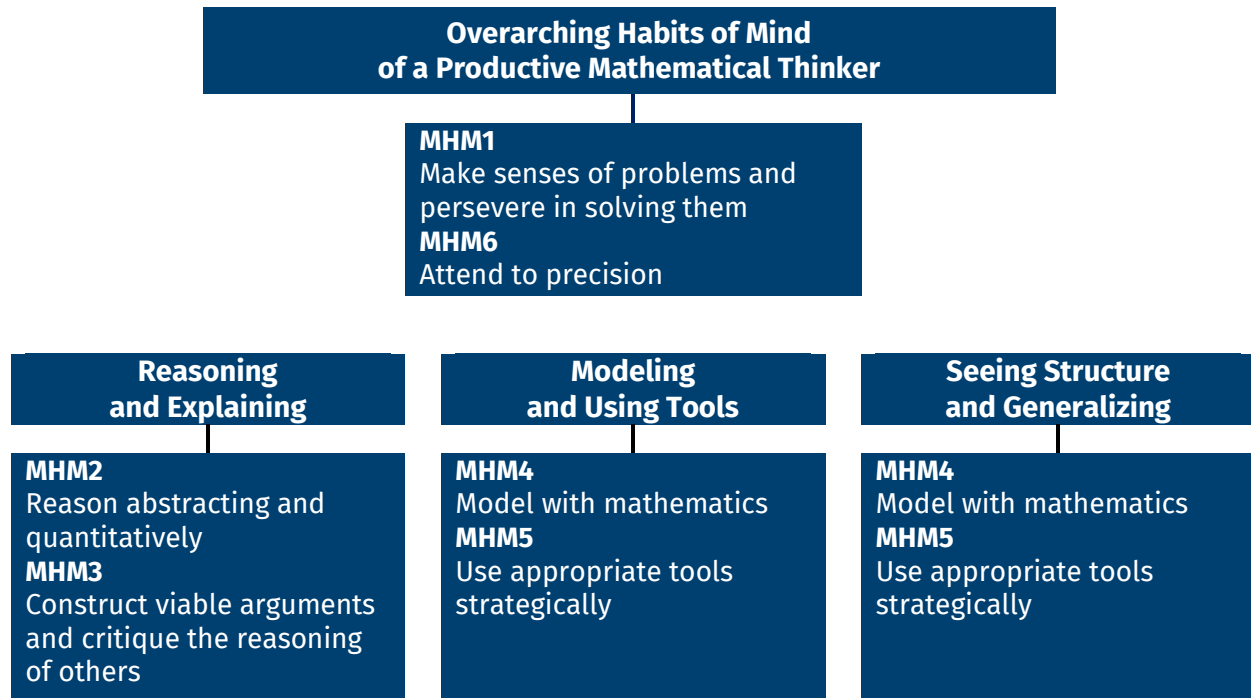


High School Mathematics IV – Trigonometry/Pre-calculus

Overview of the West Virginia College- and Career-Readiness Standards for Mathematics

Included in Policy 2520.2B, the West Virginia College- and Career-Readiness Standards for Mathematics are two types of standards: the Mathematical Habits of Mind and the grade-level Mathematics Content Standards. These standards address the skills, knowledge, and dispositions that students should develop to foster mathematical understanding and expertise, as well as concepts, skills, and knowledge – what students need to understand, know, and be able to do. The standards also require that the Mathematical Habits of Mind and the grade-level Mathematics Content Standards be connected. These connections are essential to support the development of students’ broader mathematical understanding, as students who lack understanding of a topic may rely too heavily on procedures. The Mathematical Habits of Mind must be taught as carefully and practiced as intentionally as the grade-level Mathematics Content Standards are. Neither type should be isolated from the other; mathematics instruction is most effective when these two aspects of the West Virginia College- and Career-Readiness Standards for Mathematics come together as a powerful whole.

Mathematical Habits of Mind



The eight Mathematical Habits of Mind (MHM) describe the attributes of mathematically proficient students and the expertise that mathematics educators at all levels should seek to develop in their students. The Mathematical Habits of Mind provide a vehicle through which students engage with and learn mathematics. As students move from elementary school through high school, the Mathematical Habits of Mind are integrated in the tasks as students engage in doing mathematics and master new and more advanced mathematical ideas and understandings.

