

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><b>Unit 1: Introduction to theatre and classroom rules/procedures</b></p> <p>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><b>6</b> 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><b>THEATRE.2.1A</b> React to sensory experiences such as sight or sound through dramatic play.</p> <p><b>THEATRE.2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.</p> <p><b>THEATRE.2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.</p> <p><b>Cross-curricular opportunities</b></p> <p><b>English/Language Arts</b> <b>2.9:</b> 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: (2.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales. (2.9B): Explain visual patterns and structures in a variety of poems. (2.9C): Discuss elements of drama such as characters, dialogue, and setting.</p> <p><b>English/Language Arts</b> <b>2.2:</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (2.2A): Demonstrate phonological awareness by: (2.2A.i): producing a series of rhyming words; (2.2A.ii): distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (2.2A.iii): recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (2.2A.iv): manipulating phonemes within base words.</p> <p><b>Math 2.1:</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (2.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>Science 2.3:</b> The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (2.3A) identify and explain a problem and propose a task and solution for the problem.</p>

<b>Cycle 1</b>	<b>27 Days</b>	<i>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.</i>
	Aug. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>Social Studies 2.20:</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(2.20B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</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><b>Unit 2: Self-Awareness</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>6</b> 45-minute lessons  <i>Teacher Service Day (no students)</i> Oct. 4</p>	<p><b>THEATRE.2.1A</b> React to sensory experiences such as sight or sound through dramatic play.  <b>THEATRE.2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.  <b>THEATRE.2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.  <b>THEATRE.2.1D</b> Role play, imitate and recreate dialogue.</p> <p><b>THEATRE.2.2A</b> Demonstrate safe use of movement and voice.  <b>THEATRE.2.2B</b> Role play in real life and imaginative situations through narrative, pantomime, dramatic play, and story dramatization.  <b>THEATRE.2.2C</b> Create dramatizations of limited-action stories using simple pantomime or puppetry.  <b>THEATRE.2.2D</b> Dramatize poems and songs using simple pantomime or puppetry.</p> <p><b><u>Cross-curricular opportunities</u></b>  <b>English/Language Arts</b>  <b>2.9:</b> 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:  (2.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.  (2.9B): Explain visual patterns and structures in a variety of poems.  (2.9C): Discuss elements of drama such as characters, dialogue, and setting.</p> <p><b>English/Language Arts</b>  <b>2.2:</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:  (2.2A): Demonstrate phonological awareness by:  (2.2A.i): producing a series of rhyming words;  (2.2A.ii): distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;  (2.2A.iii): recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and  (2.2A.iv): manipulating phonemes within base words.</p> <p><b>Math 2.1:</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  (2.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</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><b>Science 2.3:</b> The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (2.3A) identify and explain a problem and propose a task and solution for the problem.</p> <p><b>Social Studies 2.20:</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (2.20B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</p>

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
<p><i>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.</i></p>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Role Playing and Dramatic Play</b></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><b>6</b> 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><b>THEATRE.2.1A</b> React to sensory experiences such as sight or sound through dramatic play.</p> <p><b>THEATRE.2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.</p> <p><b>THEATRE.2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.</p> <p><b>THEATRE.2.1D</b> Role play, imitate and recreate dialogue.</p> <p><b>THEATRE.2.2A</b> Demonstrate safe use of movement and voice.</p> <p><b>THEATRE.2.2B</b> Role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.</p> <p><b>THEATRE.2.2C</b> Create dramatizations of limited-action stories using simple pantomime or puppetry.</p> <p><b>THEATRE.2.2D</b> Dramatize poems and songs using simple pantomime or puppetry.</p> <p><b>THEATRE.2.3A</b> Select aspects of the environment such as location, climate, or time for use in dramatic play.</p> <p><b>THEATRE.2.3B</b> Adapt the environment for dramatic play using common objects such as tables or chairs.</p> <p><b>Cross-curricular opportunities</b></p> <p><b>English/Language Arts</b></p> <p><b>2.9:</b> 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:            (2.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.            (2.9B): Explain visual patterns and structures in a variety of poems.            (2.9C): Discuss elements of drama such as characters, dialogue, and setting.</p> <p><b>English/Language Arts</b></p> <p><b>2.2:</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:            (2.2A): Demonstrate phonological awareness by:            (2.2A.i): producing a series of rhyming words;            (2.2A.ii): distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;            (2.2A.iii): recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and            (2.2A.iv): manipulating phonemes within base words.</p>

Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>Math 2.1:</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (2.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>Science 2.3:</b> The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (2.3A) identify and explain a problem and propose a task and solution for the problem.</p> <p><b>Social Studies 2.20:</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (2.20B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</p>

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><b>Unit 4: Self Awareness, re-visited</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>6</b> 45-minute lessons</p> <p><b>14</b> class periods (90-min. each) or <b>27</b> class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p><b>THEATRE.2.1A</b> React to sensory experiences such as sight or sound through dramatic play.</p> <p><b>THEATRE.2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.</p> <p><b>THEATRE.2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.</p> <p><b>THEATRE.2.1D</b> Role play, imitate and recreate dialogue.</p> <p><b>THEATRE.2.2A</b> Demonstrate safe use of movement and voice.</p> <p><b>THEATRE.2.2B</b> Role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.</p> <p><b>THEATRE.2.2C</b> Create dramatizations of limited-action stories using simple pantomime or puppetry.</p> <p><b>THEATRE.2.2D</b> Dramatize poems and songs using simple pantomime or puppetry.</p> <p><b>THEATRE.2.3A</b> Select aspects of the environment such as location, climate, or time for use in dramatic play.</p> <p><b>THEATRE.2.3B</b> Adapt the environment for dramatic play using common objects such as tables or chairs.</p> <p><b>THEATRE.2.3C</b> Plan dramatic play.</p> <p><b>THEATRE.2.3D</b> Cooperate and interact with others in dramatic play.</p> <p><b>Cross-curricular opportunities</b></p> <p><b>English/Language Arts</b></p> <p><b>2.9:</b> 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:            (2.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.            (2.9B): Explain visual patterns and structures in a variety of poems.            (2.9C): Discuss elements of drama such as characters, dialogue, and setting.</p> <p><b>English/Language Arts</b></p> <p><b>2.2:</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:            (2.2A): Demonstrate phonological awareness by:            (2.2A.i): producing a series of rhyming words;</p>

Cycle 4	27 Days Jan. 19 - Feb. 25, 2022	<i>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.</i>
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>SOCIAL STUDIES/GEOGRAPHY 1.4:</b> 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><b>SCIENCE 1.2:</b> 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> <p>(2.2A.ii): distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (2.2A.iii): recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (2.2A.iv): manipulating phonemes within base words.</p> <p><b>Math 2.1:</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (2.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>Science 2.3:</b> The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (2.3A) identify and explain a problem and propose a task and solution for the problem.</p> <p><b>Social Studies 2.20:</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (2.20B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</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><b>Unit 5: Role Playing and Dramatic Play, part 2</b></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><b>6</b> 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><b>THEATRE.2.1A</b> React to sensory experiences such as sight or sound through dramatic play.</p> <p><b>THEATRE.2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.</p> <p><b>THEATRE.2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.</p> <p><b>THEATRE.2.1D</b> Role play, imitate and recreate dialogue.</p> <p><b>THEATRE.2.2A</b> Demonstrate safe use of movement and voice.</p> <p><b>THEATRE.2.2B</b> Role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.</p> <p><b>THEATRE.2.2C</b> Create dramatizations of limited-action stories using simple pantomime or puppetry.</p> <p><b>THEATRE.2.2D</b> Dramatize poems and songs using simple pantomime or puppetry.</p> <p><b>THEATRE.2.3A</b> Select aspects of the environment such as location, climate, or time for use in dramatic play.</p> <p><b>THEATRE.2.3B</b> Adapt the environment for dramatic play using common objects such as tables or chairs.</p> <p><b>THEATRE.2.3C</b> Plan dramatic play.</p> <p><b>THEATRE.2.3D</b> Cooperate and interact with others in dramatic play.</p> <p><b>THEATRE.2.4A</b> Imitate life experiences from school and community cultures in dramatic play.</p> <p><b>THEATRE.2.4B</b> Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.</p> <p><b>THEATRE.2.5C</b> Integrate music, creative movement, and visual components in dramatic play.</p> <p><b><u>Cross-curricular opportunities</u></b></p> <p><b>English/Language Arts</b></p> <p><b>2.9:</b> 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:            (2.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.            (2.9B): Explain visual patterns and structures in a variety of poems.            (2.9C): Discuss elements of drama such as characters, dialogue, and setting.</p> <p><b>English/Language Arts</b></p> <p><b>2.2:</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics,</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	<i>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.</i>
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(2.2A): Demonstrate phonological awareness by:</p> <p>(2.2A.i): producing a series of rhyming words;</p> <p>(2.2A.ii): distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p> <p>(2.2A.iii): recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p> <p>(2.2A.iv): manipulating phonemes within base words.</p> <p><b>Math 2.1:</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>(2.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>Science 2.3:</b> The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:</p> <p>(2.3A) identify and explain a problem and propose a task and solution for the problem.</p> <p><b>Social Studies 2.20:</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(2.20B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</p>

