## Cycle 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 1: Introduction to Theatre and Classroom Rules/Procedures** | 6  
45-minute lessons | THEATRE 1.1A Develop confidence and self-awareness through dramatic play  
THEATRE 1.1B Develop spatial awareness in dramatic play using expressive and rhythmic movement.  
THEATRE 1.1C Imitate actions and sounds. |
| Enrichment Opportunities |  | Cross-curricular Opportunities:  
ENGLISH/LANGUAGE ARTS 1.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:  
(1.6C) make, correct of confirm predictions using text features, characteristics of genre, and structures with adult assistance.  
(1.6E) make connections to personal experiences, ideas in other texts, and society with adult assistance, (1.6G) evaluate details to determine what is most important with adult assistance. |
| **Aug. 2-13**  
Teachers Report to Work |  | ENGLISH/LANGUAGE ARTS 1.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to: (1.9A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fairy tales, and nursery rhymes.  
(1.9B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.  
(1.9C) discuss elements of drama such as characters and setting. |
| **Aug. 16**  
Teacher Service Days |  | MATH 1.6: The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:  
(1.6B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape. |
| **Aug. 16-17, Aug. 19-20**  
Teacher Prep Day (no students) |  | SOCIAL STUDIES/GEOGRAPHY 1.4: The student understands the relative location of places. The student is expected to:  
(1.4B) describe the location of self and objects relative to other locations in the classroom and school. |
| **Aug. 18**  
Labor Day Sept. 6 |  | SCIENCE 1.2: The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The students is expected to:  
(1.2C) collect data and make observations using simple tools. |
| **Aug. 23 – Oct. 1, 2021** | 27 Days |  |

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
# Fine Arts – Theatre – Grade 1

## 2021-2022 Scope and Sequence

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**HISD | Elementary Curriculum and Development**

**INSPIRING TEACHING, IGNITING LITERACY & LEARNING.**

**2021-2022 Scope and Sequence**

**Fine Arts – Theatre – Grade 1**

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## Cycle 2

### Unit 2: Self-Awareness

In this unit, students will become familiar with rules and procedures associated with dramatic play. The students will acquire new skills associated with creative expression and dramatic activities. The students will increase their understanding of heritage and traditions in theatre through dramatic play and critical evaluation.

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>6</th>
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<tbody>
<tr>
<td><strong>Teacher Service</strong></td>
<td>45-minute lessons</td>
</tr>
<tr>
<td><strong>Day (no students)</strong></td>
<td>Oct. 4</td>
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</tbody>
</table>

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**29 Days**

Oct. 5 - Nov. 12, 2021

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**Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**

The student will:

- THEATRE 1.1A Develop confidence and self-awareness through dramatic play
- THEATRE 1.1B Develop spatial awareness in dramatic play using expressive and rhythmic movement.
- THEATRE 1.1C Imitate actions and sounds.
- THEATRE 1.1D Imitate and create animate and inanimate objects in dramatic play.
- THEATRE 1.2A Demonstrate safe use of movement and voice.
- THEATRE 1.2B Create roles through imitation.
- THEATRE 1.2C Dramatize simple stories.
- THEATRE 1.2D Dramatize poems and songs.

### Cross-curricular Opportunities:

**ENGLISH/LANGUAGE ARTS 1.6:** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (1.6C) make, correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
- (1.6E) make connections to personal experiences, ideas in other texts, and society with adult assistance, (1.6G) evaluate details to determine what is most important with adult assistance.

**ENGLISH/LANGUAGE ARTS 1.9:** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to:

- (1.9A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fairy tales, and nursery rhymes.
- (1.9B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.
- (1.9C) discuss elements of drama such as characters and setting.

**MATH 1.6:** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

- (1.6B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.

**SOCIAL STUDIES/GEOGRAPHY 1.4:** The student understands the relative location of places. The student is expected to:

- (1.4B) describe the location of self and objects relative to other locations in the classroom and school.
<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>29 Days</th>
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<tr>
<td></td>
<td></td>
<td>The student will:</td>
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<td></td>
<td></td>
<td>SCIENCE 1.2: The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The students is expected to: (1.2C) collect data and make observations using simple tools. (K.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</td>
</tr>
</tbody>
</table>
### Cycle 3
**30 Days**
Nov. 15, 2021 - Jan. 14, 2022

