

Using Trigonometric Identities **18.57**

The following are collections of identities that are true for all values of the variables in the identities. Functions are defined.

Trigonometric Identities

$$\sin(-\theta) = -\sin \theta$$

$$\cos(-\theta) = \cos \theta$$

$$\tan(-\theta) = -\tan \theta$$

$$\csc(-\theta) = -\csc \theta$$

$$\sec(-\theta) = \sec \theta$$

$$\cot(-\theta) = -\cot \theta$$

Quotient Identities

$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

$$\cot \theta = \frac{\cos \theta}{\sin \theta}$$

Pythagorean Identities **These are known to be properties of Pythagoras and identity to follow:** **Remember these identities:**

$$\sin^2 \theta + \cos^2 \theta = 1$$

$$\tan^2 \theta + 1 = \sec^2 \theta$$

$$\cot^2 \theta + 1 = \csc^2 \theta$$

These identities are used in evaluating trigonometric functions, simplifying trigonometric expressions, and solving trigonometric equations.

Evaluating Trigonometric Functions

Ex. Find all six trigonometric angle function values of θ if θ is $\frac{\pi}{6}$ that are $\sin \theta$ and $\cos \theta$.

Sol. Assume that Pythagorean identity to solve for $\cos \theta$:

$$\sin^2 \theta + \cos^2 \theta = 1 \Rightarrow \left(\frac{1}{2}\right)^2 + \cos^2 \theta = 1$$

$$\cos^2 \theta = 1 - \left(\frac{1}{2}\right)^2 = \frac{3}{4}$$

$$\cos \theta = \pm \sqrt{\frac{3}{4}} = \pm \frac{\sqrt{3}}{2} \quad \text{Since } \theta = \frac{\pi}{6} \Rightarrow \cos \theta = \frac{\sqrt{3}}{2}$$

Ex. There are two answers to this equation. Explain how you determined the negative solution. For which angle function? **Remember to consider positive and negative.**

Ex. Solve a problem identity to find θ .

$$\sin \theta = \frac{1}{2} \Rightarrow \frac{\sin \theta}{\cos \theta} = \frac{1}{2} \Rightarrow \frac{1}{\cos \theta} = \frac{1}{2} \Rightarrow \cos \theta = 2$$

Using Trigonometric Identities Hs Mathematics Unit 5

Lesson

**Sarah Schuhl, Timothy D. Kanold, Bill
Barnes, Darshan M. Jain, Matthew R.
Larson, Brittany Mozingo**

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Teaching and Learning High School Mathematics Charlene E. Beckmann, Denisse R. Thompson, Rheta N.

Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans Teaching Mathematics in Grades 6 - 12 Randall E. Groth, 2012-08-10 Teaching Mathematics in Grades 6 12 by Randall E Groth explores how research in mathematics education can inform teaching practice in grades 6 12 The author shows preservice mathematics teachers the value of being a researcher constantly experimenting with methods for developing students mathematical thinking and connecting this research to practices that enhance students understanding of the material Ultimately preservice teachers will

gain a deeper understanding of the types of mathematical knowledge students bring to school and how students thinking may develop in response to different teaching strategies Mathematics Unit Planning in a PLC at Work®, High School Sarah Schuhl,Timothy D. Kanold,Bill Barnes,Darshan M. Jain,Matthew R. Larson,Brittany Mzingo,2020-12-31 Champion student mastery of essential mathematics content in grades 9 12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning **Your Mathematics Standards Companion, High School** Frederick L. Dillon,W. Gary Martin,Basil M. Conway IV,Marilyn E. Strutchens,2018-02-06 Transforming the standards into learning outcomes just got a lot easier In this resource you can see in an instant how teaching to your state standards should look and sound in the classroom Under the premise that math is math the authors provide a Cross Referencing Index for states implementing their own specific mathematics standards allowing you to see and understand which page number to turn to for standards based teaching ideas It s all here page by page The mathematical progression of each conceptual category starting with modeling as a unifying theme and moving through number and quantity algebra functions geometry and statistics and probability building from eighth grade standards The mathematics embedded in each conceptual category for a deeper understanding of the content How standards connect within and across domains and to previous grade standards so teachers can better appreciate how they relate How content standards connect with the standards for mathematical practice with a focus on modeling as a unifying theme Example tasks progressions of tasks and descriptions of what teachers and students should be doing to foster deep learning Your Mathematics Standards Companion is your one stop guide for teaching planning assessing collaborating and designing powerful high school mathematics curriculum in any state or district *Making Sense of Mathematics for Teaching High School* Edward C. Nolan,Juli K. Dixon,Farhsid Safi,Erhan Selcuk Haciomeroglu,2016-05-19 Develop a deep

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Companion: The Standards Decoded, High School Frederick L. Dillon,W. Gary Martin,Basil M. Conway IV,Marilyn E. Strutchens,2017-09-12 Your User s Guide to the Mathematics Standards When it comes to mathematics standards aligned is achievement aligned In the short time since The Common Core Mathematics Companions for grades K 2 3 5 and 6 8 burst on

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