

| **Transition to College Mathematics and Statistics****TCMS A - Fall Semester 2023-2024**Los Angeles High School of the Arts | Mr. Farkas (FAR-KISS)jonathan.farkas@lausd.netG. Voice: (323) 628-2919 |
| --- | --- |
| Office Hours - *Room 406*After School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Nutrition/Lunch (by appt) |

Welcome to TCMS! Have you ever wondered if it is safe to get a tattoo? Are you curious about differing views on ‘love at first sight’? Maybe, as you think back on your high school experience, you want to know how different states were affected by the pandemic. Perhaps you are learning to drive and want to know how dangerous it is to text. Do you wonder if discrimination plays a role in who gets laid off from their job? Together we will see mathematics used as a tool to understand the world around us. We will investigate real-life contexts and learn how to use data to reason quantitatively and find meaningful connections. This class will be different from any other math class you have taken. We are on this journey together and I am here to help you identify both your strengths and your areas for growth. We are a team and I am very excited for us to get started! This term we will focus on **Unit 1: Interpreting Categorical Data**. You will demonstrate proficiency of the following:

 **First Semester Learning Targets***(Unit.Lesson.Investigation)*

| **LT1: Summarizing and Displaying Risk**I can organize given data into a 2-way frequency table or bar graph and use it to calculate absolute risk. *(1.1.1)***LT2: Comparing Risk**I can analyze a scenario by comparing different risks of the events and draw a conclusion in context (absolute risk, relative risk, and absolute risk reduction). *(1.1.2)***LT3: Experiment Design**I can identify the components and characteristics of an experiment to determine if it is well-designed. *(1.1.3)***LT4: Homogeneous Groups**I can identify when a group represents a sample or a population. I can articulate what it means for two groups to be homogeneous with respect to categorical data and I can compute the expected frequencies for two groups under the assumption that they are homogeneous. *(1.2.1)***LT 5: Chi-squared test for homogeneity**Given sample data from two or more populations, I can compute the chi-square statistic of homogeneity, compare it to the appropriate critical value, and interpret the statistical evidence in context to draw appropriate conclusions. *(1.2.2 + 1.2.3)***LT 6: Chi-squared for independence**I can conduct and interpret a chi-square test of independence to tell whether it is plausible that two categorical variables are independent in the population from which the random sample was taken. *(1.3.2 + 1.3.3)* |
| --- |

**CLASS NORMS:**

These are some non-negotiable class norms that I feel strongly about:

1. Embrace the **learning process**, expecting & accepting discomfort, joy, & wonder
2. Challenge ourselves to arrive each day **prepared** to work wholeheartedly & **persist** through struggles
3. Engage with peers and teacher from a place of **respect & compassion**, supporting peers in their learning
4. Replace judgment with **curiosity**, listening carefully and deeply
5. **Challenge ideas** not people, assuming best intentions

*What are some class norms that you think we should consider adding to this list? (write them below)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practice:** In our class, homework assignments, IXL, and additional assignments are opportunities for practice. They will help you reach proficiency in the learning targets and provide you with feedback. The feedback on all of your assignments is very important! This feedback is a roadmap for you to reach proficiency in the learning targets.

**Assessments:** You will have mini-quizzes, lesson quizzes, skill quizzes, and a Unit 1 cumulative assessment. These assessments will allow you to demonstrate proficiency in each learning target.

**Proficiency (Mastery) Grading:** The assignments and practice will build your understanding of the mathematics. The quizzes will give you opportunities to show proficiency in the Learning Targets. The cumulative Unit 1 Final assessment will give you one last opportunity to show proficiency for any Learning Target you have yet to show advanced understanding. Since your grade reflects a command of the Learning Targets, 100% of your grade is based on these assessments.

**IXL:** IXL has created a [custom skill plan for TCMS](https://www.ixl.com/math/skill-plans/lausd-transition-to-college-mathematics-and-statistics). I will be assigning skills for you to complete as we work through the textbook. These skills will help make sure you have the procedural skills needed to understand the lessons in the book. Your goal will be to get a smart score of 80 or higher on all of the assigned skills in order to show proficiency.

| Proficiency Level | 1 | 2 | 3 | 4 |
| --- | --- | --- | --- | --- |
| IXL Smartscore | **40+** | **60+** | **80+** | **95+** |

