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| **Math Objectives**   * Students will use the unit circle and the handheld to estimate the six trig functions at certain angle measures. * Students will then find patterns in the results of the six trig function estimations and discuss them with their classmates. * Students will try to make a connection with how to understand these topics in IB Mathematics courses and on their final assessments.   **Vocabulary**   * Unit Circle • Right Triangle Trigonometry * Radian Measure   **About the Lesson**   * This lesson is aligning with the curriculum of IB Mathematics Applications and Interpretations HL and IB Mathematics Approaches and Analysis SL/HL * This falls under the IB Mathematics Content Topic 3 Geometry and Trigonometry:   **AI HL 3.7:**  **(a)** The definition of a radian and conversion between  degree and radian  **3.8:** **(a)** The definition of and in terms of the unit  circle  **AA SL/HL 3.4:** The circle: radian measures of angles  **3.5: (a)** Definition of in terms of the unit  circle  **(b)** Definition of as  **(c)** Exact values of trig ratios of and  their multiples  **3.9: (a)** Definition of the reciprocal trig ratios    As a result, students will:   * Apply this information to real world situations.   **Teacher Preparation and Notes**.   * This activity is done with the use of the TI-84 family as an aid to the problems.   **Activity Materials**   * Compatible TI Technologies: TI-84 Plus\*, TI-84 Plus Silver Edition\*, TI-84 Plus C Silver Edition, TI-84 Plus CE   *\* with the latest operating system (2.55MP) featuring MathPrintTM  functionality.* | C:\Users\wilkied\AppData\Local\Temp\Texas Instruments\TI-SmartView CE for the TI-84 Plus Family\Capture2-1703629579313.png  **Tech Tips:**   * This activity includes screen captures taken from the TI-84 Plus CE. It is also appropriate for use with the rest of the TI-84 Plus family. Slight variations to these directions may be required if using other calculator models. * Watch for additional Tech Tips throughout the activity for the specific technology you are using. * Access free tutorials at <http://education.ti.com/calculators/pd/US/Online-Learning/Tutorials>   **Lesson Files:**  *Student Activity*  84CE-TrigPatterns-Student.pdf  84CE-TrigPatterns-Student.doc  UNITC.8xv | |
| |  |  | | --- | --- | | In this activity, students will use the unit circle to examine patterns in the six trigonometric functions. With the aid of the handheld and the file UNITC.8xv, students will compare angles created with the x-axis in all four quadrants and discuss with one another what is happening at each coordinate as they move the point around the circle. | C:\Users\wilkied\AppData\Local\Temp\Texas Instruments\TI-SmartView CE for the TI-84 Plus Family\Capture2-1703629579313.png |   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Problem 1 – Searching for Patterns**   |  | | --- | | Using the unit circle, the trig functions can be defined as follows: |  |  |  | | --- | --- | | Using the *Cabri Jr.* application, drag the point on the circle in the first quadrant by pressing the **ALPHA** key and recording the value for using the displayed x- and y-values, and the equations above.  Use the radian conversion to fill in the second column: | C:\Users\wilkied\AppData\Local\Temp\Texas Instruments\TI-SmartView CE for the TI-84 Plus Family\Capture1-1703388033150.png |  |  | | --- | | **Teacher Tip:** The angle measures will vary from the exact values in the answer tables due to Cabri Jr. only being able to measure coordinates to one decimal place. Make students aware that they may need to use the closest angle measure possible for some values. |  |  | | --- | | **Tech Tip:** The Cabri Jr. file “UNITC.8xv”, must be loaded on all calculators before the start of the activity. |  |  |  | | --- | --- | | **Teacher Guidance:** Students will move the triangle of the unit circle to find the angle measures listed in the table on the student worksheet. Students will record the values and then answer questions about the patterns in the results. Because *Cabri Jr.* file only measures the angle less than 90°, there is opportunity for some further student learning. This means that when the angle being displayed is 30° and the point is in the second quadrant, the angle being observed is really 150° (180° - 30°). This can lead to discussions on reference angles. Students can write the ratios on their worksheets and then use the Home screen to do their calculations. | **C:\Users\wilkied\AppData\Local\Temp\Texas Instruments\TI-SmartView CE for the TI-84 Plus Family\Capture3-1703692373481.png**  **C:\Users\wilkied\AppData\Local\Temp\Texas Instruments\TI-SmartView CE for the TI-84 Plus Family\Capture4-1703692445446.png** |   **Problem 1 – Complete the Table**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | | **0°** |  | **0** | **1** | **0** | | **30°** |  | **0.5** | **0.866** | **0.577** | | **45°** |  | **0.707** | **0.707** | **1** | | **60°** |  | **0.866** | **0.5** | **1.732** | | **90°** |  | **1** | **0** | **Undefined** | | **120°** |  | **0.866** | **-0.5** | **1.732** | | **135°** |  | **0.707** | **-0.707** | **-1** | | **150°** |  | **0.5** | **-0.866** | **-0.577** | | **180°** |  | **0** | **-1** | **0** | | **210°** |  | **-0.5** | **-0.866** | **0.577** | | **225°** |  | **-0.707** | **-0.707** | **1** | | **240°** |  | **-0.866** | **-0.5** | **1.732** | | **270°** |  | **-1** | **0** | **Undefined** | | **300°** |  | **-0.866** | **0.5** | **-1.732** | | **315°** |  | **-0.707** | **0.707** | **-1** | | **330°** |  | **-0.5** | **0.866** | **-0.577** | | **360°** |  | **0** | **1** | **0** |  |  | | --- | | **Teacher Tip:** The questions in the document are starting points for discussions about the patterns in the values of trig functions. Teachers should be prepared to discuss patterns beyond the ones in the document. |   **Problem 2 – Searching for Patterns**   |  |  |  | | --- | --- | --- | | Use the values in the table to respond to the following questions.  