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# Tennessee 9 Geometry – Accelerated Path

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                                            |
|------------------|--------------------------------------------------------------------------------------------|
| State            | Tennessee                                                                                  |
| Grade            | 9 (High)                                                                                   |
| Subject          | Geometry – Accelerated Path                                                                |
| Course category  | Mathematics                                                                                |
| Standards family | Mathematics                                                                                |
| Framework        | Tennessee Academic Standards for Mathematics (adopted February 2021, revised October 2021) |
| Issuing agency   | Tennessee Department of Education                                                          |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                                  |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Earning the Congruence Criteria

### Unit 3: Verifying Congruence and Similarity · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why is SAS enough, and why is SSA not?                                                                                                 |
| Standards          | <b>Verifying Triangle Congruence Criteria</b> -> M2.G.CO.A.1, M2.G.CO.A.2, M2.G.CO.A.3 — 3 standards; full text in the standards table |
| Learning target    | "I can verify the triangle congruence criteria using rigid motions."                                                                   |
| Local dates        | _____ (enter your school dates)                                                                                                        |

#### Measurable objectives

- Students will verify criteria for showing triangles are congruent using a sequence of rigid motions that map one triangle to another, including that two triangles are congruent if and only if corresponding pairs of sides and angles are congruent, and the ASA, SAS, SSS and AAS groups.

#### Success criteria (student-friendly)

- "I state the 'if and only if' criterion in full."
- "I verify ASA, SAS, SSS and AAS by rigid motions."
- "I explain why a non-criterion fails."

#### Academic vocabulary

corresponding parts, ASA, SAS, SSS, AAS, criterion, if and only if, counter-example

#### Materials and technology

- Tracing paper
- Rulers
- Protractors
- Compasses
- Graph paper

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Criteria verified by rigid motions and a non-criterion refuted.

**Family communication**

Ask your child why three sides fix a triangle completely.

## Day 41 — All Six Parts

Week 9, Day 1 · Unit 3 · Standards: M2.G.CO.A.1, M2.G.CO.A.2, M2.G.CO.A.3

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| Focus             | The full criterion.                                                                 |
| Learning target   | "I can verify the triangle congruence criteria using rigid motions."                |
| Vocabulary in use | corresponding parts, ASA, SAS, SSS, AAS, criterion, if and only if, counter-example |
| Local date        | _____                                                                               |

### Learning sequence

Connect: congruence. Teach: the standard's 'if and only if' statement - two triangles are congruent exactly when all three pairs of sides and all three pairs of angles are congruent - and why both directions matter. Try: shared verification in both directions. Apply: students state and illustrate both directions. Reflect: 'if and only if' is two claims, and both need checking.

### Check for understanding

Student states and illustrates both directions of the criterion.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Why You Do Not Need All Six

Week 9, Day 2 · Unit 3 · Standards: M2.G.CO.A.1, M2.G.CO.A.2, M2.G.CO.A.3

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| Focus             | Toward the criteria.                                                                |
| Learning target   | "I can verify the triangle congruence criteria using rigid motions."                |
| Vocabulary in use | corresponding parts, ASA, SAS, SSS, AAS, criterion, if and only if, counter-example |
| Local date        | _____                                                                               |

### Learning sequence

Connect: six parts. Teach: the question the criteria answer - how few parts force the rest - explored by constructing triangles from partial information and seeing when the result is forced. Try: shared construction from two sides. Apply: students construct from three different partial sets and record which were forced. Reflect: you have just discovered which criteria can work.

### Check for understanding

Student identifies which partial information forces a unique triangle.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Verifying SAS and ASA

Week 9, Day 3 · Unit 3 · Standards: M2.G.CO.A.1, M2.G.CO.A.2, M2.G.CO.A.3

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| Focus             | Two criteria.                                                                       |
| Learning target   | "I can verify the triangle congruence criteria using rigid motions."                |
| Vocabulary in use | corresponding parts, ASA, SAS, SSS, AAS, criterion, if and only if, counter-example |
| Local date        | _____                                                                               |

### Learning sequence

Connect: forcing. Teach: verifying SAS and ASA by constructing the sequence of rigid motions that maps one triangle onto the other, which is what the standard asks. Try: shared verification of SAS. Apply: students verify ASA by exhibiting a sequence. Reflect: the criterion is now a theorem you proved, not a rule you accepted.

### Check for understanding

Student verifies a congruence criterion with a sequence of rigid motions.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Verifying SSS and AAS

Week 9, Day 4 · Unit 3 · Standards: M2.G.CO.A.1, M2.G.CO.A.2, M2.G.CO.A.3

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| Focus             | Two more.                                                                           |
| Learning target   | "I can verify the triangle congruence criteria using rigid motions."                |
| Vocabulary in use | corresponding parts, ASA, SAS, SSS, AAS, criterion, if and only if, counter-example |
| Local date        | _____                                                                               |

### Learning sequence

Connect: SAS and ASA. Teach: verifying SSS and AAS the same way, with AAS reduced to ASA by the angle sum. Try: shared verification of SSS. Apply: students verify AAS. Reflect: AAS is not a new fact; it is ASA wearing a hat.

### Check for understanding

Student verifies SSS or AAS by rigid motions.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — The Ones That Fail

Week 9, Day 5 · Unit 3 · Standards: M2.G.CO.A.1, M2.G.CO.A.2, M2.G.CO.A.3

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| Focus             | Counter-examples.                                                                   |
| Learning target   | "I can verify the triangle congruence criteria using rigid motions."                |
| Vocabulary in use | corresponding parts, ASA, SAS, SSS, AAS, criterion, if and only if, counter-example |
| Local date        | _____                                                                               |

### Learning sequence

Connect: four criteria. Teach: why AAA and SSA do not force congruence, shown by CONSTRUCTING two non-congruent triangles satisfying each - the standard's 'if but not only if' phrasing pointing straight at this. Try: shared construction of an SSA counter-example. Apply: students construct one counter-example and explain. Reflect: a counter-example settles the question completely and permanently.

### Check for understanding

Student constructs a counter-example to a false criterion.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Tennessee Department of Education. Tennessee Academic Standards for Mathematics (adopted February 2021, revised October 2021). Tennessee publishes high school mathematics as two parallel pathways - Algebra I, Geometry and Algebra II, or Integrated Mathematics I, II and III - and publishes no standards for courses beyond them. The course cited here is the one whose standards cover this row. Retrieved 2026-07-27 from <https://www.tn.gov/education/districts/academic-standards/mathematics-standards.html>