



# Geometry Level 1 - Unit B - Congruent Triangles

## Unit Focus

This unit focuses on triangle classifications and proving triangles congruent. Proof is a very important concept throughout the unit. Students should become fluent in completing proofs by the end of this unit by seeing the patterns and structure within proofs.

## Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Common Core</b><br>Mathematics: 9-12 <ul style="list-style-type: none"> <li>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. (CCSS.MATH.CONTENT.HSG.CO.B.7)</li> <li>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (CCSS.MATH.CONTENT.HSG.CO.B.8)</li> <li>Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. (CCSS.MATH.CONTENT.HSG.SRT.B.5)</li> <li>Make sense of problems and persevere in solving them. (CCSS.MATH.MP.1)</li> <li>Construct viable arguments and critique the reasoning of others. (CCSS.MATH.MP.3)</li> <li>Look for and make use of structure. (CCSS.MATH.MP.7)</li> </ul> <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"> <li>Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)</li> </ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> draw conclusions about graphs, shapes, equations, or objects.<br><b>T2</b> make sense of a problem, initiate a plan, execute it, and evaluate the reasonableness of the solution.<br><b>T3</b> justify reasoning using clear and appropriate mathematical language.                                                                       |                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Understanding(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Essential Question(s)</b>                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Students will understand that...</i><br><b>U1</b> Effective problem solvers work to make sense of the problem before trying to solve it.<br><b>U2</b> Mathematicians compare the effectiveness of various arguments, by analyzing and critiquing solution pathways<br><b>U3</b> Mathematicians analyze characteristics and properties of geometric shapes to develop mathematical arguments about geometric relationships. | <i>Students will keep considering...</i><br><b>Q1</b> What strategies can I use to solve the problem?<br><b>Q2</b> What do I need to support my answer?<br><b>Q3</b> How does classifying bring clarity?<br><b>Q4</b> What makes these shapes similar? Different?                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Acquisition of Knowledge and Skill</b>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Skill(s)</b>                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Students will know...</i><br><b>K1</b> that two points determine a line<br><b>K2</b> how the lengths of the sides of a triangle relate to the size of the angles opposite them<br><b>K3</b> that corresponding parts of congruent triangles are congruent<br><b>K4</b> the relationship between slope and a pair of parallel or perpendicular lines                                                                        | <i>Students will be skilled at...</i><br><b>S1</b> using SSS, SAS, AAS and HL to prove that triangles are congruent<br><b>S2</b> using congruence of triangles to find congruent parts (CPCTC)<br><b>S3</b> drawing auxiliary lines to help in proofs<br><b>S4</b> using overlapping triangles in proofs |

### Stage 1: Desired Results - Key Understandings

**K5** Vocabulary: congruent, included, median, altitude, obtuse, acute, right, equiangular, isosceles, scalene, equilateral

**S5** applying characteristics of triangles (ex; isosceles) to solve problems

**S6** applying theorems relating to triangle angle measures and side lengths

**S7** transforming shapes on the coordinate plane (reflect, translate, rotate, dilate)

**S8** reflecting over any vertical or horizontal line or point