**Trig and Related Course Team Log**

**Date: 8.28.13**

**Team members present:**

Andy Anderson, Tesa Edwards, Eric Helkowski, Tim Sirois

**Summary of discussion, activities, and work conducted (bullet points will suffice):**

\*Icebreaker activity. We learned each others names and introduced our partner to the Trig and Related course team.

\* Started by discussing what we needed to get done first.

\* Our goal for the first few meetings will be to complete the targets for first semester as the targets for second semester were completed last year.

\* The use of Pi and how to express the idea of radians.

\* The idea of learning to read the text book is important.

\* Targets for Chapter 6 were created

**For our next meeting we need to do the following:**

We will continue with our target setting for the remainder of the semester.

**Next meeting**: Next collaboration

**Location:** A203

**Date: 9.4.13**

**Team members present:**

Andy Anderson, Tesa Edwards, Eric Helkowski

**Summary of discussion, activities, and work conducted (bullet points will suffice):**

We discussed some possible ideas for using the inspire.

We finished our targets for first semester. It is updated on the wiki.

**For our next meeting we need to do the following:**

Common formative assessments

**Next meeting**: Next collaboration

**Location:** A203

**Date: 9.18.13**

**Team members present:**

Andy Anderson, Tim Sirois, Eric Helkowski

**Summary of discussion, activities, and work conducted (bullet points will suffice):**

Discussion about Nspire settings. We will have students stay in Radians and use degree symbol when needed.

Each class has a few students who still do not have the Nspire. Those students are being told that the other students will have an advantage.

The need for tests with two parts might be more important.

So far Tim, Andy, and I have not done any activities. Andy has a classroom that does not have a navigator.

We have all committed to spending the time needed to show the students how to use that calculator as they come up.

We discussed pacing for chapter 6. Most of us will finish chapter 6 by next week and be ready to move on to chapter 5.

The idea of common assessments. We might create a list of 9 or so questions where the teacher would get to select a few to use on a quiz or test.

**For our next meeting we need to do the following:**

Common formative assessments

**Next meeting**: Next collaboration

**Location:** A205

**Date: 10.2.13**

**Team members present:**

Andy Anderson, Tesa Edwards, Eric Helkowski

**Summary of discussion, activities, and work conducted (bullet points will suffice):**

Discussion about chapter 5 and chapter 6. The unit circle, graphing, inverse trig functions, solving trig equations all seem out of order. We think for TRT students doing basics might be better. Showing them too much at once can be overwhelming and confusing.

We created some common questions to be used on quizzes/tests for chapter 5.

For quadrantals we plan to use both radians and degrees.

Common questions were sent out to teachers of TRT with the common questions.

Once we use these questions our plan is to discuss how our classes did with the questions. Our goal would be to brainstorm how lessons were taught and how effective they were in reaching the students.

In rethinking these questions we want to use them as a warm up in order to be able to use the data to reteach the lesson where needed.

We spent time reviewing how our students faired on the final from 1st semester. We discussed some questions which we need to review.

**For our next meeting we need to do the following:**

Evaluate the common questions if completed by date.

Continue to review mastery manager data from Final to edit questions as appropriate.

**Next meeting**: Next collaboration

**Location:** A205

**Date: 11.13.13**

**Team members present:**

Andy Anderson, Tesa Edwards, Eric Helkowski

**Summary of discussion, activities, and work conducted (bullet points will suffice):**

What to do with students who drop from Precalc to trig and related. The issue is many student are dropping with very low grades. We discussed making it a standard practice for students to be allowed to retake the missing tests/quizzes from TRT to give an honest grade for the course. Being the lowest level course we offer for these students we do not feel that keeping the precalc grade makes sense.

Our practice will be (never anything written) -

-Students will be allowed to replace precalc grade if the complete missing assessments from TRT.

-A reasonable time will be set up with the student…before progress reports

-This is not meant to be an extra step for teachers.

-Teacher will offer the students assignment sheets and notes from chapter.

-Teachers will communicate with counselors and students the expectations when they move into class.

