



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	AP Statistics		
<i>Instructor Info</i>	Name: Erika Johnson	Contact Info: ejohnso3@pps.net	
<i>Grade Level(s)</i>	11th and 12th		
<i>Room # for class</i>	Room: S-158		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: ½	
<i>Prerequisites (if applicable)</i>	Successful completion of Algebra 1-2, Geometry, and Algebra 3-4		
<i>General Course Description</i>	<p>AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students will develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84 graphing calculator. To develop effective statistical communication skills, students are required to prepare frequent written analyses of real data, regular completion of write-ups of released AP® Statistics free-response problems (hereafter referred to as FRQ's) and use rubrics to self-score timed AP® Statistics FRQ's.</p>		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	What a time to be teaching, learning, and living in! I really look forward to our first class. Thank you for reading! Please email me with any questions or concerns.		
<i>Course Highlights (topics, themes, areas of study)</i>	Unit 1- Exploring 1- Variable Data Unit 2- Exploring 2- Variable Data Unit 3- Gathering Data Unit 4- Probability Unit 5- Inference for proportions Unit 6- Inference for means Unit 7- Inference for counted data and linear regression		



Course Connections to PPS ReImagined Vision	<ul style="list-style-type: none"> ● Partnerships & Collaboration ● Excellence ● Joyful Learning & Leadership ● Creativity & Innovation
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Section 3: Student Learning

Prioritized Standards	Because this is a college level/AP course, there are not adopted standards associated with this class.
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PPS Graduate Portrait Connections	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Help them become inclusive and collaborative problem solvers by providing opportunities for teamwork. Help them become inquisitive critical thinkers with deep core knowledge by providing opportunities to develop compelling arguments based on facts and evidence. Help them become resilient and adaptable lifelong learners by supporting the creation of a growth mindset.
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Differentiation/ accessibility strategies and supports:	<p>I will provide the following supports specifically for students in the following programs: <i>Special Education, 504 Plans, English Language Learners and Talented & Gifted:</i></p> <p>Flexible timeline for demonstrating proficiency. Multiple attempts to retake and/or revise assessments. Clearly posted and chunked agenda, daily learning target(s) and content vocabulary. Investigative, problem-based curricular model to attend to CCSS Mathematical Practices of 'making sense of problems and persevere in solving them'; 'Reason abstractly'; and 'look for and make use of structure,' for example. Explicit instruction using guided notes and teacher-provided notes. I will post notes we take in class onto Canvas in a shared folder. I will also be available on tutorial B days. I will make all necessary accommodations and ask how else I can help.</p>
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Personalized Learning Graduation Requirements (as applicable in this course):	<input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
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 8/27 Work	Section 4: Cultivating Culturally Sustaining Communities
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Tier 1 SEL Strategies	I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):
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<p><i>Shared Agreements</i></p> 	<p>Students will brainstorm their top 3 agreements in groups, and then we will share together as a class.</p>
	<p>I will display our Agreements in the following locations: Canvas and posted at the front of the room</p>
	<p>My plan for ongoing feedback through year on their effectiveness is: Conversations with students</p>
<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by: Making connections through 1:1 interaction and supporting students in groups and the whole class.</p>
	<p>Families can communicate what they know of their student's needs with me in the following ways: Email or Remind</p>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways: I will ask students how to best celebrate them.</p>
	<p>I will solicit student feedback on my pedagogy, policies and practices by: Surveying students via google forms and using exit tickets.</p>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: With empathy and individually.</p>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by: Presenting to the class or allowing me to share work anonymously to the class or another period.</p>



Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	Students will be required to wear masks and social distance 3 feet.
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Enter and exit quietly.
<i>Submitting Work</i>	I will collect work from students in the following way: On paper.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: I will be available on one of the tutorial days or after school by appointment to help the student catch up.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline:</i> Within a week <i>What to look for on your returned work:</i> Written feedback <i>Revision Opportunities:</i> Students with 75% of stamps for homework for the Unit are eligible for 15 minutes of revisions the day after the Unit Test.
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: n/a
<i>Attendance</i>	If a student is absent, I can help them get caught up by: I can meet with them after school by appointment or in tutorial. Check Canvas for the day's slides and notes/classwork.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provide the following materials to students: Writing utensils as needed, calculators.
<i>Materials Needed</i>	Please have the following materials for this course: Paper and writing utensil. <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Canvas
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Khan Academy - AP Statistics Canvas (I will post all notes)

Section 7: Assessment of Progress and Achievement



<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Feedback on quizzes and assessments, one on one feedback during classwork.
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Unit Tests
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will demonstrate their ability on Unit Tests.
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: StudentVUE or ParentVUE
	I will update student grades at the following frequency: At least weekly.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: D/F-Level Meaning of the mark: Needs revision or recompletion</i> <i>Mark: C-Level Meaning of the mark: basic understanding</i> <i>Mark: B/A Meaning of the mark: Enhanced understanding</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: 90% Unit Tests and 10% Chapter Quizzes
	I use this system for the following reasons/each of these grade marks mean the following: I do not think homework should be included in the final grade.
Other Needed info (if applicable)	

