

Alabama 10 Theatre / Dance

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alabama
Grade	10 (High)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	2024 Alabama Course of Study: Arts Education
Issuing agency	Alabama State Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Artistic Solutions and Safe Choices

Unit 3: Rehearsal, Safety and Wellness · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you solve a rehearsal problem without creating a bigger one?
Standards	Creating / Rehearse (1) → TH-II.8 Theatre / Creating / Rehearse — Explore artistic solutions and make analytical choices in a devised or scripted drama or theatre work, working as part of a creative team. Creating / Rehearse (3) → TH-II.10 Theatre / Creating / Rehearse — Utilize best practices and make strategic safe choices during the rehearsal process, working collaboratively.
Learning target	"I can solve a rehearsal problem analytically and safely, with a team."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explore artistic solutions and make analytical choices in a devised or scripted drama or theatre work, working as part of a creative team.
- Students will utilize best practices and make strategic safe choices during the rehearsal process, working collaboratively.

Success criteria (student-friendly)

- "I generate more than one solution."
- "I choose analytically rather than by preference."
- "My choices are safe and I can say why."

Academic vocabulary

artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal

Materials and technology

- A cleared floor
- Notebooks
- The school's own safety documentation

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Rehearsal problems solved analytically with safe, stated choices.

Family communication

Ask your child what problem their rehearsal had to solve.

Day 41 — Problems Are Normal

Week 9, Day 1 • Unit 3 • Standards: TH-II.8, TH-II.10

Focus	Framing.
Learning target	"I can solve a rehearsal problem analytically and safely, with a team."
Vocabulary in use	artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal
Local date	_____

Learning sequence

Connect: Unit 2's interpretation. Teach: that rehearsal is mostly problem-solving - a moment that does not read, a transition that will not work, a space that will not hold the idea - and that standard 8 asks for EXPLORED solutions and ANALYTICAL choices, which means more than one option and a stated reason. Try: shared listing of the problems in a current scene. Apply: students name three problems precisely. Reflect: name the problem or you will solve the wrong one.

Check for understanding

Student names rehearsal problems precisely.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Exploring Solutions

Week 9, Day 2 · Unit 3 · Standards: TH-II.8, TH-II.10

Focus	Quantity before choice.
Learning target	"I can solve a rehearsal problem analytically and safely, with a team."
Vocabulary in use	artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal
Local date	_____

Learning sequence

Connect: the problems. Teach: generating several artistic solutions before choosing - staging, pace, physical choice, technical element, cutting - and why the first solution is usually the most obvious rather than the best. Try: shared generation of four solutions to one problem. Apply: students generate solutions for their own problem. Reflect: you cannot choose analytically from one option.

Check for understanding

Student generates several solutions to one problem.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Choosing Analytically

Week 9, Day 3 · Unit 3 · Standards: TH-II.8, TH-II.10

Focus	The standard's own adjective.
Learning target	"I can solve a rehearsal problem analytically and safely, with a team."
Vocabulary in use	artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal
Local date	_____

Learning sequence

Connect: solutions. Teach: what makes a choice ANALYTICAL - it is tested against the interpretation, the given circumstances and what the audience will actually perceive, rather than against what the team likes - and the discipline of trying before deciding. Try: shared testing of two solutions. Apply: students test and choose, recording the reason. Reflect: try it, then decide; the argument ends the moment somebody stands up.

Check for understanding

Student chooses a solution analytically and records why.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Strategic Safe Choices

Week 9, Day 4 · Unit 3 · Standards: TH-II.8, TH-II.10

Focus	TH-II.8.
Learning target	"I can solve a rehearsal problem analytically and safely, with a team."
Vocabulary in use	artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal
Local date	_____

Learning sequence

TEACHER NOTE. YOUR SCHOOL'S AND DISTRICT'S OWN SAFETY POLICY, RISK ASSESSMENTS AND SUPERVISION REQUIREMENTS TAKE PRECEDENCE OVER ANYTHING WRITTEN HERE, AND NOTHING IN THIS PLAN IS A RISK ASSESSMENT. NO LIFT, PARTNER WEIGHT-BEARING, FALL, FIGHT, WEAPON, FLAME, RIGGING, HEIGHT OR ELECTRICAL WORK APPEARS ANYWHERE IN THIS PLAN; where a standard invites one, the plan substitutes a route that does not. Connect: analytical choice. Teach: that standard 10 says STRATEGIC SAFE CHOICES - safety as a design constraint considered when the choice is made, not a check afterwards - and the ordinary practices: a cleared and swept space, known exits, warm-up before demanding movement, nothing carried backwards, nothing done for the first time at full speed. Try: shared safety walkthrough of the actual space. Apply: students state the safe practice for their chosen solution. Reflect: a solution that is not safe is not a solution.

Check for understanding

Student states the safe practice governing a chosen solution.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Collaboratively, and On the Record

Week 9, Day 5 · Unit 3 · Standards: TH-II.8, TH-II.10

Focus	Both standards, met.
Learning target	"I can solve a rehearsal problem analytically and safely, with a team."
Vocabulary in use	artistic solution, analytical choice, devised, scripted, best practice, risk, collaboration, rehearsal
Local date	_____

Learning sequence

Connect: the choices. Teach: recording the problem, the options, the analytical choice and the safety consideration as a rehearsal record the team shares - which is what makes 'working collaboratively' visible rather than assumed. Try: shared review of a model record. Apply: students complete the record. Reflect: the record is what the next rehearsal starts from.

Check for understanding

Student completes a collaborative rehearsal record.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

Alabama State Department of Education. 2024 Alabama Course of Study: Arts Education. Adopted 2024. TWO COURSES: DANCE HIGH SCHOOL LEVEL II (pages 55-59) and THEATRE HIGH SCHOOL LEVEL II (pages 227-232), because the workbook subject is "Theatre / Dance" and Alabama publishes separate standards for each. THE LEVEL IS SET BY PRIOR EDUCATION RATHER THAN BY GRADE, AND THE DOCUMENT SAYS SO OUTRIGHT: the four high school dance levels "align with students' past dance education and skill level rather than with designated ages or grades as in elementary school"; Theatre Level I supplies standards "for entry-level secondary students" while "HS Level II builds sequentially upon theatre knowledge and skills developed in Level I"; and the Directions for Interpreting Standards state that "students must successfully complete Level I before taking Level II". Grade 10 is therefore mapped to LEVEL II on the prerequisite structure, and a Grade 10 student who has not completed Level I belongs in LEVEL I, which is the Grade 9 entry in this series. SIX OF THE FIFTY-FIVE CODES ARE LETTERED SUB-STANDARDS OF DANCE LEVEL II, registered as separate items because the document states that sub-standards "are extensions of the content standards and are also required"; neither Level I table prints any. The half-credit Dance Exploration course is drawn from LEVEL I only -- the document says it "cannot be used as a prerequisite for a Level II course" -- so no half-credit subset is marked here, and no half-credit theatre course exists at any level. Levels III and IV are separate later courses and none of their standards is included. Retrieved 2026-07-27 from https://www.alabamaachieves.org/wp-content/uploads/2025/01/AS_20250108_2024-Alabama-Course-of-Study-Arts-Education_V1.0.pdf