

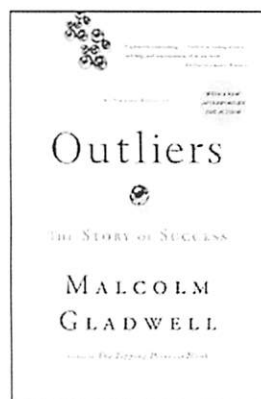
AP Statistics Summer Work
Timberlane Regional High School
Mr. Shivell
2019-2020

Welcome to AP Statistics! As advances in technology continue to take place, the amount of information we are bombarded with on a daily basis can be overwhelming. Most of what we read, hear, and see each day is based on someone's interpretation of "the data". The ability to collect meaningful data, to present data appropriately, and to make informed decisions about what the data means is now fundamental to the success of virtually every business and organization. As a result, more and more college majors are beginning to require a course in statistics as a part of its curriculum. It is my goal that this course will provide you with an entirely different way of looking at data. You will learn to become critical consumers of information, and you will start to see how statistics play a role in what we read and see every single day. This will be my 17th year teaching AP Stats, and I can honestly say that I have never taught a more useful, thoughtful, and challenging course. I'm hopeful that you will be ready to experience a math class unlike any other that you have ever taken before.

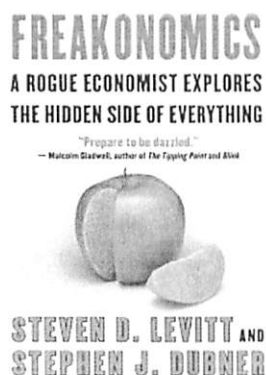
In order to prepare you to begin to see how people use, and misuse, statistics on a daily basis, your summer assignment will consist of the following tasks...

1. You need to read ONE of the following books over the summer.

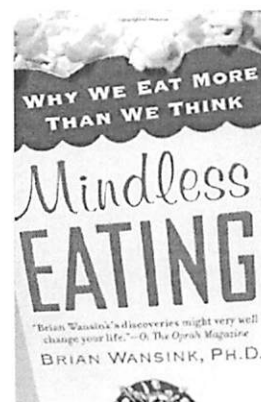
a. *Outliers*
by Malcolm Gladwell



b. *Freakonomics*
by Steven Levitt &
Stephen Dubner



c. *Mindless Eating*
by Brian Wansink



2. You need to write a 2-4 page summary of the book you read. Here's what I need to see:

- a. Provide a brief overview of what this book was about? (no more than 2 paragraphs)
- b. Highlight 3 situations from the book that you found particularly interesting.
 - What were the situations?
 - How did the use or misuse of mathematics/statistics play a role in each situation?
- c. How has reading this book affected the way you think about what you read/hear in the news or on TV?

d. Provide a rating of this book in two ways.

Rating #1: Rate from 1(would not recommend) – 10(highly recommend)

Rating #2: Would recommend to a friend: “Yes” or “NO”

** The quality of your writing matters. Treat this like a paper you’d submit to an English teacher.

3. You must have access to a Graphing Calculator for this class.

We will use these calculators on a daily basis. Bringing a graphing calculator to class is a REQUIREMENT for this course. **Any version of the TI-83 or TI-84 is preferred.** If you own a TI N-Spire, a TI-89, or a CASIO graphing calculator, you will need to email me over the summer so we can arrange for you to have the resources available to make these work out for you. I have had students in the past successfully complete the course with these other calculators, however, these students needed to become their own experts on how to use each of these calculators.

GRADING

This summer work will be ***due on Thursday, September 5th and Friday, September 6th***, and will be ***3% of your first quarter grade***. 10 points will be deducted for each day it is late. The work will be graded as follows:

	Possible Points	Evidence
Summary	10	Student provides a correct summary of the book, including author’s purpose and key points.
Mathematics	60	Student included 3 situations from the text. Each situation and the mathematics involved was summarized correctly. The student explained the role of the use/misuse of the mathematics.
Transfer	10	Student explained the significant take-away(s) of the text for him/her personally. Student explained how this new knowledge affects his/her personal interpretation of information provided by the media.
Critique	10	Student rates the book and makes a recommendation for reading or not reading it. Student justifies his/her critique.
Writing	10	See TRHS writing rubric

Good luck! If you have any questions, please email me at james.shivell@timberlane.net