Action   **Reason**

- Brief discussion of re-view of O&B #3   Bring out the importance of
                                                                                     covariation

- Another rationale for radian measure
    - What is a degree? (1/360th of a circle's circumference)
    - Look at unit circle in degrees (use GSP sketch)
        - Look at the length of sin(40°). What, approximately, is the length of sin(40°), in
          degrees?
            Approximately 36°
        - What, then, is an approximate value of cos(sin 40°)
            Approximately 0.80
    - On a calculator:
        - Calculate sin(40°) [0.642788]
        - What does 0.642788 stand for?
        - Calculate cos(0.642788) [cos(sin 40°). You get 0.9999].
        - Is this right?
        - What is going on?   The calculuator is assuming that
                                                                                     0.642788 is in degrees, when in
                                                                                     fact it is radians.
- In what way are f(x) = 5 - 2x and f(Θ) = 5 - 2Θ both linear?   Raise the issue of what the
                                                                                     essence of "linear" is
    - Is the graph of r=2 a line? Why or why not?
    - Is the graph of r=1/sin(Θ) a line? Why or why not?
    - Is the graph of Θ = 3 a line? Why or why not?
    - Is the graph of x = 4 a line? Why or why not?

- What is/are the criteria for a function to have a line as its graph independently of the   Constant rate of change of the
  coordinate system in which you graph it?   dependent variable with respect to
                                                                                     the independent variable.

- Culmination of trig: Design a 5-day unit logic