

Sum and Difference Identities

Precalculus
HS Mathematics
Unit 06 Lesson 02

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

Siddappa N.Byrareddy



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and quadrilaterals study of the Platonic solids and real world applications of polygons and polyhedra It also includes activities related to identifying comparing and analyzing polygons by using properties of the polygons constructing meanings for geometric terms developing strategies to find areas of specific polygons identifying and building regular and nonregular polyhedra and recognizing geometric ideas and relationships as applied in daily life and in other disciplines such as art

Grades 3 5 **ICT 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 Advanced General Education Program Job Corps (U.S.),1969 *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 *The Mathematics Lesson-Planning Handbook, Grades K-2* Beth McCord Kobett,Ruth Harbin Miles,Lois A. Williams,2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning

intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students

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

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