Unit Title:	Solve Problems Involving Geometry
Unit Vocabulary:	Angle pair relationship, angles, vertex, scale drawing, scale factor, similar triangles, equivalent rations, supplementary, complimentary, vertical, adjacent angles
Upcoming Common Assessments (MasteryConnect):	Major Test #2 : September 26, 2025 (Friday)

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELLevation Strategies (aligned with learning objective)
M O N D A Y	**Standard** (write out): 7.MGSR.2.3 Identify the relationships and measures among angles formed by two intersecting lines, given the measure of one angle. Limit to supplementary, complementary, vertical, and adjacent relationships. **Learning Objective** Skill (what), Content (why), Product (how): I can identify and explain complementary and adjacent angles, and solve	Spiral Review Cycle 6 **Think-Pair-Share** Scholars solve the question, then explain their process to a partner. One pair shares out using academic vocabulary.	**Standards Based Materials & Resources:** **Teacher Materials:** **Direct Instruction (I Do, You Do, We Do)** ● **McGraw-Hill Textbook** - **Page 71-78** **Student Materials:** ● **McGrawHill Textbook** - **Page 71 Exploring Part** - **Page 73 Vertical Flight** ● **Angle Pair Relationship** **Content/Academic Vocabulary:** - Angle pair relationship - Angles - Vertex - Ray - Right angle - Adjacent	Observation during Guided Practice Exit Slip Practice Drill Activity	Exit Ticket **Vocabulary Check (1 point each):** Define the following terms in your own words: a. **Complementary angles**: → _____ _____ _____	==Think-Pair-Share Activity== ==Vocabulary Check== ==Scaffolded Practice==

at least 20 problems using their angle relationship.		- Complementary - vertical **ILAP/IEP/504 Scaffolds & Supports:** **Partner Work with Peer Coach** • Pair with a high-performing peer for textbook practice. One explains while the other solves. **Scaffolded Practice** • Begin with simpler shapes or angle diagrams, then gradually increase complexity during the spiral review. **Opportunities to SWRL:** Speaking: Explain your thinking clearly while your partner solves the problem. Writing: Complete written practice problems progressively. Reading: Read the problem carefully to understand what is being asked. Listening: Listen to instructions and feedback during practice. **Costa's Levels of Thinking/Questioning:** **Level 1:**What do the interior angles of a triangle add up to? **Level 2:** How can you tell whether two angles are adjacent or vertical in a diagram?		b. **Adjacent angles**: → _____ _____ _____	

			Level 3: Create a diagram with multiple intersecting lines. Identify and label all vertical, adjacent, complementary, and supplementary angles. Explain how you found each one.			
T U E S D A Y	**Standard** (write out): 7.MGSR.2.3 Identify the relationships and measures among angles formed by two intersecting lines, given the measure of one angle. Limit to supplementary, complementary, vertical, and adjacent relationships. **Learning Objective** Skill (what), Content (why), Product (how): I can identify and explain vertical and supplementary angles, and solve problems using their relationships by completing a textbook drill with accurate steps and justifications.	Spiral Review Cycle 6 **Numbered Heads Together** In teams, all solve the question. The teacher calls a number, and that scholar explains their group's answer.	**Standards Based Materials & Resources:** **Teacher Materials:** **Direct Instruction (I Do, You Do, We Do)** ● **McGraw-Hill Textbook** - **Page 71-78** **Student Materials:** ● **McGrawHill Textbook** - **Page 77-78** ● **Angle Pair Relationship** **Content/Academic Vocabulary:** - Angle pair relationship - Angles - Vertex - Ray - Right angle - Adjacent - Complementary - Vertical - Supplementary **ILAP/IEP/504 Scaffolds & Supports:** **Check-In/Check-Out System** ● Brief verbal or written goal check at the start and end of class to monitor understanding and focus on daily success. **Audio Instructions or Read-Aloud Support**	Observation during Guided Practice Exit Ticket Practice Drill Activity	**Self-Reflection (1 point)** How confident do you feel about identifying and solving problems with **vertical** and **supplementary** angles? ⭕ Very confident ⭕ Somewhat confident ⭕ Still need help	<mark>Numbered Heads Together</mark> <mark>Read Aloud Support</mark> <mark>Check In/Out System</mark>

			● Provide access to digital or teacher-read instructions and word problems, especially during independent work or assessments. **Opportunities to SWRL:** Speaking: The chosen scholar explains their team's answer aloud using terms like *adjacent*, *complementary*, *supplementary*, *vertex*, and *angle pair relationship*. Writing: Each scholar records the group's solution and their own notes before anyone is selected to speak. Reading: All scholars read the problem and any diagrams or instructions together to understand what is being asked. Listening: Scholars listen to word problems, directions, or vocabulary read aloud (by a teacher or digital tool). **Costa's Levels of Thinking/Questioning:** **Level 1:**What do the interior angles of a triangle add up to? **Level 2:** How can you tell whether two angles are adjacent or vertical in a diagram? **Level 3:**Create a diagram with multiple intersecting lines. Identify and label all vertical, adjacent, complementary, and supplementary angles. Explain how you found each one.			
W E D N E	**Standard** (write out): 7.MGSR.2.3	Spiral Review Cycle 6	**Standards Based Materials & Resources:** **Teacher Materials:** **Direct Instruction (I Do, You Do, We Do)** ● **McGraw-Hill Textbook** - **Page 71-78**	Observation during Guided Practice Exit Ticket	Exit Ticket **Confidence Check (1 point)**	Gallery Walk

| S D A Y | Identify the relationships and measures among angles formed by two intersecting lines, given the measure of one angle. Limit to supplementary, complementary, vertical, and adjacent relationships.

