✓ Across all eight domains of the Tennessee Academic Standards for Mathematics: Geometry, the majority of the standards are addressed in full or in part by the Pre-AP Framework.
- ✓ The strongest alignments to the Tennessee Academic Standards for Mathematics: Geometry are in the Circles, Geometric Measurement and Dimension, and Modeling with Geometry content domains.
- ✓ The Pre-AP framework extends beyond Geometry, addressing topics from statistics domains found in Tennessee Academic Standards for Mathematics: Geometry, Algebra 1, and Algebra 2. These additional domains from Algebra 1 and Algebra 2 standards include: Conditional Probability and the Rules of Probability, Interpreting Categorical and Quantitative Data, and Making Inferences and Justifying Conclusions.



= **Very strong alignment**



= **Partial alignment**

Alignment between the Pre-AP Geometry with Statistics Course Framework and the Tennessee Academic Standards for Mathematics: Geometry 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

Tennessee Academic Standards for Mathematics: Geometry



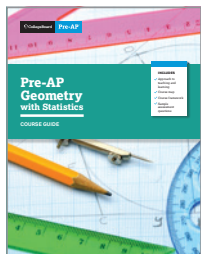
- Conditional Probability and the Rules of Probability
- Interpreting Categorical and Quantitative Data
- Quantities
- Similarity, Right Triangles, and Trigonometry

Discipline Highlights

- ✓ While the overall alignment between the Tennessee Academic Standards for Mathematics: Geometry and the Pre-AP Geometry with Statistics Course Framework is very strong, there are a few areas of partial alignment due to the more particular nature of some of the Tennessee Academic Standards for Mathematics: Geometry.
- ✓ The Tennessee Academic Standards: Geometry include more specific statements than the Pre-AP learning objectives. For example, standard G.SRTC.5a addresses solving right triangles using the Pythagorean Theorem and trigonometric ratios. The Pre-AP learning objectives do not explicitly address the Pythagorean Theorem, so this standard was given a partial rating. However, there are natural opportunities to address this content within the framework.
- ✓ The Pre-AP framework has an intentionally narrow focus on a prioritized set of concepts, so certain topics are considered outside the scope of the Pre-AP framework. For example, while the Pre-AP framework does include an introduction to right triangle trigonometry, it does not fully address some of the extensions of trigonometric ideas that were included in the Tennessee Academic Standards for Mathematics: Geometry, such as Law of Sines.

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 Geometry with Statistics and the TN Academic Standards for Mathematics: Geometry. 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 TN Academic Standards for Mathematics: Geometry with confidence throughout this course.**



Learn more about Pre-AP Geometry with Statistics at preap.org