



**Bluebonnet
Learning**

Secondary Mathematics

EDITION 1

**Teacher
Module and Topic
Internalization Protocol**

Acknowledgment

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Notice

These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Teacher Module and Topic Internalization Protocol

PREWORK

Read the Module Overview and highlight, annotate, or record your thoughts on the progression of content in the module.

Purpose

The Teacher Module and Topic Internalization Protocol provides a step-by-step process for understanding each module and topic prior to teaching, including what students will learn, how teachers will assess student learning, and the high-level arc of learning. By starting with module and topic internalization, teachers can understand how each lesson fits into the big picture prior to using the Teacher Lesson Internalization Protocol. Returning to this protocol at the beginning of each new topic within a module helps remind teachers of the connections and coherence between the topics in the module.

STEP

1

Understand the big picture.

USE THE MODULE AND TOPIC OVERVIEW

Revisit the Module Overview and annotations created as part of the prework. Read the Topic Overview. Identify how the module utilizes the concrete-representational-abstract (CRA) progression to build student learning from lesson to lesson. Identify new key terms and symbols. Use the cognates and the *How can you use cognates to support EB students?* section in the Topic Overview to start planning supports for emergent bilingual students.

USE THE SCOPE AND SEQUENCE AND TOPIC PACING GUIDE

Identify how many days are needed for both Learning Together and Learning Individually experiences. Remember that Learning Individually days should be scheduled strategically throughout the topic to support student learning based on formative assessment data.

REFLECT

Why is this topic important? How does it connect to prior topics, if applicable?

**STEP
2****Know your destination.****USE THE END OF TOPIC ASSESSMENT AND ANSWER KEY**

Complete the End of Topic Assessment considering exemplar strategies. Note what critical knowledge and skills students should know and be able to do by the end of each topic, including examining the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS).

REFLECT

What models, strategies, or terminology are critical for student success on the assessment?

**STEP
3****Examine the arc of learning.****USE THE MODULE OVERVIEW, TOPIC OVERVIEW, AND ASSESSMENT**

Analyze the big ideas for each lesson to understand how knowledge and skills build over the topic, including any necessary prior knowledge students may need to successfully engage with the mathematics in the topic. Examine and develop familiarity with mathematical strategies required in the topic.

REFLECT

How does the math in the arc of learning move from simple to complex?

**STEP
4****Organize your resources.****USE THE MATERIALS NEEDED PORTION OF THE TOPIC OVERVIEW**

Locate needed resources, supplies, and/or materials. Connect with colleagues, as needed, to support all learners.

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