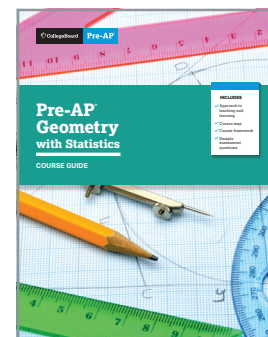




Pre-AP Geometry with Statistics Course Framework and Indiana Academic Standards for Geometry: Alignment Summary

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 Indiana Academic Standards for 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

Indiana Academic Standards for Geometry:



- Points, Lines, and Angles
- Transformations

Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP Geometry with Statistics Course Framework and the Indiana Academic Standards for Geometry is very strong.
- ✓ Across all seven strands of the Indiana Academic Standards for Geometry, the majority of standards are addressed in full or in part by the Pre-AP course framework.
- ✓ The alignment between the Pre-AP course framework and the Indiana Academic Standards for Geometry is strongest in the Points, Lines, and Angles and Transformations content strands.



= **Very strong alignment**



= **Partial alignment**

Alignment between the Pre-AP Geometry with Statistics Course Framework and the Indiana Academic Standards for Geometry 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 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

Indiana Academic Standards for Geometry:



- Logic and Proofs
- Triangles
- Quadrilaterals and Other Polygons
- Circles
- Three-Dimensional Solids

Discipline Highlights



While the overall alignment between the Indiana Academic Standards for 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 granular nature of some of the Indiana Academic Standards for Geometry.



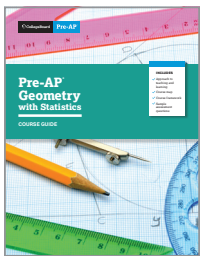
The Indiana Academic Standards for Geometry include more specific statements than the Pre-AP learning objectives. For example, G.PL.1 includes a number of specific theorems about lines and angles that are not listed explicitly within the Pre-AP learning objectives. As a result, this standard was given a partial rating. However, there are natural opportunities to address these theorems throughout instruction.



The Pre-AP framework has an intentionally narrow focus on a prioritized set of concepts, so certain topics are considered outside of the scope of the Pre-AP framework. For example, while the Pre-AP course includes some coverage of Quadrilaterals and Other Polygons, it does not specifically mention all of the geometric properties that are included in the Indiana Academic Standards for Geometry.

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 Indiana Academic Standards for 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 Indiana Academic Standards for Geometry with confidence throughout this course.**



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