



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

*Grade 7 Mathematics*

<b>Unit title</b>	Unit 4: Making Relevant Connections with Geometry	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	22.5 hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Standards**

**7.GSR.5** Solve practical problems involving angle measurement, circles, area of circles, surface area of prisms and cylinders, and volume of cylinders and prisms composed of cubes and right prisms.

**7.MP:** Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.

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

- Measure angles with and without a protractor. (GSR 5.1-5.2)
- Solve multi-step with supplementary, complementary, and vertical angles.(GSR 5.3)
- Derive the formulas for circumference and area of a circle.(GSR 5.4)
- Describe the relationship between pi and radius and diameter.(GSR 5.4)
- Solve real-world problems given the formulas for the area and circumference.(GSR 5.5)
- Solve real-world problems involving surface area of right prisms and cylinders.(GSR 5.6)
- Describe cross-sections from slicing three-dimensional figures. (GSR 5.7)
- Find the volume of geometric figures and explore volume as a measurable attribute of cylinders and right prisms(GSR 5.8)

**Vocabulary**

Area	Circumference	Supplementary angles	Complementary angles	Vertical angles	Pi
Radius	Diameter	Adjacent angles	Two-dimensional	Volume	Three-dimensional

Key concept	Related concept(s)	Global context
<b>Form</b> The shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.	<b>Measurement, Space</b>	<b>Orientation in space and time</b>
<b>Statement of inquiry</b>		
We can use formulas to model structures and relationships in the real world.		
<b>Inquiry questions</b>		
<p><b>Factual</b></p> <ul style="list-style-type: none"> <li>• What is pi?</li> <li>• What is the relationship between supplementary angles?</li> <li>• What is the relationship between complementary angles?</li> <li>• What is a cross-section?</li> </ul> <p><b>Conceptual</b></p> <ul style="list-style-type: none"> <li>• How are all circles related?</li> <li>• How are area and circumference of a circle related?</li> <li>• How do relationships between sides and angles help you identify and describe shapes?</li> </ul> <p><b>Debatable</b></p> <ul style="list-style-type: none"> <li>• Is there a best method for finding surface area?</li> </ul>		
<b>MYP Objectives</b>	<b>Assessment Tasks</b>	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<p>Criterion A: Knowing and Understanding</p> <p>Criterion B: Investigating Patterns</p> <p>Criterion C: Communication in Mathematics</p> <p>Criterion D: Applying mathematics in real-life contexts</p>		<p><b><u>Formative Assessment(s):</u></b></p> <p>Unit 4 CFA</p> <p><b><u>Summative Assessment(s):</u></b></p> <p>Unit 4: Geometry</p> <p>MYP: Topic 8 Performance Task Form A &amp; B</p>
<b>Approaches to learning (ATL)</b>		
<p><b>Category:</b> Self Management  <b>Cluster:</b> Organization, Affective, &amp; Reflection Skills  <b>Skill Indicator:</b> Keep an organized and logical system of information files/notebooks.</p> <p><b>Category:</b> Social  <b>Cluster:</b> Collaboration Skills  <b>Skill Indicator:</b> Give and receive meaningful feedback.</p> <p><b>Category:</b> Thinking  <b>Cluster:</b> Critical Thinking, Creative Thinking &amp; Transfer  <b>Skill Indicator:</b> Apply skills and knowledge in unfamiliar situations.</p>		

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>7.MP: Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.</p> <p>7.GSR.5 Solve practical problems involving angle measurement, circles, area of circles, surface area of prisms and cylinders, and volume of cylinders and prisms composed of cubes and right prisms.</p> <ul style="list-style-type: none"><li>• 7.GSR.5.1 Measure angles in whole non-standard units.</li><li>• 7.GSR.5.1 Measure angles in whole nonstandard units. • 7.GSR.5.2 Measure angles in whole number degrees using a protractor.</li></ul>	<p>CLE - <a href="#">Which Wedge is Right</a></p>	<p>In this learning plan, students will use a non-standard measurement for angles and then explore finding the measurement of angles using common-sized wedges.</p>
<p>7.MP: Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.</p> <p>7.GSR.5 Solve practical problems involving angle measurement, circles, area of circles, surface area of prisms and cylinders, and volume of cylinders and prisms composed of cubes and right prisms.</p> <p>7.GSR.5.4 Explore and describe the relationship between pi, radius, diameter, circumference, and area of a circle to derive the formulas for the circumference and area of a circle.</p> <p>7..GSR.5.6 Solve realistic problems involving surface area of right prisms and cylinders.</p>	<p>CLE - Cross sections</p> <p><a href="#">Cross Sections - teacher</a></p> <p>Cross Sections - student</p>	<p>In this learning plan, students will determine the dimensions of figures given the area or volume.</p>

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<p><b>Content Resources</b></p>		