

# Unit 04: Triangle Congruence

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **4 Weeks**  
Status: **Published**

## Unit 4: Triangle Congruence (Module 7 and 8)

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### Unit Rationale

In prior learning, students represented transformations in the plane and developed definitions of rotations, reflections, and translations. They used rigid motions to transform figures. In this unit, students will use rigid motions to show figures are congruent and use congruency of corresponding parts to prove triangles are congruent. They will write proofs involving congruent figures and using congruence criteria to prove that two triangles are congruent. In later units, they will write coordinate proofs about triangles and parallelograms. They will use the properties of similarity transformations to prove triangles are similar.

### Essential Questions

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- What does it mean for two geometric figures to be congruent?
- How can congruence be determined using geometric transformations?
- Why is it important to distinguish between congruent and similar figures?
- How can SSS, ASA, SAS, AAS, and HL be used to determine if two triangles are congruent?

### Pre-Assessments

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- Into Geometry: Are you ready? Diagnostic assessment p. 194

### Instructional Plan

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### Understand Congruent Figures (7.1)

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#### Student Learning Intentions or We are learning to ... (WALT)

- Use rigid motions to show figures are congruent and find unknown measures in congruent figures in order to verify congruence and solve geometric problems involving unknown dimensions.

## **Student Success Criteria ... “I can statements”**

- I can identify pairs of congruent corresponding sides or congruent corresponding angles.
- I can measure and compare side lengths and angles measures in figures.
- I can determine whether figures are congruent.

## **Instructional Strategies and Activities**

- Into Geometry Spark Your Learning p. 195
- Guided Notes
  - Transform figures with congruent corresponding parts
  - Use corresponding parts to show figures are congruent
  - Apply the Third Angles Theorem
  - Apply properties of congruent figures
- DeltaMath practice assignment
- Into Geometry Practice p, 200

## **Formative Assessments**

- Into Geometry Check Understanding

## **Instructional Materials and Resources**

- Into Math resources
- DeltaMath
- Desmos

## **Reflections and Suggested Modifications**

## **Corresponding Parts of Congruent Triangles (7.2)**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- Use congruent figures to identify congruent parts of figures and solve for unknown measures, and then prove geometric statements.

## **Student Success Criteria ... “I can statements”**

- I can list corresponding parts of congruent figures.
- I can write a congruence statement for two figures and tell which parts of the figure are congruent.
- I can use congruent figures to solve problems.

## **Instructional Strategies and Activities**

- Into Geometry Spark Your Learning p. 203
- Guided Notes
  - Identify the corresponding congruent parts of congruent figures
  - Use congruent corresponding parts
  - Prove a geometric relationship
- DeltaMath practice assignment
- Into Geometry Practice p. 206

## **Formative Assessments**

- Into Geometry Check Your Understanding Interactive Lesson

## **Instructional Materials and Resources**

- Into Math resources
- DeltaMath
- Desmos

## **Reflections and Suggested Modifications**

## **Use Rigid Motions to Prove Figures are Congruent (7.3)**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- Use the definition of congruence in terms of rigid motions to determine if two given figures are congruent.

## **Student Success Criteria ... “I can statements”**

- I can examine figures shown a coordinate grid and determine if they are congruent.
- I can determine which rigid motion is performed when given a diagram of a preimage and its image.

- I can use rigid motions to show that figures are congruent.

### **Instructional Strategies and Activities**

- Into Geometry Spark Your Learning p. 209
- Guided Notes
  - Determine whether or not figures are congruent
  - Find a sequence of rigid motions
- DeltaMath practice assignment
- Into Geometry Practice p. 212

### **Formative Assessments**

- Into Geometry Check Your Understanding Interactive Lesson

### **Instructional Materials and Resources**

- Into Math resources
- DeltaMath
- Desmos

### **Reflections and Suggested Modifications**

## **Develop ASA Triangle Congruence (8.1)**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- Use ASA congruence criteria to prove that two triangles are congruent.

### **Student Success Criteria ... “I can statements”**

- I can recognize congruent parts of two triangles.
- I can use ASA congruence criteria to prove that two triangles are congruent.