-The responsibility of making up the assessments will be the responsibility of the students. If not completed in set time their precalc grade will hold.

The common unit circle assessment for the unit circle was as expected. Some students dis well and others did terrible. Students that struggled seemed to know have a concept of what the question was asking. Is it something with the students commitment to class versus our lessons. Currently we are in the law of sines and cosines and the students seem to be enjoying it more and are able to use the inverse functions in context.

**For our next meeting we need to do the following:**

**Next meeting**: Next collaboration

**Location:** A205[](http://www.google.com/url?sa=i&rct=j&q=crying+cartoon&source=images&cd=&cad=rja&docid=HUGU4H774kUUHM&tbnid=cT7xi5WM2YjNsM:&ved=0CAUQjRw&url=http://bakugan.wikia.com/wiki/File:Crying-baby-cartoon.jpg&ei=HpKDUsT_OujayAGbw4GwAQ&bvm=bv.56343320,d.aWc&psig=AFQjCNGwN-LYx7aWr-I2UGbpp36wwhmQwQ&ust=1384440187793716)

**Date: 2.5.14**

**Team members present:**

Andy Anderson, Tim Sirois, Eric Helkowski

**Summary of discussion, activities, and work conducted (bullet points will suffice):**

* Discussed our plan moving ahead
* Discussed some major immediate issues for 1st semester.
* Can we streamline first semester so it is not so repetitive.
* How do we ignore the labels and set up the pacing.
* We plan to use common core topics to set up pace for first semester and then see what we already have in place

Common core lists:

* [CCSS.Math.Content.HSF-TF.A.1](http://www.corestandards.org/Math/Content/HSF/TF/A/1) Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
* [CCSS.Math.Content.HSF-TF.A.2](http://www.corestandards.org/Math/Content/HSF/TF/A/2) Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
* [CCSS.Math.Content.HSF-TF.A.3](http://www.corestandards.org/Math/Content/HSF/TF/A/3) (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for *x*, π + *x*, and 2π – *x* in terms of their values for *x*, where *x* is any real number.
* [CCSS.Math.Content.HSF-TF.A.4](http://www.corestandards.org/Math/Content/HSF/TF/A/4) (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

**Model periodic phenomena with trigonometric functions.**

* [CCSS.Math.Content.HSF-TF.B.5](http://www.corestandards.org/Math/Content/HSF/TF/B/5) Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
* [CCSS.Math.Content.HSF-TF.B.6](http://www.corestandards.org/Math/Content/HSF/TF/B/6) (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
* [CCSS.Math.Content.HSF-TF.B.7](http://www.corestandards.org/Math/Content/HSF/TF/B/7) (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★

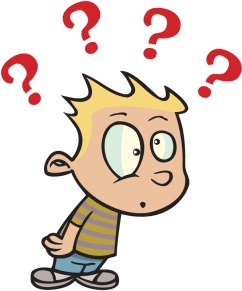
**Prove and apply trigonometric identities.**

* [CCSS.Math.Content.HSF-TF.C.8](http://www.corestandards.org/Math/Content/HSF/TF/C/8) Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.
* [CCSS.Math.Content.HSF-TF.C.9](http://www.corestandards.org/Math/Content/HSF/TF/C/9) (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

**For our next meeting we need to do the following:**

Tear apart 1st semester and find the basics and order them. Then add what applications and extras we feel students will see value in.

**Next meeting**: Next collaboration

**Location:** A205 [](http://www.google.com/url?sa=i&rct=j&q=confused&source=images&cd=&cad=rja&docid=FhjzSxVf4wwSAM&tbnid=gkn0wwqO9SaIIM:&ved=0CAUQjRw&url=http://activerain.com/blogsview/2152850/never-do-this-always-do-that-too-many-opposing-opinions-make-for-one-confused-activerainer&ei=zU3yUojEO5HgqwGy_oGADw&bvm=bv.60799247,d.aWM&psig=AFQjCNEYPgujFF177AQpvLnKM9s-bYSkSA&ust=1391697675263074)