

<b>COLLABORATIVE TEAM GUIDE FOR A STUDY UNIT</b> <b>Purpose:</b> Increase Student Learning & Capture Adult Learning			Team: HUDSON MAYFIELD POWER WILLIAMS MITCHELL
<b>INFORMATION TO BE AGREED UPON PRIOR TO TEACHING THE UNIT</b>			
Unit title & essential #: <b>TRIANGLE ANGLES &amp; ES 2</b>	Begin date: September 28th	End date: October 24 Any students who have not scored proficient on the cfa or the retake by this day will do an additional intervention on Wednesdays until they have met their goal.	Number of instructional days: <b>9-Odd</b> <b>9- Even</b> <b>18-Total</b>
CFA date (before the End date): <a href="#">CFA 1: 10/6-10/7</a> <a href="#">RUBRIC CFA 1</a>  <a href="#">CFA 1 Retake: 10/18-10/19</a> <a href="#">RUBRIC CFA 1 RETAKE</a> (retake for those that did not meet the goal on the first take)  <a href="#">Summative Test Unit 2</a>  Those that met the goal do not have to do the retake, but they can if they wish to improve their score.	Date to establish inter-rater reliability: <b>October 10th</b>	Date to share results & build action plan: <b>October 10th</b>	Date(s) for interventions & extensions:  Timeline: Intervention and Extension <b>10/10-10/11: Learning Target 1</b> <b>10/12-10/13: Learning Target 2</b>  <b>10/20, 10/24: Learning Targets 3 &amp; 4( Assessed on the Unit Test, not on mid-module CFA)</b>
Essential (Standard)  <span style="background-color: #e0e0e0; border: 1px solid #ccc; border-radius: 3px; padding: 2px;">+</span> Jackie Williams Unit ... <a href="#">Rachel Hudson</a>	TEACHER VIEW: AR.Math.Content.8.G.A.5 [Use informal arguments] to establish facts about: <ul style="list-style-type: none"> <li>The angle sum and exterior angle of triangles</li> </ul> For example: [Arrange three copies of the same triangle] so that the sum of the three angles appears to form a line. <ul style="list-style-type: none"> <li>The angles created when parallel lines are cut by a transversal</li> </ul> For example: [Give an argument] in terms of translations about the angle relationships. <ul style="list-style-type: none"> <li>The angle-angle criterion for similarity of triangles.</li> </ul> LEARNING TARGETS <ul style="list-style-type: none"> <li>I can use an argument to establish facts about angle sums.(CFA ON THIS TARGET)</li> </ul>		

- I can use an argument to establish facts about exterior angles.(CFA ON THIS TARGET)
- I can use an argument to establish facts about angles created when parallel lines are cut by a transversal. (Will be assessed on Unit Test)
- I can use an argument to establish facts about the angle-angle criterion for the similarity of triangles. (Will be assessed on Unit Test)

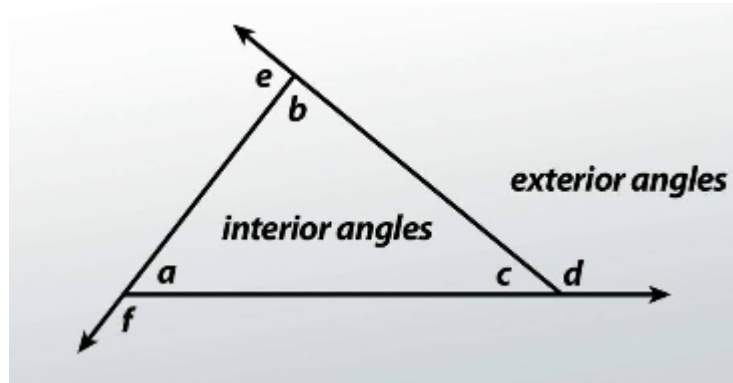
Student View:

**I can use an argument to establish facts about triangle angles.**

**Angle Sum:** states that the sum of all the interior angles of a triangle is 180 degrees.

**Exterior Angle:** the angle between a side of a rectilinear figure and an adjacent side extended outward.

**Interior Angle:** the angle between adjacent sides of a rectilinear figure.

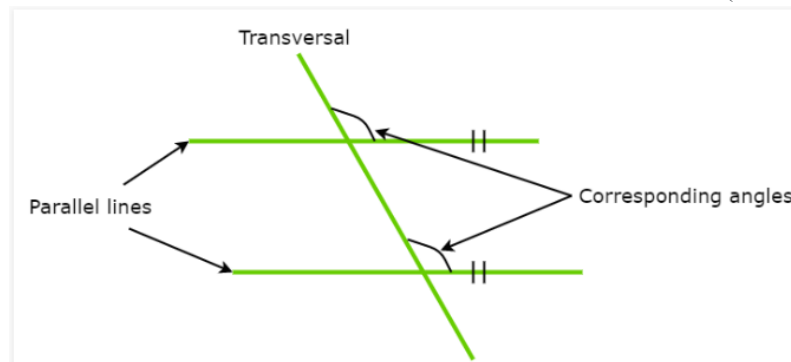


**Complementary Angle:** Angles that add up to 90 degrees.

**Supplementary angle:** Sum of angles that add up to 180 degrees.

**Parallel lines:** two lines (on the same plane) are parallel to each other if they never intersect each other, regardless of how far they are extended on either side

**Transversal Lines:** A line that cuts across two or more (usually parallel) lines.



SMART Goal

75% of all 8th grade pre-algebra students will be able to use an argument to establish facts about triangle angles by scoring (9/12) on the CFA by 09/16/2022. (Any students who have not scored proficient on the cfa or the cfa retake by this date will be continuing intervention on this standard until they have met their goal.)

**ACTION PLAN TO BE DETERMINED BY THE TEAM AFTER THE CFA**

List or link to students that need more time & support

[DATA](#)

How will the support be

Date(s) for interventions & extensions:

given and what is the timeline for this support?	<p>Timeline: Intervention and Extension</p> <p>10/10-10/11: Learning Target 1</p> <p>10/12-10/13: Learning Target 2</p> <p>10/20, 10/24: Learning Targets 3 &amp; 4( Assessed on the Unit Test, not on mid-module CFA)</p> <p>We will plan intervention and extension after CFA take one after our inter-rater reliability.</p>
What are the extension plans for students who are already proficient?	Allowed students that showed mastery to peer tutor students that were in need of support. Students were given time to explore the content to deeper their understanding of the material.
<b>REFLECTIONS TO CAPTURE AFTER THE ACTION PLAN HAS BEEN CARRIED OUT</b>	
What percentage of students are currently proficient?	57%
After interventions, did the team meet the SMART goal?	Yes, 76%
What intervention strategies proved to be most effective?	<p>Repetitive practice.</p> <p>Peer tutoring.</p> <p>Guided notes</p>
Capture team reflections about changes to initial instruction that need to be made in this unit or in future units & any other team learning.	<p>Letting them draw and use protractors to figure out the different angles.</p> <p>More practice with identifying a missing angle on a straight line and ensuring that there is a deep understanding that a straight line is 180 degrees. This also correlates with finding a missing exterior angle on a triangle.</p>
What is the plan for students who still haven't learned?	Tier 2 intervention days are to be completed between two different units. We will assess if this works after the next unit.