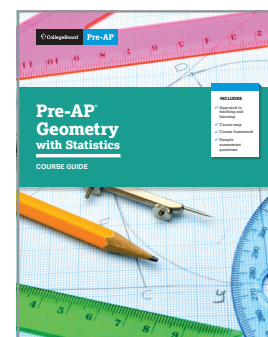




Pre-AP Geometry with Statistics Course Framework and North Carolina Standard Course of Study: North Carolina Math 2: Alignment Summary

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 North Carolina Standard Course of Study: North Carolina Math 2 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

North Carolina Math 2:



- Conditional Probability and the Rules of Probability
- Congruence
- Similarity, Right Triangles, and Trigonometry

Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP Geometry with Statistics Course Framework and the North Carolina Math 2 is very strong.
- ✓ Across four of the twelve strands of the North Carolina Math 2, the majority of standards are addressed in full or in part by the Pre-AP course framework.
- ✓ The North Carolina Math 2 and the Pre-AP Geometry with Statistics Course Framework share the strongest alignment in the Congruence and Similarity, Right Triangles, and Trigonometry content strands.



= **Very strong alignment**



= **Partial alignment**

Alignment between the Pre-AP Geometry with Statistics Course Framework and the North Carolina Standard Course of Study: North Carolina Math 2 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

North Carolina Math 2:



- Interpreting Functions

Discipline Highlights



While the overall alignment between the North Carolina Math 2 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 North Carolina Math 2.



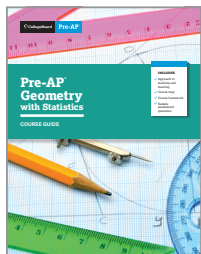
The North Carolina Math 2 include more specific statements than the Pre-AP learning objectives. For example, NC.M2.G-CO.9 includes a number of specific theorems that are not listed explicitly within the Pre-AP learning objectives. However, there are natural opportunities to address those theorems within the framework.



The Pre-AP framework has a more 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, standards within the Building Functions, Creating Equations, Reasoning with Equations and Inequalities, Seeing Structure in Expressions, and The Real Number System content strands are covered in Pre-AP Algebra 1, so they were not included in Pre-AP Geometry with Statistics. However, the course framework provides opportunities to address these skills throughout instruction.

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 North Carolina Standard Course of Study: North Carolina Math 2. 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 North Carolina Standard Course of Study: North Carolina Math 2 with confidence throughout this course.**



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