

Cycle 1	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.
	Aug. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Introduction to theatre and classroom rules/procedures In this unit students will become familiar with rules and procedures associated their particular teacher's classroom. The students will acquire new skills associated with dramatic play, space exploration, and sound imitation.</p>	<p>6 45-minute lessons</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Cycle 2	29 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.
	Oct. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>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.</p>	<p>6 45-minute lessons <i>Teacher Service Day (no students)</i> Oct. 4</p>	<p>THEATRE 1.1A Develop confidence and self-awareness through dramatic play</p> <p>THEATRE 1.1B Develop spatial awareness in dramatic play using expressive and rhythmic movement.</p> <p>THEATRE 1.1C Imitate actions and sounds.</p> <p>THEATRE 1.1D Imitate and create animate and inanimate objects in dramatic play.</p> <p>THEATRE 1.2A Demonstrate safe use of movement and voice.</p> <p>THEATRE 1.2B Create roles through imitation.</p> <p>THEATRE 1.2C Dramatize simple stories.</p> <p>THEATRE 1.2D Dramatize poems and songs.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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	Oct. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		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.

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Role Playing and Dramatic Play</p> <p>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>6 45-minute lessons</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day (no students)</i> Jan. 18</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		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 4	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.
	Jan. 19 - Feb. 25, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Self Awareness, re-visited</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>6 45-minute lessons</p> <p>14 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SOCIAL STUDIES/GEOGRAPHY 1.4: The student understands the relative location of places. The student is expected to:</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>(1.4B) describe the location of self and objects relative to other locations in the classroom and school.</p> <p>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.</p>

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Role Playing and Dramatic Play, part 2</p> <p>In this unit students will continue developing 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>6 45-minute lessons</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p>THEATRE 1.1A Develop confidence and self-awareness through dramatic play</p> <p>THEATRE 1.1B Develop spatial awareness in dramatic play using expressive and rhythmic movement.</p> <p>THEATRE 1.1C Imitate actions and sounds.</p> <p>THEATRE 1.1D Imitate and create animate and inanimate objects in dramatic play.</p> <p>THEATRE 1.2A Demonstrate safe use of movement and voice.</p> <p>THEATRE 1.2B Create roles through imitation.</p> <p>THEATRE 1.2C Dramatize simple stories.</p> <p>THEATRE 1.2D Dramatize poems and songs.</p> <p>THEATRE.1.3A Discuss aspects of the environment for use in dramatic play such as location or climate.</p> <p>THEATRE.1.3B Adapt the environment for dramatic play using common objects such as tables or chairs.</p> <p>THEATRE 1.3C Rehearse dramatic play.</p> <p>THEATRE.1.3D Cooperate with others in dramatic play.</p> <p>THEATRE 1.4A Imitate life experiences from school and community cultures in dramatic play.</p> <p>THEATRE.1.4B Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.</p> <p>THEATRE.1.5C Discus the use of music, creative movement, and visual components in dramatic play.</p> <p>Cross-curricular Opportunities:</p> <p>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.</p> <p>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.</p>

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	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Role Playing and Dramatic Play, part 2 In this unit students will continue developing 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>6 45-minute lessons</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i></p>	<p>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 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.1.5A 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.</p> <p>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.</p> <p>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.</p>

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