**GRADING CRITERIA -** Cases not fitting this rubric are at teacher discretion.

| **Grade** | **Descriptor** |
| --- | --- |
| 4 - A | ***Advanced:*** Demonstrates **advanced** understanding ina majority of theTCMS Learning Targets with **at least proficiency** in the remaining Targets. |
| 3 - B | ***Proficient:*** Demonstrates **proficient** understanding ina majority of theTCMS Learning Targets with **advanced** in at least one of the remaining Targets. |
| 2 - C | ***Developing:*** Demonstrates **developing** understanding ina majority of theTCMS Learning Targets with **proficiency** in at least one of the remaining Targets. |
| 1 - D | ***Emerging:*** Demonstrates **emerging** understanding ina majority of theTCMS Learning Targets with **proficiency** in at least one of the remaining Targets. |
| 0 - F | ***Not yet approaching grade level:*** Otherwise not meeting the above criteria |

| **Frequently Asked Questions*****Q: Am I expected to take down notes?****A: You will complete one page of notes in class every day. At the end there will be a Reflection, and you will get a stamp. You will write IXL examples in a separate notebook or section.****Q: If I miss a test/quiz or if I fail it, will I be allowed to make it up?****A: Yes. Here is the process:*1. *Complete assessment corrections*
2. *Finish the corresponding Desmos Lesson*
3. *Tell Farkas you are “ready for a re-take on \_\_\_\_\_\_” at the beginning of class or in office hours.*

***Q: How can I succeed in this class?****A: Work through the Desmos lessons, reading carefully and asking questions when you are confused. Complete the IXL skill practice and write down examples for each topic. Take notes during class discussions and bring them to class with you. If you do poorly on an assessment, study the material and ask to re-take it.* | **Materials Needed**Description: http://4.bp.blogspot.com/-uNo_xYtK0nI/TW-y7qbIIcI/AAAAAAAAAB4/1ZES9MagyEM/s760/Algebra%2B2.gif* Mathematics Notebook: you will summarize and write examples for important information from the TCMS textbook/Desmos lessons. You will also tape or glue in all TCMS handouts and keep a glossary of important terms.
* IXL Journal: you will show your work for each skill and use it to review
* 4 colored pens/pencils: Our brains learn better in color, so you should be ready to use color purposefully
* Pencils and Erasers
* Calculator
* Textbook (hard copy and online access)
* Laptop and charger (fully charged)
 |
| --- | --- |

**PROGRESSIVE DISCIPLINE**

If the norms of the class continue to be violated, the following progression will occur with Administrator referral to follow.

| 1st step | Student Conference after class |
| --- | --- |
| 2nd step | In-class consequences: change seat, send to another room,individual reflection, etc. |
| 3rd step | Parent Contact: Call home, Email, Blackboard Connect, Send note home, etc. |
| 4th step | Student meets with counselor and/or coordinator (assigned by teacher) |
| 5th step | Parent Conference (parent/teacher/student) |
| 6th step | Administrator conference (assigned by the counselor) |

| **For Parents/Guardians:**I am your child’s Transition to College Mathematics and Statistics instructor. If you have any questions or concerns, feel free to contact me before or after school. We can also make arrangements to meet if necessary. Please review my policies for this class. If you understand and accept these policies please sign below and ask your child to return the signed form to me. If you do have any questions please call or text me at (323) 628-2919 or email me at jonathan.farkas@lausd.net *Si tiene algunas preguntas o inquietudes, me contacta antes o después de clases. También podemos hacer arreglos para reunirnos en casos necesarios.* *Por favor revisa mis políticas para esta clase. Si está de acuerdo con estas políticas, firme y hable a su hijo que devuelva el documento firmado. Si tiene alguna pregunta, llame o envíe un mensaje de texto al (323) 628-2919 o envíeme un correo electrónico a jonathan.farkas@lausd.net. Espero con interés trabajar con ustedes.*  |
| --- |

| **Materials** |

|  | TCMS notebook/section | IXL notebook/section | 4 colored pens/pencils | Writing Utensils (2) |
| --- | --- | --- | --- | --- |
| Stamp |  |  |  |  |

These materials and signed syllabus are due in class before or on **MONDAY, AUGUST 21st**. If you do not have them, you will receive a phone call home. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| **Signed Statement**The student has received a copy of the course syllabus and understands all of the norms, structures and grading criteria for Mr. Farkas’ Period \_\_\_\_\_ class. The parent/guardian has read and discussed this syllabus with the student. We are aware of the expectations of this course. *Padres/tutores han leído y discutido este programa con los estudiantes. Somos conscientes de las expectativas de este curso.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Name (print) Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian’s Name (print) Parent/Guardian’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian’s Phone number Parent/Guardian’s E-mail (or *other* phone #)  |
| --- |