The Mathematical Habits of Mind rest on important “processes and proficiencies “ with longstanding importance in mathematics education. The first of these are the National Council of Teachers of Mathematics’ process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding it Up: adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition (NGA/CCSSO 2010).

Ideally, several Mathematical Habits of Mind will be evident in each lesson as they interact and overlap with each other. The Mathematical Habits of Mind are not a checklist; they are the basis for mathematics instruction and learning. To help students persevere in solving problems (MHM1), teachers need to allow their students to struggle productively, and they must be attentive to the type of feedback they provide to students. Dr. Carol Dweck’s research (Dweck 2006) revealed that feedback offering praise of effort and perseverance seems to engender a “growth mindset.” In Dweck’s estimation, growth-minded teachers tell students the truth about being able to close the learning gap between them and their peers and then give them the tools to close the gap (Dweck 2006).

Students who are proficient in the eight Mathematical Habits of Mind are able to use these skills not only in mathematics, but across disciplines and into their lives beyond school, college, and career.

Policy 2520.2B

West Virginia College- and Career-Readiness Standards for Mathematics

Mathematical Habits of Mind

The Mathematical Habits of Mind (hereinafter MHM) describe varieties of expertise that mathematics educators at all levels should develop in their students.

MHM1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables and graphs or draw diagrams of important features and relationships, graph data and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MHM2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand, considering the units involved, attending to the meaning of quantities, not just how to compute them, and knowing and flexibly using different properties of operations and objects.

MHM3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples.

They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense and ask useful questions to clarify or improve the arguments.

MHM4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MHM5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MHM6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MHM7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

MHM8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$ and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Policy 2520.2B

West Virginia College- and Career-Readiness Standards for Mathematics

High School Mathematics IV – Trigonometry/Pre-calculus

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in this course will generalize and abstract learning accumulated through previous courses as the final springboard to calculus. Students will take an extensive look at the relationships among complex numbers, vectors, and matrices. They will build on their understanding of functions, analyze rational functions using an intuitive approach to limits and synthesize functions by considering compositions and inverses. Students will expand their work with trigonometric functions and their inverses and complete the study of the conic sections begun in previous courses. They will enhance their understanding of probability by considering probability distributions and have previous experiences with series augmented. Students will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Continuing the skill progressions from previous courses, the following chart represents the mathematical understandings that will be developed:

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| Building Relationships among Complex Numbers, Vectors, and Matrices | Analysis and Synthesis of Functions |
| <ul style="list-style-type: none">• Represent abstract situations involving vectors symbolically. | <ul style="list-style-type: none">• Write a function that describes a relationship between two quantities. (e.g., if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.) |
| Trigonometric and Inverse Trigonometric Functions of Real Numbers | Derivations in Analytic Geometry |
| <ul style="list-style-type: none">• Make sense of the symmetry, periodicity, and special values of trigonometric functions using the unit circle.• Prove trigonometric identities and apply them problem solving situations. | <ul style="list-style-type: none">• Make sense of the derivations of the equations of an ellipse and a hyperbola. |

| Modeling with Probability | Series and Informal Limits |
|---|---|
| <ul style="list-style-type: none"> Develop a probability distribution. (e.g., Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.) | <ul style="list-style-type: none"> Apply mathematical induction to prove summation formulas. |

Numbering of Standards

The following Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

| Building Relationships among Complex Numbers, Vectors, and Matrices | |
|---|-----------------|
| Perform arithmetic operations with complex numbers. | Standard 1 |
| Represent complex numbers and their operations on the complex plane. | Standards 2-4 |
| Represent and model with vector quantities. | Standards 5-7 |
| Perform operations on vectors. | Standards 8-9 |
| Perform operations on matrices and use matrices in applications. | Standards 10-16 |
| Solve systems of equations. | Standards 17-18 |
| Analysis and Synthesis of Functions | |
| Analyze functions using different representations. | Standard 19 |
| Build a function that models a relationship between two quantities. | Standard 20 |
| Build new functions from existing functions. | Standards 21-22 |
| Trigonometric and Inverse Trigonometric Functions of Real Numbers | |
| Extend the domain of trigonometric functions using the unit circle. | Standards 23-24 |
| Model periodic phenomena with trigonometric functions. | Standards 25-27 |
| Prove and apply trigonometric identities. | Standard 28 |
| Apply transformations of function to trigonometric functions. | Standard 29 |
| Derivations in Analytic Geometry | |
| Translate between the geometric description and the equation for a conic section. | Standard 30 |
| Explain volume formulas and use them to solve problems. | Standard 31 |
| Modeling with Probability | |
| Calculate expected values and use them to solve problems. | Standards 32-35 |
| Use probability to evaluate outcomes of decisions. | Standard 36 |
| Series and Informal Limits | |
| Use sigma notations to evaluate finite sums. | Standards 37-38 |
| Extend geometric series to infinite geometric series. | Standards 39-40 |

