



**Marietta City Schools**  
**2025–2026 District Unit Planner**

*Geometry: Concepts & Connections*

<b>Unit title</b>	Unit 3: Congruence	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	17 hours
-------------------	--------------------	-----------------	---	----------------------------	----------

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Standards**

**G.GSR.3:** Experiment with transformations in the plane to develop precise definitions for translations, rotations, and reflections and use these to describe symmetries and congruence to model and explain real-life phenomena.

**G.GSR.3.1** Use geometric reasoning and symmetries of regular polygons to develop definitions of rotations, reflections, and translations.

**Fundamentals**

- Students should be able to define and identify figures as preimages and images.
- Students should be provided with multiple opportunities to identify lines of symmetry and angles of rotation to map a figure onto itself.
- Students should be provided with multiple opportunities to identify angles of rotation, lines of reflection, and directions of translations to map a preimage onto its image.
- Students should be provided opportunities to experiment with transformations represented on and off the coordinate plane.

**G.GSR.3.2** Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.

**Fundamentals**

- Students should be able to determine that translations, reflections, and rotations produce images of the same size and shape as the preimage.
- Students should be able to determine congruence by identifying the rigid transformation(s) that produced the image of a figure.
- Opportunities should be provided for students to write statements of congruency.

**Terminology**

- A transformation that preserves size and shape is called a rigid transformation.

**Strategies and Methods**

- Students should have ample opportunities to use geometric tools and/or technology to explore figures created from translations, reflections, and rotations.

**G.GSR.3.3** Use geometric descriptions of rigid motions to draw the transformed figures and to predict the effect on a given figure. Describe a sequence of transformations from one figure to another and use transformation properties to determine congruence.

**Fundamentals**

- Students should be given multiple opportunities to identify resulting coordinates from translations, reflections, and rotations, and recognize the relationship between the coordinates and the transformation.
- Given two figures, students should be able to use the definition of congruence in terms of rigid motions to verify congruence if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

- Students should be able to use function notation to represent transformations in the coordinate plane.

#### **Strategies and Methods**

- Reflections should be limited to those over the x and y axes, horizontal and vertical lines, and the line  $y = x$ .
- Rotations should be limited to those centered about the origin and in increments of 90 degrees, clockwise and counterclockwise.

#### **Example**

- The function notation  $(x, y) \rightarrow (x-4, y+5)$  translates the point  $(x, y)$  four units to the left and five units up.

**G.GSR.3.4** Explain how the criteria for triangle congruence follow from the definition of congruence in terms of rigid motions. Use congruence criteria for triangles to solve problems and to prove relationships in geometric figures.

#### **Fundamentals**

- Students should be able to apply properties of congruence to solve problems with missing values involving corresponding parts.
- Students should be able to use the definition of congruence to prove relationships in geometric figures.

#### **Strategies and Methods**

- Students should be provided opportunities to use ASA, SAS, SSS, AAS, and HL congruence postulates/theorems to prove triangles are congruent.
- Students should have opportunities to prove triangle congruence using appropriate methods: logic statements, two-column proofs, paragraph proofs, and flow proofs.

#### **Terminology**

- Logic statements include conditional, converse, inverse, contrapositive, and conditional statements.

**G.MM.1:** Apply mathematics to real-life situations; model real-life phenomena using mathematics.

**G.MM.1.1** Explain mathematically applicable problems using a mathematical model.

#### **Fundamentals**

- Students should be provided with opportunities to learn mathematics through the exploration of real-life problems.
- Mathematically applicable problems are those presented in context where the context makes sense, realistically and mathematically, and allows for students to make decisions about how to solve the problem (model with mathematics).

**G.MM.1.2** Create mathematical models to explain phenomena that exist in the natural sciences, social sciences, liberal arts, fine and performing arts, and/or humanities contexts.

#### **Fundamentals**

- Students should be able to use the content learned in this course to create a mathematical model to explain real-life phenomena.

**G.MM.1.3** Using abstract and quantitative reasoning, make decisions about information and data from a mathematically applicable situation.

#### **Fundamentals**

- Students should be able to connect learning of geometric shapes and their properties to describe objects.
- Students should be able to apply geometric methods and data to make decisions about structures and solve real-world problems.

**G.MM.1.4** Use various mathematical representations and structures with this information to represent and solve real-life problems.

#### **Fundamentals**

- Students should be able to construct a model by selecting and creating algebraic and geometric representations that describe relationships between variables in context.

