

**Trigonometry/Pre-Calculus, Trigonometry/Pre-Calculus Honors/Calculus AB & BC Distance  
Learning Syllabus**

**Teacher:** Robert Gonzalez  
**E-mail:** [robert\\_gonzalez@chino.k12.ca.us](mailto:robert_gonzalez@chino.k12.ca.us)  
**Room:** M-22

**Office Hours:** M-Th 1:35pm – 2:30pm  
F 8:20am – 8:55am

**Course Description**

Trigonometry/Pre-Calculus combines many of the algebraic, geometric, and trigonometric techniques needed to strengthen students' understanding of mathematical reasoning in problem solving and to prepare students for the study of statistics, calculus, and college or university entrance exams. In this course, a combination of lecture, class discussions, cooperative learning, and problem-based learning will be used. We will learn math in alliance with the California Common Core Math Standards, putting a great emphasis on student discovery of the concepts, critical thinking and reasoning, mathematical modeling, and academic discourse skills, so that students will be able to demonstrate their mathematical thinking and talk about mathematics.

**Communication**

Communication will be handled through Google Classroom the school website for most class announcements. Additional communication will be through Google Meet, Remind, and school email. Students are expected to have daily access to their school email accounts. Emails sent from other emails may be missed.

**Student Responsibilities**

1. Be present the entire time during live instruction *via Google Meet*. Attendance will be recorded after a 1-minute grace period.
2. Take notes and complete the sample problems in your notebook
3. Be proactive and ask your classmates or me for help anytime, through school email, Remind, or Google Meet. Also, check **all** odd answers in the back of your book and use Desmos to check yourself when possible.
4. Demonstrate Safety, Respect, Responsibility, and Resilience.

**Distance Learning Instructional Plans and Classroom Norms**

Go to Class Link and check your Google Classroom at least twice daily: morning and evening.

This class will be taught online, with synchronous and asynchronous components. The synchronous component will be taught in a manner similar to a classroom environment. I will provide guided instructions for the focus lesson. In addition, I will allow opportunities for collaborative learning and independent practice. Lastly, the asynchronous component is just as important – you will be learning individually by completing various assignments and math prompts.

On days we don't meet, a lesson – including video(s) – will be posted. This was voted on and chosen by students opposing more instruction (double lessons) on days we meet. Math is an everyday class. #NoDaysOff

Students are responsible to complete missed notes and assignments. If the students are absent from the virtual class meeting, a way to make up the assignment will be available daily.

**Grading**

The overall grading system for this course is as follow:

<b>Preparation and Practice</b> <i>Classwork, Homework, Math Prompts, Interactive Notebook, Projects</i>	<b>30%</b>
<b>Assessment</b> <i>Lessons/Chapter Assessments, Performance Tasks</i>	<b>70%</b>

To track and assess your learning, homework assignments and math prompts will be assigned daily so that you can reflect on the concepts. The assignments and prompts will be specific to the lesson. In addition, assessments and/or performance tasks will be given after several lessons/chapter. Your work will be submitted via Google Classroom and Go Formative.