CARROLL HIGH SCHOOL

	Monday 9/4	Tuesday 9/5	Wednesday 9/6	Thursday 9/7	Friday 9/8
ACCRS **(Objectives):**	*#18 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for complicated cases [F-IF7].* *#26 Determine amplitude, period, phase shift, domain, range of trig functions [AL].* *#27 Use the sum, difference, and half-angle identities to find exact values of trig functions. [AL]* *#29 Use special triangles to determine geometrically the values of sine, cosine, and tangent for 3π, 4π, and 6π, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number[F-TF3].* *#30 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions [F-TF4].* *#33 Use the Pythagorean identiy to find trig values. [AL]*				
Before:	*Labor Day (Holiday)*	*Mid-Unit 1 Review (Share answers)	*Mid-Unit 1 Test	*Group HOT Activity: Fitting Data to Trig Models (LTF Activity)	*Review Mid-Unit 1 Test
During:		*Stamp Activity (Trig Functions)			*Lesson: Trig Identities
After:					*Group Collaboration Set/HW Set
Desired Outcome:		Students will be able to solve problems dealing with trig functions.			Students will be able to use trig identities to find exact trig values and solve problems.
Formative/ Summative:		Stamp Activity	Test	Student questioning during activity	Student questioning during lesson/collaboration
Critical Questions:		*No new concepts taught*		*Explain how to use a sine or cosine curve to write a trig equation. What types of real world situations are modeled by sine and cosine?*	*Explain the Pythagorean identities and why they are useful in simplifying trig expressions. Explain the reciprocal identities.*