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Role Playing and Dramatic Play, part 2</b> 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><b>6</b> 45-minute lessons</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p><b>THEATRE.2.1A</b> React to sensory experiences such as sight or sound through dramatic play.</p> <p><b>THEATRE.2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.</p> <p><b>THEATRE.2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.</p> <p><b>THEATRE.2.1D</b> Role play, imitate and recreate dialogue.</p> <p><b>THEATRE.2.2A</b> Demonstrate safe use of movement and voice.</p> <p><b>THEATRE.2.2B</b> Role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.</p> <p><b>THEATRE.2.2D</b> Dramatize poems and songs using simple pantomime or puppetry.</p> <p><b>THEATRE.2.3A</b> Select aspects of the environment such as location, climate, or time for use in dramatic play.</p> <p><b>THEATRE.2.3B</b> Adapt the environment for dramatic play using common objects such as tables or chairs.</p> <p><b>THEATRE.2.3C</b> Plan dramatic play.</p> <p><b>THEATRE.2.3D</b> Cooperate and interact with others in dramatic play.</p> <p><b>THEATRE.2.4A</b> Imitate life experiences from school and community cultures in dramatic play.</p> <p><b>THEATRE.2.4B</b> Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.</p> <p><b>THEATRE.2.5A</b> Discuss, practice, and display appropriate audience behavior.</p> <p><b>THEATRE.2.5B</b> React to and discuss dramatic activities.</p> <p><b>THEATRE.2.5C</b> Integrate music, creative movement, and visual components in dramatic play.</p> <p><b><u>Cross-curricular opportunities</u></b></p> <p><b>English/Language Arts</b></p> <p><b>2.9:</b> 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: (2.9A): Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales. (2.9B): Explain visual patterns and structures in a variety of poems. (2.9C): Discuss elements of drama such as characters, dialogue, and setting.</p> <p><b>English/Language Arts</b></p> <p><b>2.2:</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics,</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	<i>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.</i>
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>and morphology to communicate, decode, and spell. The student is expected to:            (2.2A): Demonstrate phonological awareness by:            (2.2A.i): producing a series of rhyming words;            (2.2A.ii): distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;            (2.2A.iii): recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and            (2.2A.iv): manipulating phonemes within base words.</p> <p><b>Math 2.1:</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:            (2.1A) apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b>Science 2.3:</b> The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:            (2.3A) identify and explain a problem and propose a task and solution for the problem.</p> <p><b>Social Studies 2.20:</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:            (2.20B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</p>