Geometry Unit 2: Congruence
Lessons 1–11: Congruent Triangles

Explore, Play, and Discuss

- I can identify corresponding parts from a congruence statement.
- I can use rigid transformations to figure out if figures are congruent.
- I can write a congruence statement.
- I can use rigid transformations to explain why figures are congruent.

Activity Suggestions:

- ➢ Lesson 1**:** Students respond to questions in an online or paper journal, communicate with a classmate, or talk them over with someone at home.
- ➢ Activity 2.2: Students respond to questions in an online or paper journal, communicate with a classmate, or talk them over with someone at home.

Assessment Suggestions:

- ➢ Lesson 1 Cool-down
  - Lesson 1

Deep Dive

- I can explain why if all the corresponding sides and angles of two triangles are congruent, then the triangles are congruent.
- I can write conjectures about what I need to know to prove two triangles are congruent.

Activity Suggestions:

- ➢ Lesson 3: Synchronous discussion
- ➢ Activity 4.3: Synchronous discussion

Assessment Suggestions:

- ➢ Lesson 3 Cool-down
  - Lesson 3

Explore, Play, and Discuss

- I can use the Angle-Side-Angle Triangle Congruence Theorem in a proof.

Activity Suggestions:

- ➢ Activities 7.1 and 7.4: Students respond to questions in an online or paper journal, communicate with a classmate, or talk them over with someone at home.
- ➢ Activity 8.1: Students respond to questions in an online or paper journal, communicate with a classmate, or talk them over with someone at home.

Assessment Suggestions:

- ➢ Lesson 7 Cool-down
  - Lesson 7

	➢ Activity 9.1: Students respond to questions in an online or paper journal, communicate with a classmate, or talk them over with someone at home.	

Deep Dive		
	• I can critique an explanation of the Perpendicular Bisector Theorem. • I can explain why the Perpendicular Bisector Theorem is true. • I can explain why the Side-Side-Side Triangle Congruence Theorem works. • I can use the Side-Side-Side Triangle Congruence Theorem in a proof.	
	Activity Suggestions: ➢ Activities 8.2 and 8.3: Synchronous discussion ➢ Activities 9.2, 9.3, and 9.4: Synchronous discussion	**Assessment Suggestions:** ➢ Lesson 9 Cool-down ○ Lesson 9

Synthesize and Apply		
	• I can explain why the Perpendicular Bisector Theorem is true. • I can use the Side-Side-Side, Angle-Side-Angle, and Side-Angle-Side Triangle Congruence Theorems in proofs. • I can write conjectures about quadrilaterals.	
	Activity Suggestions: For all activities: Students respond to questions in an online or paper journal, communicate with a classmate, or talk them over with someone at home. ➢ Activity 8.4 ➢ Lesson 10	**Assessment Suggestions:** ➢ Activity 8.4 ➢ Activity 10.4 ➢ Revisions to previous assessment prompts ➢ Students use learning targets to decide what additional practice they need.

Ongoing Practice	
	• Assign one or more of the distributed practice problem sets from Lessons 1–10 to be completed over the time period in which the section is being worked on. • Specify which problems students should submit, or let them choose. • Note: Several existing platforms already have IM's practice problems loaded so that students can complete and submit them online. Some can be autoscored.

Anytime Resources	
	• Delve into one of the culminating activities from Lesson 10 • Ready for more activities including the one in Lesson 10

Lessons 12–15: Proofs about Quadrilaterals

Explore, Play, and Discuss		
	• I can critique a proof about quadrilaterals. • I can prove theorems about quadrilaterals. • I can rewrite a conjecture so it is specific enough to prove.	
	Activity Suggestions: ➢ Lesson 12: Students respond to questions in an online or paper journal, or talk them over with someone at home.	**Assessment Suggestions:** ➢ Lesson 12 Cool-down ○ Lesson 12

Deep Dive		
	• I can prove theorems about the diagonals of a parallelogram.	
	Activity Suggestions: ➢ Lesson 13: Synchronous discussion	**Assessment Suggestions:** ➢ Lesson 13 Cool-down ○ Lesson 13

Synthesize and Apply

- I can use rigid transformations to prove quadrilaterals are congruent.
- I can write conjectures about quadrilateral congruence.

Activity Suggestions:

- ➢ Lesson 15: Students respond to questions in an online or paper journal, communicate with a classmate, or talk them over with someone at home.
- ➢ Teach and encourage students to study the lesson summaries (at the end of every lesson) and refer back to them.

Assessment Suggestions:

- ➢ Lesson 15 Cool-down
  - Lesson 15
- ➢ Revisions to previous assessment prompts
- ➢ Students use learning targets to decide what additional practice they need.

Ongoing Practice

- Assign one or more of the distributed practice problem sets from Lessons 12–15 to be completed over the time period in which the section is being worked on.
- Specify which problems students should submit, or let them choose.
- Note: Several existing platforms already have IM's practice problems loaded so that students can complete and submit them online. Some can be autoscored.

Anytime Resources

- Ready for More activities
- Lesson 14 has more activities to reinforce proof skills and angle bisector properties.