



Course Syllabus

Franklin High School		2020-2021
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: AP Support - Statistics		
Instructor Name: Kelly AndrewsDenney	Contact Info: kandrews@pps.net	
Grade Level(s): 9-12		
Credit Type: (i.e. "science", "elective") Elective	# of credits per semester:1	
Prerequisites (if applicable): The support class is intended for students who have taken AP Statistics and are preparing for the AP exam.		
General Course Description:The AP support course will aim to prepare AP Statistics students for the AP Exam in May. The course will introduce new material unable to be covered in Semester 1, Review units covered in semester 1, and begin test prep through the use of AP exams from previous years.		
<u>Prioritized National/State Standards:</u> AP Statistics standards can be found in the AP Statistics Course and Exam Description. https://apcentral.collegeboard.org/pdf/ap-statistics-course-and-exam-description.pdf?course=ap-statistics		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts <i>Stats Modeling the World 3rd Edition by Bock, Velleman, and DeVeaux</i>		
Course Content and Schedule: <i>Schedule is subject to change depending on student needs and feedback.</i> <ul style="list-style-type: none">- Unit 7- Inference for Relationships between variables- Review inference- Review Probability- Review Study Design- Review Linear Regression (may not be necessary, will likely review in Ch27)- Review Displaying Data		



Exam Weighting for the Multiple-Choice Section of the AP Exam

Units	Exam Weighting
Unit 1: Exploring One-Variable Data	15–23%
Unit 2: Exploring Two-Variable Data	5–7%
Unit 3: Collecting Data	12–15%
Unit 4: Probability, Random Variables, and Probability Distributions	10–20%
Unit 5: Sampling Distributions	7–12%
Unit 6: Inference for Categorical Data: Proportions	12–15%
Unit 7: Inference for Quantitative Data: Means	10–18%
Unit 8: Inference for Categorical Data: Chi-Square	2–5%
Unit 9: Inference for Quantitative Data: Slopes	2–5%

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): *Students with accommodations and/or modifications will receive assignments in accordance with their IEP or 504. More challenging problems will be available to students who felt more comfortable during first semester, and we'll be reviewing topics as needed by students.*

Safety issues and requirements (if applicable):

Classroom norms and expectations: *Synchronous (live) class meetings will take place on Zoom. When logging into zoom, make sure you log in with google and use your PPS login info. The links for synchronous and asynchronous classes will be on the home page in Canvas. There is a separate link for Wednesday morning asynch time and office hours. Students are expected to communicate with the teacher when they are not able to attend or complete an assignment. During synch class, students are expected to participate in discussion and small group work, as well as individual practice.*

Evidence of Course Completion

Assessment of Progress and Achievement: *Students will complete weekly unit review assignments and weekly self assessments of areas of improvement based on practice AP Exam performance.*

Progress Reports/Report Cards (what a grade means): *Students will be graded based on weekly assignments (50%) and tests that can be revised (50%).*

Career Related Learning Experience (CRLEs) and Essential Skills:

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.? Parents have access to act as an observer on canvas by setting up their own account. They can see the assignments for the week and their child's progress. In case of concerns, parents will be contacted via email or phone. Please contact me at kandrews@pps.net if you have any concern.

Personal Statement and other needed info

Much of this is subject to change depending on student feedback and needs. It will be largely guided by their feedback and questions as we progress through the semester.