**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 | THEATRE.3.1A React to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play.  
THEATRE.3.1B Create playing space using expressive and rhythmic movement.  
THEATRE.3.1C Respond to sounds, music, images, language, and literature using movement.  
THEATRE.3.1D Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.  
THEATRE.3.2A Demonstrate safe use of movement and voice.  
THEATRE.3.2B Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.  
THEATRE.3.5A Apply appropriate audience behavior consistently.  

Cross-curricular opportunities:  
ELAR 3.9: 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:  
(3.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.  
(3.9B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.  
(3.9C): Discuss elements of drama such as characters, dialogue, setting, and acts.  

Math 3.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  
• (3.1A) apply mathematics to problems arising in everyday life, society, and the workplace.  

Science 3.6: The student knows that forces cause change and that energy exists in many forms. The student is expected to:  
• (3.6B) demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons  

Social Studies 3.3: The student understands the concepts of time and chronology. The student is expected to:  
(3.3A) use vocabulary related to chronology, including "past", "present", and "future." |
| 28 Days | Sept. 8 – Oct. 16, 2020 | The recommended number of lessons 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. |
| 6 | 45-minute lessons |  |
| Suggested Pacing: |  |
| Teachers Report to Work Aug. 24 |  |
| Labor Day Sept. 7 |  |
| Teacher Service Day (no students) Sept. 28 |  |
## Cycle 2

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</table>
| Unit 2: **Self-Awareness** | 6 45-minute lessons | THEATRE.3.1A React to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play.  
THEATRE.3.1B Create playing space using expressive and rhythmic movement.  
THEATRE.3.1C Respond to sounds, music, images, language, and literature using movement.  
THEATRE.3.1D Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.  
THEATRE.3.2A Demonstrate safe use of movement and voice.  
THEATRE.3.2B Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.  
THEATRE.3.2C Dramatize literary selections using shadow play or puppetry.  
THEATRE.3.2D Dramatize literary selections using pantomime and imitative dialogue.  
THEATRE.3.5A Apply appropriate audience behavior consistently.  

**Cross-curricular opportunities:**  
ELAR 3.9: 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:  
(3.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.  
(3.9B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.  
(3.9C): Discuss elements of drama such as characters, dialogue, setting, and acts.  

Math 3.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  
• (3.1A) apply mathematics to problems arising in everyday life, society, and the workplace.  

Science 3.6: The student knows that forces cause change and that energy exists in many forms. The student is expected to:  
• (3.6B) demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons  

Social Studies 3.3: The student understands the concepts of time and chronology. The student is expected to:  
(3.3A) use vocabulary related to chronology, including “past”, “present”, and “future.”  

**Suggested Pacing:**  
Oct. 19 – Dec. 4  
**Teacher Service Day** Oct. 21  
**Thanksgiving Holiday** Nov. 23-27

Oct. 19 – Dec. 4, 2020  
The recommended number of lessons 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.
## 28 Days  
Dec. 7, 2020 - Jan. 28, 2021

The recommended number of lessons 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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| **Unit 3: Role Playing and Dramatic Play**  
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. | **THEATRE.3.1A** React to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play.  
**THEATRE.3.1B** Create playing space using expressive and rhythmic movement.  
**THEATRE.3.1C** Respond to sounds, music, images, language, and literature using movement.  
**THEATRE.3.1D** Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.  
**THEATRE.3.2A** Demonstrate safe use of movement and voice.  
**THEATRE.3.2B** Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.  
**THEATRE.3.2C** Dramatize literary selections using shadow play or puppetry.  
**THEATRE.3.2D** Dramatize literary selections using pantomime and imitative dialogue.  
**THEATRE.3.3A** Identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action and theme.  
**THEATRE.3.3B** Use simple technical theatre elements such as props, costumes, sound and visual elements that define character, environment, action, and theme.  
**THEATRE.3.5A** Apply appropriate audience behavior consistently.  

**Cross-curricular opportunities:**  
**ELAR 3.9:** 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:  
(3.9A): Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths.  
(3.9B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.  
(3.9C): Discuss elements of drama such as characters, dialogue, setting, and acts.  