1. Find the values of where is positive.  **Solution:**  2. Find the values of where is negative.  **Solution:**  3. Find the values of where is positive. Find the values of where is negative. Explain.  **Solution:** Positive: because sin and cos have the same sign  Negative: because sin and cos have different  signs  4. Find the angle where .  **Solution:**  5. Name two other pairs of angles where the cosine of the angle is the same.  **Possible solution:**  6. Find the angle where .  **Solution:**  7. Name two other pairs of angles where the tangent of the angle is the same.  **Possible solution:**  8. Record all the patterns you see with the sine function.  **Possible solution:** Answers will vary. Sample: The values in the first quadrant are repeated in the  other quadrants, but have different signs.  9. Describe any other patterns you see.  **Possible solution:** Answers will vary. Sample: The values of sine and cosine switch within a  quadrant, such as , but have different signs.  10. Describe what happens at  **Possible discussions:** These are the angles that are farthest from the center of the unit circle, and  have x and y coordinates of either 0 or 1. These values result in trig ratios that equate to 0, 1, or  undefined. Also, have the same results as they share the same x- and y-coordinates.  11. Explain why the tangent function is undefined for some angle measures.  **Possible explanation:** Since , anytime along the unit circle, tangent will be  undefined. | | | | **Teacher Guidance:** In this next problem, students will repeat the activity for the reciprocal trigonometric functions. Students should notice that these functions are reciprocals of the functions from the first part of the activity by looking at the given formulas. This will help them is calculating these functions because they can simply find the reciprocals on the Home screen instead of finding new ratios. | C:\Users\wilkied\AppData\Local\Temp\Texas Instruments\TI-SmartView CE for the TI-84 Plus Family\Capture5-1703692822626.png |   **Problem 3 – Patterns in Reciprocal Functions**   |  | | --- | | Using the unit circle, the reciprocal trig functions can be defined as follows:    Complete the following table by finding the reciprocals from the computed values on the first table. |  |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | **0°** | **Undefined** | **1** | **Undefined** | | **30°** | **2** | **1.155** | **1.732** | | **45°** | **1.414** | **1.414** | **1** | | **60°** | **1.155** | **2** | **0.577** | | **90°** | **1** | **Undefined** | **0** | | **120°** | **1.155** | **-2** | **-1.732** | | **135°** | **1.414** | **-1.414** | **-1** | | **150°** | **2** | **-1.155** | **-1.732** | | **180°** | **Undefined** | **-1** | **Undefined** | | **210°** | **-2** | **-1.155** | **1.732** | | **225°** | **-1.414** | **-1.414** | **1** | | **240°** | **-1.155** | **-2** | **0.577** | | **270°** | **-1** | **Undefined** | **0** | | **300°** | **-1.155** | **2** | **-0.577** | | **315°** | **-1.414** | **1.414** | **-1** | | **330°** | **-2** | **1.144** | **-1.732** | | **360°** | **Undefined** | **1** | **Undefined** |  |  | | --- | | Use the values in the table to respond to the following questions.  1. Record any patterns that you see.  **Possible solution:** The same patterns that appeared in the first table are showing up in this table,  but now instead of sin forming patterns with cos, csc is forming patterns with sec. Csc is positive  and negative in the same quadrants as sin was positive and negative.  2. Discuss with a classmate if you notice if any of the functions are undefined. Find which functions and for what values of they are undefined.  **Possible discussion:** Since these three functions are the reciprocals of sin, cos and tan, and   since x and y are, at times, zero, this will result in having zero in the denominator and therefore  causing each of the three reciprocal trig functions (csc, sec, and cot) to be undefined at either  . |   **Further IB Application**   |  | | --- | | In this application, students should use one of the following trig identities and the information used in the previous three problems to answer the questions (a) and (b): |  |  | | --- | | (a) Show that the equation can be written in the form  .  **Solution:** Replace with its identity    Set this equation = 0      (b) Hence, solve where .  **Solution:** Factor the result from part (a)    Solve each factor by setting each = 0      and | | |
| *\*\*Note: This activity has been developed independently by Texas Instruments and aligned with the IB Mathematics curriculum, but is not endorsed by IB™. IB is a registered trademark owned by the International Baccalaureate Organization.* | | |