Calculus

Date:

Items Needed: .Book, Mathgraphs 63 & 65

Objective: The students will be able to integrate an inverse function.

Lesson:

- Discuss how when you take the integrals of the six trig functions that they all fall into 3 forms (the trig functions are usually considered to be in pairs ie. sin-cos).
- Go over those rules.
- Do example 1, 2, & 3.
- Discuss the technology pitfall of checking your answers on the calculator. There could be different forms of the same answers with different trig functions used.

- Review skills necessary to complete a square.
- Do example 4 & 5.
- Look at summary chart for all the integration rules that we went over so far this year.

- Begin looking at strategies to keep all of the rules straight.
- Do examples 6 & 7.

Assignment: .Have students do 12, 16, 19, 21, 22, 24 p. 387
Have students do 25, 29, 35, 39, 42, 44, 47, p. 387
Have students do 63, 65 (ask why the point can exist), 73, 91, p. 388

Evaluation: (Could be from any one/several of the following)
Responses from classroom questions
Results of classroom sample problems
Homework responses
Check answer with Calculator
End of the section exam

Enrichment: