

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> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</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:</p> <p><b>THEATRE.5.1A</b> Develop characterization using sensory and emotional recall.  <b>THEATRE.5.1B</b> Develop body awareness and spatial perceptions using pantomime.  <b>THEATRE.5.1C</b> Respond to sounds, music, images, languages, and literature using movement.  <b>THEATRE.5.1D</b> Express emotions and relate ideas using interpretive and planned movement and dialogue.  <b>THEATRE.5.1E</b> Integrate life experiences in dramatic play.  <b>THEATRE.5.1F</b> Portray environment, character, and actions.  <b>THEATRE.5.1G</b> Demonstrate correct use of basic theatrical terminology.</p>	

Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 2019	
	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.	
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.5.1A</b> Develop characterization using sensory and emotional recall.  <b>THEATRE.5.1B</b> Develop body awareness and spatial perceptions using pantomime.  <b>THEATRE.5.1C</b> Respond to sounds, music, images, languages, and literature using movement.  <b>THEATRE.5.1D</b> Express emotions and relate ideas using interpretive and planned movement and dialogue.  <b>THEATRE.5.1E</b> Integrate life experiences in dramatic play.  <b>THEATRE.5.1F</b> Portray environment, character, and actions.  <b>THEATRE.5.1G</b> Demonstrate correct use of basic theatrical terminology.</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.5.2A</b> Demonstrate safe use of the voice and body.  <b>THEATRE.5.2B</b> Describe characters, their relationships, and their surroundings in detail.  <b>THEATRE.5.2C</b> Create movements and portray a character using dialogue appropriately.  <b>THEATRE.5.2D</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.5.2E</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.5.2A</b> Demonstrate safe use of the voice and body.  <b>THEATRE.5.2B</b> Describe characters, their relationships, and their surroundings in detail.  <b>THEATRE.5.2C</b> Create movements and portray a character using dialogue appropriately.  <b>THEATRE.5.2D</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.5.2E</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.5.3A</b> Demonstrate character, environment, action, and theme using props, costumes, and visual elements.  <b>THEATRE.5.3B</b> Alter space appropriately to create a suitable performance environment for playmaking.  <b>THEATRE.5.3C</b> Plan dramatizations collaboratively.  <b>THEATRE.5.3D</b> Interact cooperatively with others in 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> <i>Mar. 30</i></p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p><i>Memorial Day</i> <i>May 25</i></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.5.3A</b> Demonstrate character, environment, action, and theme using props, costumes, and visual elements.  <b>THEATRE.5.3B</b> Alter space appropriately to create a suitable performance environment for playmaking.  <b>THEATRE.5.3C</b> Plan dramatizations collaboratively.  <b>THEATRE.5.3D</b> Interact cooperatively with others in 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.5.4A</b> Explain theatre as a reflection of life in particular times, place, cultures, and oral traditions specific to American history.  <b>THEATRE.5.4B</b> Examine the role of live theatre, film, television, or electronic media throughout American history.  <b>THEATRE.5.4C</b> Analyze and 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.5.5A</b> Analyze and apply appropriate audience behavior at a variety of performances.  <b>THEATRE.5.5B</b> Compare visual, aural, oral, and kinetic aspects of informal and formal theatre with the elements of art, dance, or music.  <b>THEATRE.5.5C</b> Identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.</p>	