



Home of the Rattlers

Advanced Placement Statistics Syllabus

Mrs. Tonia Brooks, Instructor

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Room 206

COURSE DESCRIPTION: As an AP course, AP Statistics is the equivalent of an introductory course in statistics at a college or university. The amount and quality of work should, therefore, be commensurate with a college statistics course. Since a major goal of this class is to prepare students to pass the AP exam in Statistics, we will be using the College Board’s “Topic Outline for AP Statistics”, as well as the California standards for AP Probability and Statistics as guidelines for what is taught in this class.

Below is an outline of AP Statistics topics:

* Exploring Data



Graphing Data, Looking for Patterns, Describing Data

* Planning a Study

Surveys, Sources of Bias, Experiments

* Probability and Simulation

Introductory probability, Discrete and continuous random variables, Binomial and Geometric Distributions, Normal Distribution, Sampling Distributions

* Statistical Inference

Tests of Inference, Confidence intervals, Z-procedures, t-procedures, and chi-square

TEXT: Yates, Moore, and Starnes. *The Practice of Statistics: TI 83/89 Graphing Calculator Enhanced (5th Ed.)*. W.H. Freeman and Co.

In addition to the text, materials from *StatsMedic* and *Workshop Statistics* will be included in the AP Statistics curriculum. These materials will general be presented as handouts.

*These materials will be available on Canvas as pdf files, as well.*

**Canvas:** Students will access all math content for the course through a Learning Management System called Canvas. Students should go to sandiegounified.instructure.com and log in using their School District username and password. Please check Canvas if absent to check the day’s activities and assignments.

SUGGESTED MATERIALS:

* Graphing Calculator (TI 83+/TI84+, please)
* Graph paper, lined paper
* Pencil
* Text
* Please bring your district-issued computer and charger to class each day.

Graphing calculators are available for checkout at the library. Please get a calculator agreement from Mrs. Brooks.

GRADING:

Grading Categories

* Assessments 75%
  + Tests/Quizzes 65%
  + Midterm 10%
* Student Work : 15%
* Notebook: 10%

Grading Scale

* A 90-100%
* B 80- 89.9%
* C 70- 79.9%
* D 60- 69.9%
* F below 60%

ASSESSMENTS:

Assessments include both tests and quizzes. Tests are given at the end of a unit of study, and are announced in advance. Quizzes may be announced in advance, but “pop” quizzes may also be given. Quizzes range in value form 10-50% of a test grade. A final exam will be given each semester and will be counted as 10% of the semester grade. Retakes will not be given. One low test grade, excluding the final, may be dropped, if no zeroes are earned during the semester.

STUDENT WORK:

In-class activities, written responses and homework are in this category. Homework is generally assigned daily and is due the following day. Long term projects may also be assigned. ALL late work must be submitted at least one week before the end of the grading period. Incomplete work may be turned in for partial credit.

NOTEBOOK:

Each chapter, students receive guidelines or questions that must be answered in their notes. Students are graded on completion of the notes, as well as the quality and thoroughness in dealing with the guiding questions.

ASSISTANCE:

I will generally be available for tutoring after school Monday, Tuesday, and Wednesday. I will also be available at lunch by appointment. All Canyon Hills students are welcome to join me during office hours for assistance.

PROGRESS REPORTS:

Progress reports will be available after the end of each grading period. Only semester 1 and semester 2 grades are placed on the student transcript. Progress reports for periods 1, 2, 3, and 4 are for communication with families and eligibility for extracurricular activities.

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| --- | --- | --- | --- | --- | --- |
| SEMESTER 1 |  |  | SEMESTER 2 |  |  |
| GRADING PERIOD | END DATE |  | GRADING PERIOD |  | END DATE |
| P1 | September 20 |  | P3 |  | February 13 |
| P2 | November 1 |  | P4 |  | March 26 |
| Semester 1 | December 20 |  | Semester 2 |  | May 29 |

In addition, parents and students may view grades on PowerSchool.

CLASSROOM EXPECTATIONS:

Attend and participate in class meetings each day.

Participate in class discussions, work with your partner, team, or class, as appropriate.

Spend additional time doing assignments each day.

Always do your best work.

Turn in work on time. (Your name is required for credit)

Respect your teacher, your classmates, yourself.

Follow all school rules and district policies for appropriate use of technology.

Although bottled water is allowed, other food or drink is not permitted.

Any cellphones or other electronic devices, including cables and headphones, should be silent and invisible during class.  Please put these things safely away before entering the classroom. (Please remember to put your phone in silent or vibrate mode before you enter class.).  This adheres to the Canyon Hills and San Diego Unified cell phone policies.

POSITIVE OUTCOMES:

Pride in a job well-done

Improved citizenship grade

In-class Recognition

Positive notes and calls home

CONSEQUENCES:

Counseled by teacher

Lowered citizenship grade

Detention

Phone call or note home

Referral for repeat or severe offenses

ACADEMIC HONESTY: Students are expected to complete their own work. Academic honesty and responsibility are expected of all Canyon Hills students.  Copying someone else’s homework, turning in a paper done by someone else, plagiarism, copying from other printed resources without giving credit to the author, and/or giving or receiving answers, sharing answers, using “cheat sheets,” or other such devices, are all considered cheating. Consequences may include a “zero” on the assignment for a first offense, along with a U in citizenship. Please see Canyon Hills Honesty Policy on the website for further information.

**Canyon Hills High School** **Citizenship Grading Policy**

**Purpose:** At CHHS, we are supporting each child’s development in becoming thoughtful and productive citizens who will inherit our global society. With that, we will be explicit and transparent in teaching and modeling for our students how to reach excellence in citizenship. Citizenship grades are the balance of a student’s general work habits, attitude, and behavior in class over the grading period, not the result of one day or one action. It is the culmination of a student’s willingness and efforts to help or hinder the student’s own progress, as well as that of the class and other students. Additionally, they are not an evaluation of the child as a person.

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| **22-23** | **Citizenship Rubric** |
| Exceeds  E | * Participation is constructive and elevates the academic environment of the class. * All absences are excused. Two or fewer tardies. * Consistently models exceptional behavior and respect for teachers and students. * Independently prepares for and is engaged in class activities. * Uses technology to enhance learning, according to teacher policy and permission. |
| Meets  M | * Participation is constructive and supports the academic environment of the class. * All absences are excused. Three or fewer tardies. * Consistently exhibits respectful behavior towards teachers and students. * Prepares for and engages in class activities. * Uses technology appropriately, according to teacher policy and permission. |
| * Participates occasionally; does not distract from the academic environment of the class. * No more than one unexcused absence. Four or fewer tardies. * Demonstrates compliant behavior towards teachers and students. * Prepares for and engages in class activities, with teacher prompting. * Usually uses technology appropriately, according to teacher policy and permission. |
| Inconsistent  I | * Seldom participate, or distracts from the academic environment of the class. * No more than two unexcused absences. Five or fewer tardies. * Sometimes demonstrates disrespectful behavior towards teachers and/or students. * Often unprepared for and disengaged from class activities. * Uses technology inappropriately, not adhering to teacher policy. |
| UnsatisfactoryU | * Does not participate, or distracts from the academic environment of the class. * Three or more unexcused absences. Six or more tardies. * Frequently demonstrates disrespectful behavior towards teachers and/or students. * Unprepared for and disengaged from class activities. * Use of technology distracts from academic environment. |

Thank you for taking the time to review this syllabus with your parent. If you or your parent have any questions, feel free to see me before or after class, or your parent may contact me at