<table>
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<th>Unit</th>
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| **Unit 3: Role Playing and Dramatic Play**<br>In this unit students will develop concepts about themselves, human relationships, and the world using elements of drama and conventions of theatre. The students will develop skills necessary to critically evaluate dramatic performances through dramatic play and role playing.<br>**Thanksgiving Break**<br>Nov. 22-26<br>**Enrichment Opportunities**<br>Dec. 20-21<br>**Winter Break**<br>Dec. 20-31<br>**MLK Jr. Day**<br>Jan. 17<br>**Teacher Prep Day**<br>(no students)<br>Jan. 18 | 6 45-minute lessons | <br><br>**THEATRE 1.1A** Develop confidence and self-awareness through dramatic play<br>**THEATRE 1.1B** Develop spatial awareness in dramatic play using expressive and rhythmic movement.<br>**THEATRE 1.1C** Imitate actions and sounds.<br>**THEATRE 1.1D** Imitate and create animate and inanimate objects in dramatic play.<br>**THEATRE 1.2A** Demonstrate safe use of movement and voice.<br>**THEATRE 1.2B** Create roles through imitation.<br>**THEATRE 1.2C** Dramatize simple stories.<br>**THEATRE 1.2D** Dramatize poems and songs.<br>**THEATRE.1.3A** Discuss aspects of the environment for use in dramatic play such as location or climate.<br>**THEATRE.1.3B** Adapt the environment for dramatic play using common objects such as tables or chairs.  
**Cross-curricular Opportunities:**
**ENGLISH/LANGUAGE ARTS 1.6:** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:<br>(1.6C) make, correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.<br>(1.6E) make connections to personal experiences, ideas in other texts, and society with adult assistance, (1.6G) evaluate details to determine what is most important with adult assistance.<br><br>**ENGLISH/LANGUAGE ARTS 1.9:** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to: (1.9A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fairy tales, and nursery rhymes.<br>(1.9B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.<br>(1.9C) discuss elements of drama such as characters and setting.  
**MATH 1.6:** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:<br>(1.6B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.  
**SOCIAL STUDIES/GEOGRAPHY 1.4:** The student understands the relative location of places. The student is expected to:<br>(1.4B) describe the location of self and objects relative to other locations in the classroom and school.
### Cycle 3

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<td><strong>The student will:</strong></td>
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<td><strong>SCIENCE 1.2:</strong> The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:**</td>
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<td><strong>(1.2C) collect data and make observations using simple tools.</strong></td>
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**30 Days**

Nov. 15, 2021 - Jan. 14, 2022

Complete instructional planning information and support are in the HISD Curriculum documents.
### Cycle 4

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<th>Unit</th>
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</thead>
</table>
| **Unit 4: Self Awareness, revisited** | **6**<br>45-minute lessons | **THEATRE 1.1A** Develop confidence and self-awareness through dramatic play  
**THEATRE 1.1B** Develop spatial awareness in dramatic play using expressive and rhythmic movement.  
**THEATRE 1.1C** Imitate actions and sounds.  
**THEATRE 1.1D** Imitate and create animate and inanimate objects in dramatic play.  
**THEATRE 1.2A** Demonstrate safe use of movement and voice.  
**THEATRE 1.2B** Create roles through imitation.  
**THEATRE 1.2C** Dramatize simple stories.  
**THEATRE 1.2D** Dramatize poems and songs.  
**THEATRE 1.3A** Discuss aspects of the environment for use in dramatic play such as location or climate.  
**THEATRE 1.3B** Adapt the environment for dramatic play using common objects such as tables or chairs.  
**THEATRE 1.3C** Rehearse dramatic play.  
**THEATRE 1.3D** Cooperate with others in dramatic play.  

**Cross-curricular Opportunities:**  
**ENGLISH/LANGUAGE ARTS 1.6:** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:  
(1.6C) make, correct of confirm predictions using text features, characteristics of genre, and structures with adult assistance.  
(1.6E) make connections to personal experiences, ideas in other texts, and society with adult assistance, (1.6G) evaluate details to determine what is most important with adult assistance.  

**ENGLISH/LANGUAGE ARTS 1.9:** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to: (1.9A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fairy tales, and nursery rhymes.  
(1.9B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.  
(1.9C) discuss elements of drama such as characters and setting.  

**MATH 1.6:** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:  
(1.6B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.  

**SOCIAL STUDIES/GEOGRAPHY 1.4:** The student understands the relative location of places. The student is expected to:

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**Cycle 4**

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<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4: Self Awareness, revisited</strong></td>
<td><strong>6</strong>&lt;br&gt;45-minute lessons</td>
<td>In this unit students will develop and refine previously acquired skills associated with creative expression and dramatic activities. The students will increase their understanding of heritage and traditions in theatre through dramatic play and critical evaluation.</td>
</tr>
</tbody>
</table>

**Jan. 19 - Feb. 25, 2022**

- **Teacher Service Day/Presidents’ Day**
  - (no students)
  - Feb. 21

**Number of Lessons**

- **6** 45-minute lessons
- **14** class periods (90-min. each)
- **27** class periods (45-min. each)

