

Trigonometric Functions

If the terminal side of a standard angle θ passes through the point
 (a, b), which is a distance of $r = \sqrt{a^2 + b^2}$ from the origin, then the
 six trigonometric functions for this angle can be defined as follows:

$$\sin \theta = \frac{b}{r}$$

$$\csc \theta = \frac{r}{b}$$

$$\cos \theta = \frac{a}{r}$$

$$\sec \theta = \frac{r}{a}$$

$$\tan \theta = \frac{b}{a}$$

$$\cot \theta = \frac{a}{b}$$

$$\sin \theta = \frac{y}{r}$$

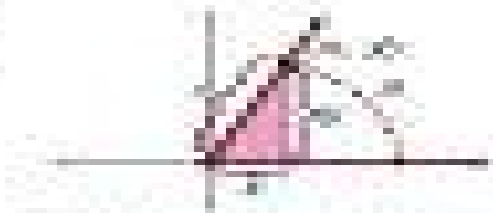
$$\csc \theta = \frac{r}{y}$$

$$\cos \theta = \frac{x}{r}$$

$$\sec \theta = \frac{r}{x}$$

$$\tan \theta = \frac{y}{x}$$

$$\cot \theta = \frac{x}{y}$$



Recall that standard angles are given
 counter-clockwise from 0°. Do
 these values work for angles through
 rotation?

Example: Suppose the terminal side of standard angle θ
 passes through the point (2, 3). If

(a) Show angle θ is in standard position.

(b) Find the distance from (2, 3) to the origin using $r = \sqrt{a^2 + b^2}$.

(c) Evaluate the six trigonometric functions for this angle.

$$\sin \theta = \frac{3}{5}$$

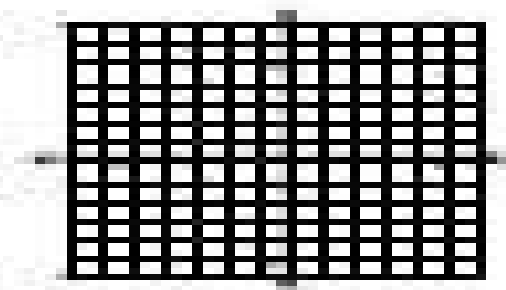
$$\csc \theta = \frac{5}{3}$$

$$\cos \theta = \frac{2}{5}$$

$$\sec \theta = \frac{5}{2}$$

$$\tan \theta = \frac{3}{2}$$

$$\cot \theta = \frac{2}{3}$$



(d) Suppose angle θ measures approximately -22.6° . Use this calculation to show the five trigonometric functions for angle θ are the same as for angle θ .

Signs

The "signs of the trigonometric functions" can be learned by drawing a perpendicular segment
 drawn from the terminal side of the angle to the x-axis. This perpendicular
 segment is (usually) not on the "adjacent" side, and its distance from
 the horizontal distance from origin (or x-value) becomes the "opposite"
 side. Also, however, this opposite and adjacent legs can be negative.



Q I: adjacent leg	Q II: adjacent leg	Q III: adjacent leg
Q I: adjacent leg	Q II: adjacent leg	Q III: adjacent leg
Q IV: adjacent leg	Q V: adjacent leg	Q VI: adjacent leg

Precalculus Hs Mathematics Unit 05 Lesson 03

**Bowker Editorial Staff, R R Bowker
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Precalculus Hs Mathematics Unit 05 Lesson 03:

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 **Striving for Excellence** ,1995 Each vol a compilation of ERIC digests **Resources in Education** ,1998 Artificial Intelligence in Education Technologies: New Development and Innovative Practices Tim Schlippe, Eric C. K. Cheng, Tianchong Wang, 2024-12-31 This book is a collection of selected research papers presented at the 2024 5th International Conference on Artificial Intelligence in Education Technology AIET 2024 held in Barcelona Spain on July 29 31 2024 AIET establishes a platform for AI in

education researchers to present research exchange innovative ideas propose new models as well as demonstrate advanced methodologies and novel systems It is a timely and up to date publication responsive to the rapid development of AI technologies practices and their increasingly complex interplay with the education domain It promotes the cross fertilisation of knowledge and ideas from researchers in various fields to construct the interdisciplinary research area of AI in Education These subject areas include computer science cognitive science education learning sciences educational technology psychology philosophy sociology anthropology and linguistics The feature of this book will contribute from diverse perspectives to form a dynamic picture of AI in Education It also includes various domain specific areas for which AI and other education technology systems have been designed or used in an attempt to address challenges and transform educational practice Education stands as a cornerstone for societal progress and ensuring universal access to quality education is integral to achieving Goal 4 of the United Nations Sustainable Development Goals SDGs The goal is to ensure inclusive and equitable quality education for all by 2030 This involves not only expanding access to education but also improving the quality of education to promote lifelong learning opportunities AI has the potential to significantly contribute to the achievement of Goal 4 It is committed to exploring how AI may play a role in bringing more innovative practices transforming education and triggering an exponential leap towards the achievement of the Education 2030 Agenda Providing broad coverage of recent technology driven advances and addressing a number of learning centric themes the book is an informative and useful resource for researchers practitioners education leaders and policy makers who are involved or interested in AI and education

A Five-Year Study of the First Edition of the Core-Plus Mathematics Curriculum

Harold Schoen, Steven W. Ziebarth, Christian R. Hirsch, Allison BrckaLorenz, 2010-07-01 The study reported in this volume adds to the growing body of evaluation studies that focus on the use of NSF funded Standards based high school mathematics curricula Most previous evaluations have studied the impact of field test versions of a curriculum Since these innovative curricula were so new at the time of many of these studies students and teachers were relative novices in their use These earlier studies were mainly one year or less in duration Students in the comparison groups were typically from schools in which some classes used a Standards based curriculum and other classes used a conventional curriculum rather than using the Standards based curriculum with all students as curriculum developers intended The volume reports one of the first studies of the efficacy of Standards based mathematics curricula with all of the following characteristics The study focused on fairly stable implementations of a first edition Standards based high school mathematics curriculum that was used by all students in each of three schools It involved students who experienced up to seven years of Standards based mathematics curricula and instruction in middle school and high school It monitored students mathematical achievement beliefs and attitudes for four years of high school and one year after graduation Prior to the study many of the teachers had one or more years of experience teaching the Standards based curriculum and or professional development focusing on how

to implement the curriculum well In the study variations in levels of implementation of the curriculum are described and related to student outcomes and teacher behavior variables Item data and all unpublished testing instruments from this study are available at www.wmich.edu/cmp for use as a baseline of instruments and data for future curriculum evaluators or Core Plus Mathematics users who may wish to compare results of new groups of students to those in the present study on common tests or surveys Taken together this volume the supplement at the CPMP Web site and the first edition Core Plus

Mathematics curriculum materials samples of which are also available at the Web site serve as a fairly complete description of the nature and impact of an exemplar of first edition NSF funded Standards based high school mathematics curricula as it existed and was implemented with all students in three schools around the turn of the 21st century

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