**Math 3.1:** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  
• (3.1A) apply mathematics to problems arising in everyday life, society, and the workplace.  

**Science 3.6:** The student knows that forces cause change and that energy exists in many forms. The student is expected to:  
• (3.6B) demonstrate and observe how position and motion can be changed.
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<th>Unit</th>
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<tbody>
<tr>
<td></td>
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<td><strong>The student will:</strong> by pushing and pulling objects such as swings, balls, and wagons</td>
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<td></td>
<td><strong>Social Studies 3.3:</strong> The student understands the concepts of time and chronology. The student is expected to: (3.3A) use vocabulary related to chronology, including “past”, “present”, and “future.”</td>
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# Cycle 4

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<tr>
<td><strong>Unit 4: Self Awareness, revisited</strong>&lt;br&gt;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>
<td>6&lt;br&gt;45-minute lessons&lt;br&gt;&lt;br&gt;Suggested Pacing:&lt;br&gt;Feb. 1 – Mar. 12&lt;br&gt;Teacher Service Day&lt;br&gt;Feb. 24&lt;br&gt;Spring Break&lt;br&gt;Mar. 15-19</td>
<td><strong>THEATRE.3.1A</strong> React to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play.&lt;br&gt;<strong>THEATRE.3.1B</strong> Create playing space using expressive and rhythmic movement.&lt;br&gt;<strong>THEATRE.3.1C</strong> Respond to sounds, music, images, language, and literature using movement.&lt;br&gt;<strong>THEATRE.3.1D</strong> Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.&lt;br&gt;&lt;br&gt;<strong>THEATRE.3.2A</strong> Demonstrate safe use of movement and voice.&lt;br&gt;<strong>THEATRE.3.2B</strong> Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.&lt;br&gt;<strong>THEATRE.3.2C</strong> Dramatize literary selections using shadow play or puppetry.&lt;br&gt;<strong>THEATRE.3.2D</strong> Dramatize literary selections using pantomime and imitative dialogue.&lt;br&gt;&lt;br&gt;<strong>THEATRE.3.3A</strong> Identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action and theme.&lt;br&gt;<strong>THEATRE.3.3B</strong> Use simple technical theatre elements such as props, costumes, sound and visual elements that define character, environment, action, and theme.&lt;br&gt;<strong>THEATRE.3.3C</strong> Plan dramatic play.&lt;br&gt;<strong>THEATRE.3.3D</strong> Cooperate and interact with others in dramatic play.&lt;br&gt;&lt;br&gt;<strong>THEATRE.3.5A</strong> Apply appropriate audience behavior consistently.&lt;br&gt;&lt;br&gt;&lt;strong&gt;Cross-curricular opportunities:&lt;/strong&gt;&lt;br&gt;<strong>ELAR 3.9:</strong> 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:&lt;br&gt;(3.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.&lt;br&gt;(3.9B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.&lt;br&gt;(3.9C): Discuss elements of drama such as characters, dialogue, setting, and acts.&lt;br&gt;&lt;br&gt;<strong>Math 3.1:</strong> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:&lt;br&gt;• (3.1A) apply mathematics to problems arising in everyday life, society, and the workplace.&lt;br&gt;&lt;br&gt;<strong>Science 3.6:</strong> The student knows that forces cause change and that energy...</td>
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</tbody>
</table>
## Cycle 4

**29 Days**  
Feb. 1 – Mar. 12, 2021  
The recommended number of lessons 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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>exists in many forms. The student is expected to:</td>
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<tr>
<td></td>
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<td>• (3.6B) demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons</td>
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<tr>
<td></td>
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<td><strong>Social Studies 3.3:</strong> The student understands the concepts of time and chronology. The student is expected to:</td>
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<tr>
<td></td>
<td></td>
<td>(3.3A) use vocabulary related to chronology, including “past”, “present”, and “future.”</td>
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</tbody>
</table>
### Cycle 5

