

Sum and Difference Identities

Classify each statement as true or false, then explain your reasoning.

_____ 1) $\sin(90^\circ) = \sin(90^\circ) + \sin(0^\circ)$

_____ 3) $\sin(30^\circ) + \sin(60^\circ) = \sin(90^\circ)$

_____ 2) $\cos(90^\circ) = \cos(90^\circ) + \cos(0^\circ)$

_____ 4) $\tan(45^\circ) + \tan(45^\circ) = \tan(90^\circ)$

From these examples, recognize that the _____ property does NOT apply when using the trigonometric functions.

_____ property does NOT apply

...So what rules do apply?

Sum and Difference Identities

$$\sin(A + B) = \sin A \cos B + \cos A \sin B$$

$$\sin(A - B) = \sin A \cos B - \cos A \sin B$$

$$\cos(A + B) = \cos A \cos B - \sin A \sin B$$

$$\cos(A - B) = \cos A \cos B + \sin A \sin B$$

$$\tan(A + B) = \frac{\tan A + \tan B}{1 - \tan A \tan B}$$

$$\tan(A - B) = \frac{\tan A - \tan B}{1 + \tan A \tan B}$$

A. Demonstrate Demonstrate that each identity works by substituting the given values for A and B.

Sample: $\cos(A + B) = \cos A \cos B - \sin A \sin B$, when $A = \frac{\pi}{4}$ and $B = \frac{\pi}{4}$

Write the identity: $\cos(A + B) = \cos A \cos B - \sin A \sin B$

Substitute: $\cos(\frac{\pi}{4} + \frac{\pi}{4}) = \cos \frac{\pi}{4} \cos \frac{\pi}{4} - \sin \frac{\pi}{4} \sin \frac{\pi}{4}$

Evaluate: $\cos(\frac{\pi}{2}) = (\frac{1}{2}) \cdot (\frac{\sqrt{2}}{2}) - (\frac{\sqrt{2}}{2}) \cdot (\frac{1}{2})$

Simplify: $0 = \frac{\sqrt{2}}{4} - \frac{\sqrt{2}}{4}$

$0 = 0 \checkmark$

5) $\cos(A - B) = \cos A \cos B + \sin A \sin B$, when $A = \frac{\pi}{4}$ and $B = \frac{\pi}{4}$

Hs Mathematics Unit 05 Lesson 1 Answer Key

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Framework Solutions Year 7 Stephen Doyle,2004 This suite of straightforward easy to manage suite of resources comprises a Student Book and Teacher Support Pack and CD ROM for each of years 7 8 and 9 **Bulletin** University of Oklahoma,1919

Moving Through Dimensions Clg Of William And Mary/Ctr Gift Ed,2021-09-03 Moving Through Dimensions approaches spatial reasoning through one dimensional two dimensional and three dimensional tasks designed for students in the middle school grades The unit also asks students to explore the transition between dimensions and representations of three dimensional objects in two dimensions This book includes pre and postassessments multiple reproducible materials and lessons based on NCTM standards Moving Through Dimensions was developed by the Center for Gifted Education at The College of William and Mary to offer advanced curriculum supported by years of research The Center s materials have received national recognition from the United States Department of Education and the National Association for Gifted Children and they are widely used both nationally and internationally Each of the books in this series offers curriculum that focuses on advanced content and higher level processes The science units contain simulations of real world problems and students experience the work of real science by using data handling skills analyzing information and evaluating results The mathematics units provide sophisticated ideas and concepts challenging extensions higher order thinking skills and opportunities for student exploration based on interest These materials are a must for any teacher seeking to challenge and engage learners and increase achievement Grades 6 8

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