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<th>Cycle 4</th>
<th>27 Days Jan. 19 - Feb. 25, 2022</th>
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<td>Unit</td>
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<td>The student will:</td>
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<td>(1.4B) describe the location of self and objects relative to other locations in the classroom and school.</td>
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<td>SCIENCE 1.2: The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The students is expected to:</td>
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</tr>
<tr>
<td>Unit 5: Role Playing and Dramatic Play, part 2</td>
<td>6  45-minute lessons</td>
<td></td>
</tr>
</tbody>
</table>
| | | THEATRE 1.1A Develop confidence and self-awareness through dramatic play  
| | | THEATRE 1.1B Develop spatial awareness in dramatic play using expressive and rhythmic movement.  
| | | THEATRE 1.1C Imitate actions and sounds.  
| | | THEATRE 1.1D Imitate and create animate and inanimate objects in dramatic play.  
| | | THEATRE 1.2A Demonstrate safe use of movement and voice.  
| | | THEATRE 1.2B Create roles through imitation.  
| | | THEATRE 1.2C Dramatize simple stories.  
| | | THEATRE 1.2D Dramatize poems and songs.  
| | | THEATRE 1.3A Discuss aspects of the environment for use in dramatic play such as location or climate.  
| | | THEATRE 1.3B Adapt the environment for dramatic play using common objects such as tables or chairs.  
| | | THEATRE 1.3C Rehearse dramatic play.  
| | | THEATRE 1.3D Cooperate with others in dramatic play.  
| | | THEATRE 1.4A Imitate life experiences from school and community cultures in dramatic play.  
| | | THEATRE 1.4B Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.  
| | | THEATRE 1.5C Discuss the use of music, creative movement, and visual components in dramatic play.  
| | | **Cross-curricular Opportunities:**  
| | | **ENGLISH/LANGUAGE ARTS 1.6:** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (1.6C) make, correct of confirm predictions using text features, characteristics of genre, and structures with adult assistance. (1.6E) make connections to personal experiences, ideas in other texts, and society with adult assistance, (1.6G) evaluate details to determine what is most important with adult assistance.  
| | | **ENGLISH/LANGUAGE ARTS 1.9:** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex, traditional, contemporary, classical, and diverse texts. The student is expected to: (1.9A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fairy tales, and nursery rhymes. (1.9B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems. (1.9C) discuss elements of drama such as characters and setting.  

**HISD Elementary Curriculum and Development**  
**2021-2022 Scope and Sequence**  
**Fine Arts – Theatre – Grade 1**  
**Cycle 5**  
**33 Days**  
Feb. 28 - Apr. 22, 2022  
**The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.**
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<tr>
<th>Cycle 5</th>
<th>33 Days</th>
<th>Feb. 28 - Apr. 22, 2022</th>
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</tr>
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<tbody>
<tr>
<td>Unit</td>
<td>Number of Lessons</td>
<td>The student will:</td>
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</tr>
</tbody>
</table>

**MATH 1.6:** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(1.6B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.

**SOCIAL STUDIES/GEOGRAPHY 1.4:** The student understands the relative location of places. The student is expected to:

(1.4B) describe the location of self and objects relative to other locations in the classroom and school.

**SCIENCE 1.2:** The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The students is expected to:

(1.2C) collect data and make observations using simple tools.
## Cycle 6

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<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
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</table>
| **Unit 5: Role Playing and Dramatic Play, part 2** | 6 45-minute lessons | THEATRE 1.1A Develop confidence and self-awareness through dramatic play  
THEATRE 1.1B Develop spatial awareness in dramatic play using expressive and rhythmic movement.  
THEATRE 1.1C Imitate actions and sounds.  
THEATRE 1.1D Imitate and create animate and inanimate objects in dramatic play.  
THEATRE 1.2A Demonstrate safe use of movement and voice.  
THEATRE 1.2B Create roles through imitation.  
THEATRE 1.2D Dramatize poems and songs.  
THEATRE 1.3A Discuss the environment for use in dramatic play such as location or climate.  
THEATRE 1.3B Adapt the environment for dramatic play using common objects such as tables or chairs.  
THEATRE 1.3C Rehearse dramatic play.  
THEATRE 1.3D Cooperate with others in dramatic play.  
THEATRE 1.4A Imitate life experiences from school and community cultures in dramatic play.  
THEATRE 1.4B Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.  
THEATRE 1.5A Discuss, practice, and display appropriate audience behavior.  
THEATRE 1.5B Discuss dramatic activities.  
THEATRE 1.5C Discuss the use of music, creative movement, and visual components in dramatic play.  

**Cross-curricular Opportunities:**  
**ENGLISH/LANGUAGE ARTS 1.6:** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:  
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(1.9B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.  
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