



Glencoe High School  
Class Syllabus for AP Statistics  
Trudy Perkins

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<b>Google Classroom</b>	All GHS teachers use a google classroom. All resources and links to other sites should be here. To access the google classroom for this class, please visit <a href="https://classroom.google.com">classroom.google.com</a> and log in with your school username and password. You should be automatically enrolled in this google classroom. If not please contact your teacher.
<b>Office Hours, Communication, and Availability</b>	<ul style="list-style-type: none"> <li>• In general, the best way to contact a teacher is via email. Staff at Glencoe will return phone calls and emails to parents in a timely fashion.</li> <li>• Teachers regularly update parentvue. Be sure to have a log-in and check your student's progress frequently at <a href="https://www.hsd.k12.or.us/parentvue">https://www.hsd.k12.or.us/parentvue</a>.</li> <li>• Teachers are also often willing to work with students outside of class time; however it is up to students to arrange this time with the teacher. Teachers may be available in person or via google meets for help outside of class time.</li> </ul>
<b>HSD 2023-24 Cell Phone Policy</b>	Please see <a href="#">HSD Cell Phone Expectations</a> for information about the cell phone policy.

### Course Information

<b>Subject - Course Title</b>	<b>Mathematics- AP Statistics</b>
<b>Course Textbook</b>	Stats Modeling the World 4th Edition-2014, Bock/Velleman/De Veaux.
<b>Course Description</b>	<p>The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.</p> <p><b>A Texas Instruments graphing calculator or similar is required.</b></p>
<b>Course Content</b>	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% Final Project

<b>Course Supports</b>	<p>The supports that we will be offering students this year can be found in our Google Classroom and are linked below:</p> <ul style="list-style-type: none"> <li>• One-on-one and small group support in office hours or by appointment.</li> <li>• Resources and other tutorial videos will be posted to the Google classroom</li> </ul>

## Grading Information

Grading Scale	A Student work exceeds standard	4-5 (80%-100%)
	B Student work is above standard	3-3.9 (60%-79%)
	C Student work meets standard	2-2.9 (40%-59%)
	D Student work is progressing to standard	1-1.9 (20%-39%)
	I Incomplete	0-0.9 (0%-19%)
	N/F Student work does not meet standard	Students who do not show proficiency will be given a grade of incomplete. Students earning incompletes will: 1) Receive an incomplete plan from their teacher that a) lists all essential learnings not yet met, and b) outlines a process and timeline for meeting these essential learnings. 2) Failure to complete an incomplete plan prior to June 17th will result in grade being changed to an F and students will need to retake course or recover credit in Academic Options.
Grading Policy	Per HSD Board Policy IK-AR: “Student grades should be based on a collection of evidence that evaluates their proficiency level based on established performance criteria. <u>Summative performance should constitute the primary evidence collection for a student’s grade.</u> ”	
	Formative This is practice that is done under teacher guidance. Students will be graded on completeness and accuracy. We will provide feedback for student improvement.	Summative These are the quizzes, exams, essays, and projects that students will complete to show understanding at the end of each unit of learning.
	Percent Weighting - 20%	Percent Weighting - 80%
	Possible tasks - Daily Assignments, Investigations, Labs, and Quizzes.	Possible tasks - Unit Tests and Projects

<b>Late Work and Retakes</b>	<p><b>Summative Work:</b></p> <ul style="list-style-type: none"> <li>• Work eligible for make-up or retake opportunity: <ul style="list-style-type: none"> <li>○ All Summative assessments/projects - work that evaluates a student's understanding of a concept(s) generally at the end of a defined learning period (i.e. unit of study) <ul style="list-style-type: none"> <li>■ Missing/Never attempted</li> <li>■ Originally earned an I or D</li> </ul> </li> </ul> </li> <li>• Timeframe: <ul style="list-style-type: none"> <li>○ Students must attempt, retake, or redo the summative by the end of the quarter</li> <li>○ Alternative timeframe arrangement can be made with teachers due to extenuating circumstances (e.g. long-term excused absence)</li> <li>○ Encourage the use of alternative methods to meet proficiency (e.g., test corrections, alternative project, etc.) vs. complete retake of the same assessment</li> </ul> </li> <li>• Earning potential: <ul style="list-style-type: none"> <li>○ Students can earn up to a C on the retake option in order to demonstrate that they have met proficiency. The grade of C indicates that a student has met proficiency and provides for post-secondary opportunities like Oregon Promise.</li> <li>○ If the student missed the assessment/project with an excused absence, they can earn full credit on the first attempt</li> </ul> </li> </ul> <p><b>Formative Work:</b></p> <ul style="list-style-type: none"> <li>• Work eligible for make-up or retake opportunity: <ul style="list-style-type: none"> <li>○ Missing/Late Formative Work - work that monitors on-going student learning and provides feedback <ul style="list-style-type: none"> <li>■ Anything formative that receives points in the grade book (Homework or Classwork)</li> </ul> </li> <li>○ Students may not reattempt formative work</li> </ul> </li> <li>• Timeframe: <ul style="list-style-type: none"> <li>○ Students have until two weeks after the original due date to turn in missing work</li> <li>○ Alternative timeframe arrangement can be made with teachers due to extenuating circumstances (e.g. long-term excused absence)</li> </ul> </li> <li>• Earning potential: <ul style="list-style-type: none"> <li>○ Students can earn full credit for formative assignments turned in late</li> </ul> </li> </ul>

### Classroom Expectations

Schoolwide expectations for behavior are intended to support school goals of ensuring a safe environment and dedicated to providing meaningful opportunities for student learning. All classroom expectations fall under the expectations outlined in the GHS Parent-Student Handbook and the HSD Standards of Student Conduct (both linked here <https://www.hsd.k12.or.us/Page/684>).