### **Concepts/Skills to support mastery of standards**

- Equivalence
- Transformations
- Graphing in the coordinate plane
- Identification/naming of angles and segments

**Vocabulary**

Angle-Angle-Side (AAS)	Angle-Side-Angle (ASA)	Congruence	Hypotenuse-Leg (HL)	Isometry	Reflection
Rigid Motion	Rotation	Side-Angle-Side (SAS)	Side-Side-Side (SSS)	Similarity	Symmetry
Translation					

**Notation**

$$A \rightarrow A' \quad (x, y) \rightarrow (x+h, y+k) \quad \cong$$

Key concept	Related concept(s)	Global context
Form	Logic, Justification	Orientation in Space and Time

**Statement of inquiry**

Logic is a tool to understand patterns in time and space.

**Inquiry questions**

**Factual—**

- What is the transformation that maps the preimage to the image?

**Conceptual—**

- How can triangle congruence be used to prove rigid transformations?

**Debatable-**

- How can technology be used to explore figures created from transformations?

<b>MYP Objectives</b>	<b>Assessment Tasks</b>
-----------------------	-------------------------

<p>What specific MYP <b>objectives</b> will be addressed during this unit?</p>	<p><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</p>	<p>List of common formative and summative assessments.</p>
<p>MYP C Communication ( i)</p>	<p>Students will be able to communicate their understanding of triangle congruence through content knowledge and argue the validity of proofs.</p>	<p><b>Formative Assessment(s):</b> MYP C - Error analysis of Incorrect Triangle Congruence Proof CFA - all transformations</p> <p><b>Summative Assessment(s):</b> Unit Assessment</p>

**Approaches to learning (ATL)**

**Category:** Communication Skills  
**Cluster:** Communication  
**Skill Indicator:** Give and receive meaningful feedback; Manage and resolve conflict and work collaboratively in teams

**Category:** Self-Management Skills  
**Cluster:** Organization  
**Skill Indicator:** Understand and use sensory learning preferences

**Learning Experiences**

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>G.GSR.3.1:</b> Use geometric reasoning and symmetries of regular polygons to develop definitions of rotations, reflections, and translations.</p> <p><b>G.GSR.3.2:</b> Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same</p> <p><b>G.GSR.3.3:</b> Use geometric descriptions of rigid motions to draw the transformed figures and to predict the effect on a given figure. Describe a sequence of transformations from one figure to another and use transformation properties to determine congruence.</p>	<p><b>Mirrored Mappings (from GaDOE - Engage and Apply)</b></p> <p><b>Description:</b> In this learning plan, students will develop a more formal definition of reflection. Students should understand that reflection is not merely an image but an action that maps an object to another location on the plane. This should build upon previous activities from earlier grades that introduced and discussed symmetry, and teachers may find it helpful to use additional activities utilizing MIRA's or Patty Paper™.</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>● I can map an image using reflection over the x- and y-axes on a coordinate plane from the preimage.</li> <li>● I can describe the algebraic reflection rules to reflect geometric figures on the coordinate plane.</li> </ul>	<p><b>On-Level Only</b></p>

<p><b>G.GSR.3.4:</b> Explain how the criteria for triangle congruence follow from the definition of congruence in terms of rigid motions. Use congruency criteria for triangles to solve problems and to prove relationships in geometric figures.</p>	<p><b>Evaluating Conditions for Congruence (From GaDoe - Explore: Triangle Congruence Card Sort on Desmos)</b></p> <p><b>Description:</b> In this learning plan, students will use the concepts of rigid motion and transformations to show congruency, including identifying corresponding sides and corresponding angles within and between triangles. Students will identify and understand the significance of a counterexample and use proofs in a geometric context. Students will explore definitions of congruence to formalize congruency criteria for triangles.</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• I can prove two triangles are congruent using HL, SSS, SAS, AAS, and ASA theorems.</li> </ul>	<p><i>Honors Level Only</i></p>
--	---	---------------------------------

**Content Resources**

**Textbook Correlation: enVision A|G|A - Geometry**

**G.GSR.3.1** - Lesson 3-1, 3-2, 3-3, 3-4, 3-5, Topic 3 - Mathematical Modeling in 3 Acts  
**G.GSR.3.2** - Lesson 3-1, 3-2, 3-3, 3-4, 3-5, Topic 3 - Mathematical Modeling in 3 Acts  
**G.GSR.3.3** - Lesson 3-1, 3-2, 3-3, 3-4, 3-5, Topic 3 - Mathematical Modeling in 3 Acts, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, Topic 4 - Mathematical Modeling in 3 Acts  
**G.GSR.3.4** - Lesson 4-3, 4-4, 4-5, 4-6, Topic 4 - Mathematical Modeling in 3 Acts; 6-2, 6-3, 6-4, 6-5, 6-6