

## Unit Internalization Protocol

### Part 0: Orienting to the Year

Units At a Glance	
What are you most looking forward to over the course of this year? What do you think your students will most enjoy?	
Are there any components that give you pause? Where do you particularly desire collaboration or alternate perspectives to bring the content to life?	
What do you want to be true about students' knowledge, skill mastery, and experience by the end of the year?	
How might you describe the literacy work in your classroom this year to your students and their families?	

### Part I: Orienting to the Unit

Read the Essential Question of the Unit, as well as any Essential Questions at the lesson or section level, and any unit launch text(s). Skim the unit texts and/or text overviews.	
Describe in your own words what this unit is mostly about, including the knowledge students will gain.	
What is most exciting to you about this topic and what will be most exciting to students? Are there any places where the unit may not have included perspectives you would hope to see, given the topic?	
Read the Unit Goals.	
Which goals and topics/knowledge feel like they will be most new/challenging/important for students?	

## Part II: Orienting to End of Unit Assessments

Read the unit assessment(s), including the rubrics that will be used to evaluate the assessments.	
<b>Writing rubric:</b> Which expectations may be most challenging for students to meet?	
<b>Speaking and listening rubric:</b> Which expectations may be most challenging for students to meet?	
How do the Unit Goals connect to the end of unit assessments? Are there any places where there is not alignment? Is there anything you might consider adding/tweaking about the unit assessments?	
Based on skimming all of the unit texts and the end of unit assessment, what do you want students to 1) know about this topic and 2) be able to do by the end of the unit?	
Read any major performance tasks throughout the unit that build up to the end of unit assessment(s).	
How does each major task/question scaffold students to the end of unit assessment at the end of the unit?	
Given the Unit's Topic(s) and Essential Questions, what will your students bring to the Unit? What will be challenging for them? (Consider motivation, knowledge, experiences, strengths, and identities)	