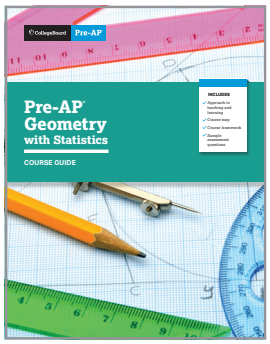
CollegeBoard Pre-AP®

Pre-AP Geometry with Statistics and Texas Essential Knowledge and Skills 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 Texas Essential Knowledge and Skills 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 Geometry with Statistics.



Alignment at a Glance: Very Strong

TEKS for Mathematics:

- **Circles**
- **Coordinate and Transformational Geometry**
- **Probability**

Discipline Highlights

- Overall, the alignment between the Pre-AP Geometry with Statistics Course Framework and the TEKS for Mathematics is very strong.
- Across all seven strands of the TEKS for Mathematics, the majority of the standards are addressed in full or in part by the Pre-AP Geometry with Statistics Course Framework.
- The TEKS for Mathematics and the Pre-AP framework share the strongest alignment within the Coordinate and Transformational Geometry and Probability content strands.

= Very strong alignment

= Partial alignment

Alignment between the Pre-AP Geometry with Statistics Course Framework and the TEKS for Mathematics is described as *very strong* or *partial*. A *very strong* alignment is one in which a strand is fully addressed by the mapped Pre-AP Learning Objectives (LOs). A *partial* alignment is one in which a strand is 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

TEKS for Mathematics:

- **Logical Arguments and Constructions**
- **Proof and Congruence**
- **Similarity, Proof, and Trigonometry**
- **Two-Dimensional and Three-Dimensional Figures**

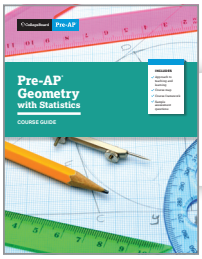
Discipline Highlights

While the overall alignment between the TEKS for Mathematics and the Pre-AP Geometry with Statistics Course Framework is strong, there are some expected areas of partial alignment or gaps in alignment due to differences in the level of specificity in certain areas.

The TEKS for Mathematics includes more specific language than the Pre-AP learning objectives. For example, standard G.6.D lists a number of specific theorems. Since these theorems are not explicitly listed in the framework's learning objectives, the standard was listed as a partial match. However, the framework and model lessons provide opportunities to address these theorems throughout instruction.

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 TEKS 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 TEKS for Mathematics with confidence throughout this course.**



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