7.MGSR.2.4 -Write and solve equations to solve mathematical and real-world situations involving the relationships among angles formed by two interesting lines. Limit to supplementary, complementary, vertical, and adjacent relationships.

Learning Objective
Skill (what), Content (why), Product (how):

I can solve for missing angles using angle relationships by completing a practice drill with correct steps and reasoning. | **Sticky Note Gallery Walk**

Scholars solve sticky notes and post them. They read two peers' work and add a ✔️ if correct or a ❓ for questions. | **Student Materials:**
● **McGrawHill Textbook**
   - **Study guide for Major Quiz #2**

● **Angle Pair Relationship**

Content/Academic Vocabulary:
- Angle pair relationship
- Angles
- Vertex
- Ray
- Right angle
- Adjacent
- Complementary
- vertical

ILAP/IEP/504 Scaffolds & Supports:

Use of Graphic Organizers

● Provide visual templates for volume/surface area steps (e.g., box chart showing formula, values, substitution, and answer).

Visual Timer or Checklist for Task Completion

● Support time management by displaying a timer or task checklist for each part of the spiral review or drill.

Opportunities to SWRL:

Speaking: Discuss reasoning with a partner.

Writing: Write a simple factual answer. | Practice Drill Activity | How do you feel about solving angle problems?

🔘 Got it! 🔘 Almost there 🔘 Need more help | |

			Reading: Read the direct question.			
			Listening: Listen to peers share responses.			
			Costa's Levels of Thinking/Questioning:			
			Level 1: Define complementary, supplementary, vertical, and adjacent angles.			
			Level 2: Use a number sentence or equation to show how you found a missing angle from a straight angle.			
			Level 3: Compare two different methods for finding a missing angle. Which one is more efficient and why? Explain.			
T H U R S D A Y	**Standard** (write out)**:** 7.MGSR.2.4 -Write and solve equations to solve mathematical and real-world situations involving the relationships among angles formed by two interesting lines. Limit to supplementary, complementary, vertical, and adjacent relationships. **Learning Objective** **Skill (what), Content (why), Product (how):** I can solve for missing angles using angle relationships by	Spiral Review Cycle 6	Unit 2 (2nd Half) Review 1). Scale Factor and Scale Drawings - solving with a proportion 2). Solving Equations with Angle Relationships 3). Finding the missing angle measure using angle relationships **Content/Academic Vocabulary:** - Angle pair relationship - Angles - Vertex - Ray - Right angle - Adjacent - Complementary - vertical **ILAP/IEP/504 Scaffolds & Supports:** **Use of Graphic Organizers**	Observation during Guided Practice Exit Ticket Practice Drill Activit		

	completing a practice drill with correct steps and reasoning.		● Provide visual templates for volume/surface area steps (e.g., box chart showing formula, values, substitution, and answer). **Visual Timer or Checklist for Task Completion** ● Support time management by displaying a timer or task checklist for each part of the spiral review or drill. **Opportunities to SWRL:** Speaking: Discuss reasoning with a partner. Writing: Write a simple factual answer.			
F R I D A Y	I can solve for missing angles by identifying angle relationships and writing equations, and show what I know on Major Test #2 by solving geometric problems with accurate steps and justifications.	**Sentence Frame Cold Call** A student explains their answer using a frame like: "**I used ___ because ___, so the answer is ___.**"	**Standards Based Materials & Resources:** **Teacher Materials:** **Direct Instruction (I Do, You Do, We Do)** ● **McGraw-Hill Textbook** **Student Materials:** ● Study Guide for Major Quiz # 2 ● ALEKS for early completers **Content/Academic Vocabulary:** - Angle pair relationship - Angles - Vertex - Ray - Right angle - Adjacent - Complementary - vertical **ILAP/IEP/504 Scaffolds & Supports:**	Major Quiz #2 Observation during Guided Practice Exit Ticket	Exit Ticket Circle how you feel about today's topic: ⬤ I can explain angle relationships and solve equations on my own ⬤ I understand most of it, but I need more practice ⬤ I still need help understanding angle relationships and equations	==Sentence Frame Cold Call== ==Reference Chart== ==Exit Ticket==

Use of Formula Sheet or Reference Chart

- Provide a personalized or standardized math formula chart, including labeled diagrams of prisms, pyramids, and angle relationships.

Extended Time

- Scholars receive time-and-a-half or double time to complete the test, depending on individual need.

Opportunities to SWRL:

Speaking:
During review time, scholars explain their comparison out loud to a partner or small group using academic language (e.g., "Vertical angles are congruent because…").

Writing:
Scholars complete written problem-solving steps with more time to reflect and show work clearly.

Reading:
Scholars read test directions, problems, and diagrams carefully without being rushed.

Listening:
Scholars listen to peer explanations to build understanding or clarify misconceptions.

Costa's Levels of Thinking/Questioning:

Level 1: What is the total number of degrees in a straight angle?

Level 2: Solve for the missing angle in a diagram using an equation and explain your steps.

		Level 3: Compare how solving for a missing angle in vertical angles is different from solving for one in adjacent angles.			