Building Relationships among Complex Numbers, Vectors, and Matrices

| Cluster | Perform arithmetic operations with complex numbers |
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| M.4HSTP.1 | Find the conjugate of a complex number; use conjugates to find moduli (magnitude) and quotients of complex numbers. Instructional Note: In Math II students extended the number system to include complex numbers and performed the operations of addition, subtraction, and multiplication. |
| Cluster | Represent complex numbers and their operations on the complex plane. |
| M.4HSTP.2 | Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. |
| M.4HSTP.3 | Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. (e.g., $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .) |
| M.4HSTP.4 | Calculate the distance between numbers in the complex plane as the modulus of the difference and the midpoint of a segment as the average of the numbers at its endpoints. |

| Cluster | Represent and model with vector quantities. |
|-----------|--|
| M.4HSTP.5 | Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments and use appropriate symbols for vectors and their magnitudes (e.g., v , $ v $, $\ v\ $, \mathbf{v}). Instructional Note: This is the student's first experience with vectors. The vectors must be represented both geometrically and in component form with emphasis on vocabulary and symbols. |
| M.4HSTP.6 | Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. |
| M.4HSTP.7 | Solve problems involving velocity and other quantities that can be represented by vectors. |

| Cluster | Perform operations on vectors. |
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| M.4HSTP.8 | Add and subtract vectors. <ol style="list-style-type: none">Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order and perform vector subtraction component-wise. |

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| M.4HSTP.9 | <p>Multiply a vector by a scalar.</p> <p>a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.</p> <p>b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\ = c \cdot \ \mathbf{v}\$. Compute the direction of $c\mathbf{v}$ knowing that when $c v \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).</p> |
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| Cluster | Perform operations on matrices and use matrices in applications. |
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| M.4HSTP.10 | Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network). |
| M.4HSTP.11 | Multiply matrices by scalars to produce new matrices (e.g., as when all of the payoffs in a game are doubled). |
| M.4HSTP.12 | Add, subtract and multiply matrices of appropriate dimensions. |
| M.4HSTP.13 | Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties. Instructional Note: This is an opportunity to view the algebraic field properties in a more generic context, particularly noting that matrix multiplication is not commutative. |
| M.4HSTP.14 | Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. |
| M.4HSTP.15 | Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors. |
| M.4HSTP.16 | Work with 2×2 matrices as transformations of the plane and interpret the absolute value of the determinant in terms of area. Instructional Note: Matrix multiplication of a 2×2 matrix by a vector can be interpreted as transforming points or regions in the plane to different points or regions. In particular a matrix whose determinant is 1 or -1 does not change the area of a region. |

| Cluster | Solve systems of equations |
|----------------|--|
| M.4HSTP.17 | Represent a system of linear equations as a single matrix equation in a vector variable. |
| M.4HSTP.18 | Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater). Instructional Note: Students have earlier solved two linear equations in two variables by algebraic methods. |

Analysis and Synthesis of Functions

| Cluster | Analyze functions using different representations. |
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| M.4HSTP.19 | Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. Instructional Note: This is an extension of graphical analysis from Math III or Algebra II that develops the key features of graphs with the exception of asymptotes. Students examine vertical, horizontal, and oblique asymptotes by considering limits. Students should note the case when the numerator and denominator of a rational function share a common factor. Utilize an informal notion of limit to analyze asymptotes and continuity in rational functions. Although the notion of limit is developed informally, proper notation should be followed. |

| Cluster | Build a function that models a relationship between two quantities. |
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| M.4HSTP.20 | Write a function that describes a relationship between two quantities, including composition of functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time. |

| Cluster | Build new functions from existing functions. |
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| M.4HSTP.21 | Find inverse functions. Instructional Note: This is an extension of concepts from Math III where the idea of inverse functions was introduced. <ol style="list-style-type: none">Verify by composition that one function is the inverse of another.Read values of an inverse function from a graph or a table, given that the function has an inverse. Instructional Note: Students must realize that inverses created through function composition produce the same graph as reflection about the line $y = x$.)Produce an invertible function from a non-invertible function by restricting the domain. Instructional Note: Systematic procedures must be developed for restricting domains of non-invertible functions so that their inverses exist.) |
| M.4HSTP.22 | Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. |

