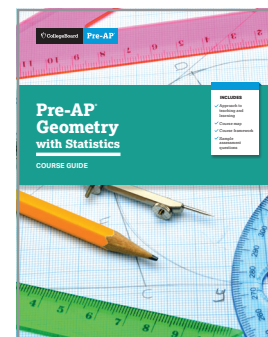




# Pre-AP Geometry with Statistics and Massachusetts Curriculum Framework for Mathematics: Alignment Summary

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 Massachusetts Curriculum Framework for Mathematics: Traditional Pathway Model 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

### MA Curriculum Framework for Mathematics



- Congruence
- Similarity, Right Triangles, and Trigonometry
- Circles

### Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP Geometry with Statistics Course Framework and the Massachusetts Curriculum Framework for Mathematics: Traditional Pathway Model Geometry is very strong.
- ✓ Across the seven domains of the MA Geometry course, the majority of the standards are addressed in full or in part by the Pre-AP course framework.
- ✓ The alignment between the Pre-AP course framework and the MA standards is strongest in the Congruence; Similarity, Right Triangles, and Trigonometry; and Circles conceptual categories.
- ✓ The Pre-AP course framework extends beyond geometry and also addresses some Statistics and Probability conceptual category from the MA framework.



= **Very strong alignment**



= **Partial alignment**

Alignment between the Pre-AP Geometry with Statistics Course Framework and the MA Curriculum Framework for Mathematics is described as *very strong* or *partial*. A *very strong* alignment is one in which the majority of the 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 LOs. 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

## MA Curriculum Framework for Mathematics



- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension
- Modeling with Geometry

## Discipline Highlights



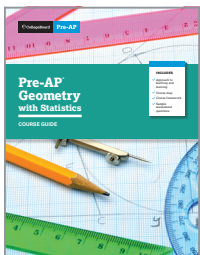
While the overall alignment between the MA Curriculum Framework for Mathematics and the Pre-AP Geometry with Statistics Course Framework is very strong, there are some areas of partial alignment given the intentional focus and approach of the Pre-AP framework.



The MA Curriculum Framework sometimes include more specific statements than the Pre-AP learning objectives. For example, MA standard GEO.G-COC.9 includes a number of specific theorems that are not listed explicitly within the Pre-AP learning objectives. However, there are natural opportunities to address those theorems within the framework. Similarly, the MA standards for probability include specific rules that are not named as explicitly within the course framework.

## Summary

Beyond alignments to the Pre-AP 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 Massachusetts Curriculum Framework 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 Massachusetts Curriculum Framework for Mathematics with confidence throughout this course.**



Learn more about Pre-AP Geometry with Statistics at [preap.org](https://preap.org).