### **Instructional Strategies and Activities**

- Into Geometry Spark Your Learning p. 219
- Guided Notes
  - Draw triangles given two angles and a side
  - Justify ASA triangle congruence using transformations
  - Determine whether or not triangles are congruent using ASA triangle congruence
  - Prove triangles are congruent
  - Apply the ASA Triangle Congruence Theorem

- DeltaMath practice assignment
- Into Geometry Practice p. 224

### **Formative Assessments**

- Into Geometry Check Your Understanding Interactive Lesson

### **Instructional Materials and Resources**

- Into Math resources
- DeltaMath
- Desmos

### **Reflections and Suggested Modifications**

## **Develop SAS Triangle Congruence (8.2)**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- Students use SAS congruence criteria to prove that two triangles are congruent.

### **Student Success Criteria ... “I can statements”**

- I can find a pair of corresponding angles included between two pairs of corresponding angles.
- I can use the SAS triangle congruence theorem to find missing measures of parts of triangles.
- I can use SAS congruence criteria to prove that two triangles are congruent.

### **Instructional Strategies and Activities**

- Into Geometry Spark Your Learning p. 227
- Guided Notes
  - Draw triangles given two sides and an angle
  - Justify SAS triangle congruence using transformations
  - Determine whether or not triangles are congruent using SAS triangle congruence
  - Apply SAS Triangle congruence in a real world context
- DeltaMath practice assignment
- Into Geometry Practice p. 231

### **Formative Assessments**

- Into Geometry Check Your Understanding Interactive Lesson

## **Instructional Materials and Resources**

- Into Math resources
- DeltaMath
- Desmos

## **Reflections and Suggested Modifications**

### **Develop SSS Triangle Congruence (8.3)**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

- Define and identify SSS triangle congruence criteria and prove they are sufficient to assume triangle congruence and use SAS congruence criteria to prove triangles are congruent.

#### **Student Success Criteria ... “I can statements”**

- I can identify when SSS congruence can be used when the sides of the triangles are labeled with values and when labeled with markings, numbers, and variables.
- I can use SSS congruence criteria to prove that two triangles are congruent.

## **Instructional Strategies and Activities**

- Into Geometry Spark Your Learning p. 235
- Guided Notes
  - Draw triangles given three side lengths
  - Justify and use SSS triangle congruence
  - Apply SSS triangle congruence in a real world context
- DeltaMath practice assignment
- Into Geometry Practice p. 239

## **Formative Assessments**

- Into Geometry Check Your Understanding Interactive Lesson

## **Instructional Materials and Resources**

- Into Math resources
- DeltaMath
- Desmos

## **Reflections and Suggested Modifications**

## **Develop AAS and HL Triangle Congruence (8.4)**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- Use HL and AAS congruence criteria to determine if triangles are congruent.

### **Student Success Criteria ... “I can statements”**

- I can state the characteristics of AAS and HL Congruence Theorems.
- I can state the AAS and HL Congruence Theorems and draw a diagram to show those characteristics.
- I can use AAS and HL congruence criteria to determine if triangles are congruent.

### **Instructional Strategies and Activities**

- Into Geometry Spark Your Learning p. 243
- Guided Notes
  - Prove the AAS Triangle Congruence Theorem
  - Explore SSA triangle congruence
  - Prove the HL Triangle Congruence Theorem
  - Apply AAS and HL triangle congruence
- DeltaMath practice assignment
- Into Geometry Practice p. 248

### **Formative Assessments**

- Into Geometry Check Your Understanding Interactive Lesson

### **Instructional Materials and Resources**

- Into Math resources
- DeltaMath
- Desmos

### **Reflections and Suggested Modifications**

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing

or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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### **Diversity, Equity, and Inclusion**

#### **[NCTM: Access and Equity in Mathematics Education](#)**

#### **[A Pathway to Equitable Math Instruction](#)**

Provide students with opportunities to give feedback to teachers about the classroom and instruction.

- Verbal Example: Fist to five, How well do you understand what we talked about today? Fist to five, How well did I teach this today?
- Classroom Activity: Exit tickets or surveys that ask students to identify how well teachers taught, what helped them learn, what got in the way of their learning, etc.

Treat mathematics as a language that everyone is learning while authentically centering students home languages.

- Classroom Strategies: Color-coding ideas, learning vocabulary in student languages, visual and kinesthetic learning, representations of learning without words.
- Classroom Activity: Multilingual Frayer Models for definitions or concepts

Incorporate true culturally relevant pedagogy, practice, and curriculum.

