

Cycle 1	38 Days	
	Aug. 26 – Oct. 18, 2019	
<p>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.</p>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 1:</u></b> <b><u>Introduction to Theatre and Self-Awareness</u></b> 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.</p>	<p><b>8</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Oct. 18</p> <p><i>Labor Day</i> <i>Sept. 2</i></p> <p><i>Fall Holiday</i> <i>Oct. 9</i> <i>(students only)</i></p> <p><i>Early Dismissals</i> <i>Sept. 27</i> <i>Oct. 18</i></p>	<p><b>Perception</b> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to do the following: <b>THEATRE.1.1A</b> Develop confidence and self-awareness through dramatic play <b>THEATRE.1.1B</b> Develop spatial awareness in dramatic play using expressive and rhythmic movement. <b>THEATRE.1.1C</b> Imitate actions and sounds. <b>THEATRE.1.1D</b> Imitate and create animate and inanimate objects in dramatic play.</p>



Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 2019	
<p>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.</p>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 2:</u></b> <b><u>Role-playing and Dramatic Play</u></b> 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.</p>	<p><b>8</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 21 – Dec. 19</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>Perception</b> The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to do the following: <b>THEATRE.1.1A</b> Develop confidence and self-awareness through dramatic play <b>THEATRE.1.1B</b> Develop spatial awareness in dramatic play using expressive and rhythmic movement. <b>THEATRE.1.1C</b> Imitate actions and sounds. <b>THEATRE.1.1D</b> Imitate and create animate and inanimate objects in dramatic play.</p> <p><b>Creative Expression: Performance</b> The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to do the following: <b>THEATRE.1.2A</b> Demonstrate safe use of movement and voice. <b>THEATRE.1.2B</b> Create roles through imitation. <b>THEATRE.1.2C</b> Dramatize simple stories. <b>THEATRE.1.2D</b> Dramatize poems and songs.</p>

Cycle 3	49 Days		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.
	Jan. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 3: Self-Awareness</b></p> <p>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.</p>	<p><b>10</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 6 – Mar. 13</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><b>Creative Expression: Performance</b> The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to do the following:  <b>THEATRE.1.2A</b> Demonstrate safe use of movement and voice.  <b>THEATRE.1.2B</b> Create roles through imitation.  <b>THEATRE.1.2C</b> Dramatize simple stories.  <b>THEATRE.1.2D</b> Dramatize poems and songs.</p> <p><b>Creative Expression: Production</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to do the following:  <b>THEATRE.1.3A</b> Discuss aspects of the environment for use in dramatic play such as location or climate.  <b>THEATRE.1.3B</b> Adapt the environment for dramatic play using common objects such as tables or chairs.  <b>THEATRE.1.3C</b> Rehearse dramatic play.  <b>THEATRE.1.3D</b> Cooperate with others in dramatic play.</p> <p><b>Historical/Cultural Heritage</b> The student relates theatre to history, society, and culture. The student is expected to do the following:  <b>THEATRE.1.4A</b> Imitate life experiences from school and community cultures in dramatic play.  <b>THEATRE.1.4B</b> Explore diverse cultural and historical experiences through fables, myths, or fairy-tales in dramatic play.</p> <p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to do the following:  <b>THEATRE.1.5A</b> Discuss practice and display appropriate audience behavior.</p>	

Cycle 4	47 Days		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. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 4:</b> <b><u>Role-playing and Dramatic Play</u></b> In this unit students will develop concepts about themselves, human relationships, and the world using elements of drama and conventions of theatre by applying design, directing, and theatre production concepts and skills. The students will develop skills necessary to critically evaluate dramatic performances through dramatic play and role-playing.</p>	<p><b>10</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – May 29</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p> <p><i>Memorial Day</i> May 25</p>	<p><b>Creative Expression: Performance</b> The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to do the following:  <b>THEATRE.1.2A</b> Demonstrate safe use of movement and voice.  <b>THEATRE.1.2B</b> Create roles through imitation.  <b>THEATRE.1.2C</b> Dramatize simple stories.  <b>THEATRE.1.2D</b> Dramatize poems and songs.</p> <p><b>Creative Expression: Production</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to do the following:  <b>THEATRE.1.3A</b> Discuss aspects of the environment for use in dramatic play such as location or climate.  <b>THEATRE.1.3B</b> Adapt the environment for dramatic play using common objects such as tables or chairs.  <b>THEATRE.1.3C</b> Rehearse dramatic play.  <b>THEATRE.1.3D</b> Cooperate with others in dramatic play.</p> <p><b>Historical/Cultural Heritage</b> The student relates theatre to history, society, and culture. The student is expected to do the following:  <b>THEATRE.1.4A</b> Imitate life experiences from school and community cultures in dramatic play.  <b>THEATRE.1.4B</b> Explore diverse cultural and historical experiences through fables, myths, or fairy-tales in dramatic play.</p> <p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to do the following:  <b>THEATRE.1.5A</b> Discuss practice and display appropriate audience behavior.  <b>THEATRE.1.5B</b> Discuss dramatic activities.  <b>THEATRE.1.5C</b> Discuss the use of music, creative movement, and visual components in dramatic play.</p>	