Trigonometric and Inverse Trigonometric Functions of Real Numbers

| Cluster | Extend the domain of trigonometric functions using the unit circle. |
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| M.4HSTP.23 | Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, 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. Instructional Note: Students use the extension |

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| | of the domain of the trigonometric functions developed in Math III to obtain additional special angles and more general properties of the trigonometric functions. |
| M.4HSTP.24 | Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. |

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| Cluster | Model periodic phenomena with trigonometric functions. |
| M.4HSTP.25 | Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. |
| M.4HSTP.26 | Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. Instructional Note: Students should draw analogies to the work with inverses in the previous unit. |
| M.4HSTP.27 | Solve more general trigonometric equations. (e.g., $2 \sin^2 x + \sin x - 1 = 0$ can be solved using factoring.) |

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| Cluster | Prove and apply trigonometric identities. |
| M.4HSTP.28 | Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. |

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| Cluster | Apply transformations of function to trigonometric functions. |
| M.4HSTP.29 | Graph trigonometric functions showing key features, including phase shift. Instructional Note: In Math III, students graphed trigonometric functions showing period, amplitude and vertical shifts.) |

Derivations in Analytic Geometry

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| Cluster | Translate between the geometric description and the equation for a conic section. |
| M.4HSTP.30 | Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. Instructional Note: In Math II students derived the equations of circles and parabolas. These derivations provide meaning to the otherwise arbitrary constants in the formulas.) |

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| Cluster | Explain volume formulas and use them to solve problems. |
| M.4HSTP.31 | Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures. Instructional Note: Students were introduced to Cavalieri's principle in Math II. |

Modeling with Probability

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| Cluster | Calculate expected values and use them to solve problems. |
| M.4HSTP.32 | Define a random variable for a quantity of interest by assigning a numerical |

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| | value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. Instructional Note: Although students are building on their previous experience with probability in middle grades and in Math II and III, this is their first experience with expected value and probability distributions. |
| M.4HSTP.33 | Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. |
| M.4HSTP.34 | Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. (e.g., Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.) |
| M.4HSTP.35 | Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? Instructional Note: It is important that students can interpret the probability of an outcome as the area under a region of a probability distribution graph. |

| Cluster | Use probability to evaluate outcomes of decisions. |
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| M.4HSTP.36 | Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. <ul style="list-style-type: none"> a. Find the expected payoff for a game of chance. (e.g., Find the expected winnings from a state lottery ticket or a game at a fast food restaurant.) b. Evaluate and compare strategies on the basis of expected values. (e.g., Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.) |

Series and Informal Limits

| Cluster | Use sigma notations to evaluate finite sums. |
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| M.4HSTP.37 | Develop sigma notation and use it to write series in equivalent form. For example, write $\sum_{i=1}^n (3i^2 + 7)$ as $3 \sum_{i=1}^n i^2 + 7 \sum_{i=1}^n 1$. |
| M.4HSTP.38 | Apply the method of mathematical induction to prove summation formulas. For example, verify that $\sum_{i=1}^n i^2 = \frac{n(n+1)(2n+1)}{6}$. Instructional Note: Some students may have encountered induction in Math III in proving the Binomial |

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| | Expansion Theorem, but for many this is their first experience. |
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| Cluster | Extend geometric series to infinite geometric series. |
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| M.4HSTP.39 | Develop intuitively that the sum of an infinite series of positive numbers can converge and derive the formula for the sum of an infinite geometric series. Instructional Note: In Math I, students described geometric sequences with explicit formulas. Finite geometric series were developed in Math III. |
| M.4HSTP.40 | Apply infinite geometric series models. For example, find the area bounded by a Koch curve. Instructional Note: Rely on the intuitive concept of limit developed in unit 2 to justify that a geometric series converges if and only if the ratio is between -1 and 1. |