

Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019		
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></p> <p>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></p> <p>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:</p> <p><b>THEATRE.4.1A</b> Integrate sensory and emotional response in dramatic play.  <b>THEATRE.4.1B</b> Develop body awareness and spatial perception using rhythmic and expressive movement.  <b>THEATRE.4.1C</b> Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.  <b>THEATRE.4.1D</b> Express emotions and ideas using interpretive movements, sounds, and dialogue.  <b>THEATRE.4.1E</b> Imitate and synthesize life experiences in dramatic play.  <b>THEATRE.4.1F</b> Use common objects to represent the setting, enhance characterization, and clarify actions.  <b>THEATRE.4.1G</b> Define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme.</p>	

Cycle 2	39 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.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 2:</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.4.1A</b> Integrate sensory and emotional response in dramatic play.  <b>THEATRE.4.1B</b> Develop body awareness and spatial perception using rhythmic and expressive movement.  <b>THEATRE.4.1C</b> Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.  <b>THEATRE.4.1D</b> Express emotions and ideas using interpretive movements, sounds, and dialogue.  <b>THEATRE.4.1E</b> Imitate and synthesize life experiences in dramatic play.  <b>THEATRE.4.1F</b> Use common objects to represent the setting, enhance characterization, and clarify actions.  <b>THEATRE.4.1G</b> Define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme.</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.4.2A</b> Demonstrate safe use of the voice and body.  <b>THEATRE.4.2B</b> Describe characters, their relationships, and their surroundings.  <b>THEATRE.4.2C</b> Develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history.  <b>THEATRE.4.2D</b> Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.  <b>THEATRE.4.2E</b> Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.</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><u><a href="#">Unit 3: Creating Theatre and Characterization</a></u></b> 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.4.2A</b> Demonstrate safe use of the voice and body.  <b>THEATRE.4.2B</b> Describe characters, their relationships, and their surroundings.  <b>THEATRE.4.2C</b> Develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history.  <b>THEATRE.4.2D</b> Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.  <b>THEATRE.4.2E</b> Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.</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.4.3A</b> Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme.  <b>THEATRE.4.3B</b> Alter space to create suitable performance environments for playmaking.  <b>THEATRE.4.3C</b> Plan brief dramatizations collaboratively.  <b>THEATRE.4.3D</b> Interact cooperatively with others in brief dramatizations.</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: Production</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to do the following:  <b>THEATRE.4.3A</b> Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme.  <b>THEATRE.4.3B</b> Alter space to create suitable performance environments for playmaking.  <b>THEATRE.4.3C</b> Plan brief dramatizations collaboratively.  <b>THEATRE.4.3D</b> Interact cooperatively with others in brief dramatizations.</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.4.4A</b> Explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas.  <b>THEATRE.4.4B</b> Identify the roles of live theatre, film, television, and electronic media in American society.  <b>THEATRE.4.4C</b> Compare theatre artists and their contributions to theatre and society.</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.4.5A</b> Apply appropriate audience behavior at formal and informal performances.  <b>THEATRE.4.5B</b> Compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre.  <b>THEATRE.4.5C</b> Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.</p>	