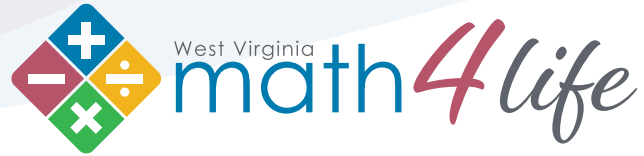


High School Mathematics IV Trigonometry/Pre-calculus



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:



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
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., \mathbf{v} , $ \mathbf{v} $, $\ \mathbf{v}\ $, 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.
M.4HSTP.8	Add and subtract vectors. <ul style="list-style-type: none"> a. 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. b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. c. Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w}, with the same magnitude as \mathbf{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.
M.4HSTP.9	Multiply a vector by a scalar. <ul style="list-style-type: none"> a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$. 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 $c < 0$).

Cluster	Perform operations on matrices and use matrices in applications.
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.
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.
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.
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. <ul style="list-style-type: none"> a. Verify by composition that one function is the inverse of another. b. 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 $y = x$.) c. 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.
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 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.

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.)

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.

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

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.

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

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 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.
M.4.HSTP.36	<p>Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <ol style="list-style-type: none"> 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.) 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.
M.4.HSTP.37	<p>Develop sigma notation and use it to write series in equivalent form. For example, write $\sum_{i=1}^n (3i^2 + 7)$ as $3 \sum_{i=1}^n i^2 + 7 \sum_{i=1}^n 1$.</p>
M.4.HSTP.38	<p>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 Expansion Theorem, but for many this is their first experience.</p>

Cluster	Extend geometric series to infinite geometric series.
M.4.HSTP.39	<p>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.</p>
M.4.HSTP.40	<p>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.</p>