Reserverse Store and a store of the store o	CHAPIER 7: CONGRUENCE THROUGH TRANSFORMATIONS Cornell Notes/Summary Sheet	Name: Period: <i>Turn this in on the day of the test.</i> <i>This is an assignment grade.</i>
	DISTANCE FORMULA: $d = \sqrt{(x_2 - x_2)^2}$	$(-x_1)^2 + (y_2 - y_1)^2$
<u>Lesson 7.1 – Big Ideas</u>	<u>Your Notes</u>	
• What is a rigid motion?	ORIGINAL POINT: (x, y)	
• Coordinate rules regarding translations, rotations, and reflections	TRANSLATIONS <u>RIGHT</u>	<u>LEFT UP DOWN</u>
	ROTATIONS <u>90°</u> (COUNTERCLOCKWISE)	<u>180° 270°</u>
	REFLECTIONS <u>x-A</u>	<u>xis</u> <u>y-Axis</u>
Look at examples on pages 589 – 591.		
 Lesson 7.2 - Big Ideas What does it mean when we say two triangles are congruent? What are the properties of congruent triangles? 	<u>Your Notes</u>	
Lesson 7.3 – Big Ideas • Side-Side-Side (SSS) Congruence Theorem Look at an example – on the coordinate plane – on page 592.	Your Notes	

BESIDES THE TEXT AND THIS SUMMARY SHEET, CHECK OUT THOSE ADDITIONAL RESOURCES AVAILABLE ON M.S. SCHULTZ'S WEBSITE: <u>WWW.SCHULTZJEN.WEEBLY.COM</u>

<u>Lesson 7.4 – Big Ideas</u>	Your Notes		
 Side-Angle-Side (SAS) Congruence Theorem The included angle Look at an example – on the coordinate plane – on page 593. 			
Lesson 7.5 – Big Ideas	Your Notes		
 Angle-Side-Angle (ASA) Congruence Theorem The included side 	P G U V		
Look at an example – on the coordinate plane – on page 594.			
<u>Lesson 7.6 – Big Ideas</u>	Your Notes		
• Angle-Angle-Side (AAS) Congruence Theorem			
• The non-included side			
Look at an example – on the coordinate plane – on page 595.	A BP G		
<u>Lesson 7.7 – Big Ideas</u>	Your Notes		
• Does the given information result in triangle congruency?			
• What additional infomration is needed to prove specified triangles congruent?			
• What congruence theorem proves triangle congruency?			
Lesson 7.8 – Hints	Congruent Triangle Proofs		
• Look for key words and symbol	s in the given information.		
• Address "givens" one at a time.	• Address "givens" one at a time.		
• Ask yourself, "What can I conclude from this?"			
• If it's a congruence, mark your diagram.			
• REFER TO YOUR "COMMONLY USED REASONS" CARD!!! Don't guess.			
 Look at the diagram: is there any information that you can get from it? (i.e. linear pairs, vertical angles) Angles are numbered for a reason 			
 Angles are numbered for a reason. Make a notation next to the step number, where you say a pair of sides, or angles, are congruent. 			
• Make a notation, next to the step number, where you say a pair of sides, or angles, are congruent.			

• Be aware of triangles that share sides (or angles), there will be a reflexive step.