Handout Page 1

DEVELOPMENT OF A SAMPLE UNIT: TRIGONOMETRY (11U/11UC)

DAY	ACTIVITY
1 to 2	a) Complete the activity GOING in CIRCLES" (Handout Page 2-3) - introduce the terms amplitude, period, and phase shift within the context of the activity b) Follow-up to the activity - brainstorm other natural phenomena that are periodic in nature - then ask students to identify something that they have learned in mathematics that is periodic in nature (Lead students to a recognition of the patterns in the CAST rule. Construct a graph of in degrees for two periods.
3 to *n* (however many days are needed)	Presentation, development, consolidation of the expectations found in Trigonometric Functions Suborganizer # 2 ("Understanding the Meaning and application of Radian Measure, all but the last three 3 expectations") and # 3 ("Investigating the Relationships Between the Graphs and the Equations of Sinusoidal Functions") (Handout Page 4 - 5)
n+1, n+*2*	Complete the activity "Hydro Savings" (Handout Page 6) - this activity applies the expectations of the two suborganizers listed above - it also introduces the need for solving trigonometric equations, which sets the stage for the last 3 expectations of Suborganizer # 2 ("Understanding the Meaning and application of Radian Measure, all but the last three 3 expectations")
n+3 - *n*+*k* (however many days are needed)	Presentation, development, consolidation of the last three expectations found in Trigonometric Functions Suborganizer # 2 ("Understanding the Meaning and application of Radian Measure")

ASSESSMENT

How would you assess the two activities?

How would you assess the expectations from suborganizers #2 and #3?