**28 Days**  
Mar. 22 – Apr. 30, 2021

The recommended number of lessons 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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
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</thead>
</table>
| Unit 5: Role Playing and Dramatic Play, part 2 | 6  
45-minute lessons | THEATRE.3.1A React to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play.  
THEATRE.3.1B Create playing space using expressive and rhythmic movement.  
THEATRE.3.1C Respond to sounds, music, images, language, and literature using movement.  
THEATRE.3.1D Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.  
THEATRE.3.2A Demonstrate safe use of movement and voice.  
THEATRE.3.2B Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.  
THEATRE.3.2C Dramatize literary selections using shadow play or puppetry.  
THEATRE.3.2D Dramatize literary selections using pantomime and imitative dialogue.  
THEATRE.3.3A Identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action and theme.  
THEATRE.3.3B Use simple technical theatre elements such as props, costumes, sound and visual elements that define character, environment, action, and theme.  
THEATRE.3.3C Plan dramatic play.  
THEATRE.3.3D Cooperate and interact with others in dramatic play.  
THEATRE.3.3E Observe live or multimedia theatrical performances.  
THEATRE.3.4A Explore historical and diverse cultural influences from a variety of sources through dramatic activities.  
THEATRE.3.5A Apply appropriate audience behavior consistently.  
THEATRE.3.5B Discuss and evaluate simple dramatic activities and performances.  
Cross-curricular opportunities:  
ELAR 3.9: 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:  
(3.9A): Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths.  
(3.9B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.  
(3.9C): Discuss elements of drama such as characters, dialogue, setting, and acts. |
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<td>Math 3.1:</td>
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<td>(3.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</td>
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<tr>
<td>Science 3.6:</td>
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<td>The student knows that forces cause change and that energy exists in many forms. The student is expected to:</td>
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<tr>
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<td>(3.6B) demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons</td>
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<td>Social Studies 3.3:</td>
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<td>The student understands the concepts of time and chronology. The student is expected to:</td>
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<td>(3.3A) use vocabulary related to chronology, including “past”, “present”, and “future.”</td>
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The recommended number of lessons 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.

Mar. 22 – Apr. 30, 2021

The recommended number of lessons 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.
## Cycle 6

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<tbody>
<tr>
<td>Unit 6: Creating Theatre and Characterization:</td>
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</table>
| 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. | 6 45-minute lessons | THEATRE.3.1A React to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play.  
THEATRE.3.1B Create playing space using expressive and rhythmic movement.  
THEATRE.3.1C Respond to sounds, music, images, language, and literature using movement.  
THEATRE.3.1D Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.  
THEATRE.3.2A Demonstrate safe use of movement and voice.  
THEATRE.3.2B Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.  
THEATRE.3.2D Dramatize literary selections using pantomime and imitative dialogue.  
THEATRE.3.3A Identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action and theme.  
THEATRE.3.3B Use simple technical theatre elements such as props, costumes, sound and visual elements that define character, environment, action, and theme.  
THEATRE.3.3C Plan dramatic play.  
THEATRE.3.3D Cooperate and interact with others in dramatic play.  
THEATRE.3.3E Observe live or multimedia theatrical performances.  
THEATRE.3.4A Explore historical and diverse cultural influences from a variety of sources through dramatic activities.  
THEATRE.3.4B Illustrate similarities and differences between life and theatre, television, and film through dramatic play.  
THEATRE.3.5A Apply appropriate audience behavior consistently.  
THEATRE.3.5B Discuss and evaluate simple dramatic activities and performances.  
THEATRE.3.5C Discuss the use of music, movement, and visual components in dramatic activities and performances.  
Cross-curricular opportunities:  
ELAR 3.9: 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:  
(3.9A): Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths.  
(3.9B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems. | | | |

<p>| Suggested Pacing: | Memorial Day May 31 |  |
| Teacher Prep Day (no students) | June 14 |  |</p>
<table>
<thead>
<tr>
<th>Cycle 6</th>
<th>29 Days</th>
<th>May 3 – June 11, 2021</th>
</tr>
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<td>Unit</td>
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<td></td>
<td></td>
<td>The student will:</td>
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<td>(3.9C): Discuss elements of drama such as characters, dialogue, setting, and acts.</td>
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<td><strong>Math 3.1:</strong> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</td>
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