- Verbal Example: What are some of your family traditions that you are proud of? Would you be okay if we brought some of those into the classroom?
- Classroom Activity: Use Ankara fabric to teach mathematical concepts such as tessellations, fractions, area, percentages, etc.

Incorporate the history of mathematics into lessons.

- Verbal Example: Why do you think we call it Pythagorean's theorem, when it was used before he was even born? What should we call it instead?
- Classroom Activity: Learn about different bases and numerical ideas: Base 2, binary and connections to computer programming, how the Yoruba of Nigeria used base 20, and how the Mayans conceptualized the number 0 before the first recording of it

Solicit student ways of thinking and processing.

- Verbal Example: How might you all go about this? What do you notice?
- Classroom Activity: Incorporate explorations, where students interact with mathematics in a way that allows them to “discover” or experience mathematics.

Reorganize your classroom teaching around concepts, and teach them more like a web rather than discrete sets of knowledge.

- Verbal Example: How does this connect to what you’ve learned in the past? How can you use that knowledge today?
- Classroom Activity: Learning webs that connect content

Start with more complex math problems and scaffold as necessary.

- Verbal Example: If we wanted to build a rocket, what are all the things we might need to know before we get started? Along the way, we decided that we want the rocket to reach the moon. What do we need to consider now?
- Classroom Activity: When solving equations, start with the most complex problem, generate ideas for how to solve it, and use the simpler equations as examples to support those ideas.

Offer a variety of ways to demonstrate thinking and knowledge.

- Verbal Example: Show your thinking with words, pictures, symbols.

Ask other questions that will demonstrate learning when it is not clear to you how students know the answer.

- Verbal Example: If you were working with a fellow mathematician who was absent this day, what might you tell them to help them learn it?

Learn about, engage with, and incorporate ethnomathematics.

- Verbal Example: Reflect on your day so far. What math have you already used today?
- Classroom Activity: Community walks to engage with slope.

Co-construct knowledge in the classroom.

- Verbal Example: Let’s get into partners and do a think pair-share. We will incorporate everyone’s ideas and try to synthesize them.
- Classroom Activity: Have students create mathematical definitions in their own words in groups, and bring the groups together to co-construct mathematical definitions as a class

Choose problems that have complex, competing, or multiple answers.

- Verbal Example: Come up with at least two answers that might solve this problem.

- Classroom Activity: Challenge standardized test questions by getting the “right” answer, but justify other answers by unpacking the assumptions that are made in the problem.
- Classroom Activity: Deconstructed Multiple Choice
  - given a set of multiple choice answers, students discuss why these answers may have been included (can also be used to highlight common mistakes).

Identify what is right about the thinking, and highlight the mistake in what is factually or procedurally accepted.

- Verbal Example: You recognized that you had to combine the constants 27 and 9, could you explain your thinking?
- Classroom Activity: Error Analysis worksheets that highlight what is the right idea behind the mistake.

Using thoughtful questioning to solicit mathematical thoughts rather than telling.

- Verbal Example: What would a mathematician who is confused ask about this question?
- Classroom Activity: After students demonstrate knowledge of a topic, have them play a game where they have to explain their topic to a fellow mathematician and a skeptic. Develop their own reflective questioning/explaining in all three roles.

Create multiple ways of participating that honor myriad ways of thinking and being.

- Verbal Example: For this section, feel free to work alone, in pairs, trios, or quads (let them choose).
- Classroom Activity: Community circles or storytelling circles, incorporating dance, music, song, call and response, and other cultural ways of communicating.

## Climate Change

[Math Climate Change Companion Guide](#)

## **New Jersey Student Learning Standards: Content Area**

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MATH.9-12.G.CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
MATH.9-12.G.CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
MATH.9-12.G.CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
MATH.9-12.G.SRT.B.5	Use congruence and similarity criteria for triangles to solve problems and to prove

relationships in geometric figures.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

## **Integration of Computer Science and Design Thinking**

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CS.9-12.8.1.12.AP.1	Design algorithms to solve computational problems using a combination of original and existing algorithms.
CS.9-12.8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

## **21st Century Life and Career**

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TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.  Cultivating online reputations for employers and academia requires separating private and professional digital identities.  Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams,
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videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELA.W.AW.9–10.1.E

Provide a concluding paragraph or section that supports the argument presented.

Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.