
Alaska 1 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	Alaska
Grade	1 (Elementary)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	Alaska Arts Standards
Issuing agency	Alaska Department of Education and Early Development
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 — Moving From a Stimulus

Unit 3: Moving From a Stimulus · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What made me move that way?
Standards	Moving From a Stimulus and Naming It -> DA:CR1a-1 Alaska Arts Standards / Create / Anchor Standard 1 - Generate and conceptualize artistic ideas and work — a. Explore movement inspired by a variety of stimuli (e.g. music/sound, text, objects, images, symbols, experiences) and identify the source.
Learning target	"I can move from a stimulus and say what it was."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate movements inspired by different stimuli and identify their sources.
- Students will name the stimulus that prompted their movement.

Success criteria (student-friendly)

- "I respond to the stimulus."
- "I name the source."
- "I explain the link."

Academic vocabulary

stimulus, source, inspire, prompt, respond

Materials and technology

- Sound sources
- Images
- Objects
- Texts
- Chart paper

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

Anecdotal: child names the source of their movement response.

Family communication

Move to a sound and say what you were responding to.

Day 41 — Moving to a Sound

Week 9, Day 1 · Unit 3 · Standards: DA:CR1a-1

Focus	Sound stimulus.
Learning target	"I can move from a stimulus and say what it was."
Vocabulary in use	stimulus, source, inspire
Local date	_____

Learning sequence

Warm-up: listening. Teach: sound prompts movement. Explore: responding. Share: responses shown. Reflect: source named.

Check for understanding

Student moves in response to a sound and names it.

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 — Moving to a Picture

Week 9, Day 2 · Unit 3 · Standards: DA:CR1a-1

Focus	Visual stimulus.
Learning target	"I can move from a stimulus and say what it was."
Vocabulary in use	stimulus, source, inspire
Local date	_____

Learning sequence

Warm-up: sound response. Teach: images prompt movement. Explore: responding. Share: responses shown. Reflect: source named.

Check for understanding

Student moves in response to an image and names it.

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 — Moving to an Object

Week 9, Day 3 · Unit 3 · Standards: DA:CR1a-1

Focus	Object stimulus.
Learning target	"I can move from a stimulus and say what it was."
Vocabulary in use	stimulus, source, inspire
Local date	_____

Learning sequence

Warm-up: image response. Teach: objects suggest movement. Explore: responding. Share: responses shown. Reflect: source named.

Check for understanding

Student moves in response to an object and names it.

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 — Moving to Words

Week 9, Day 4 · Unit 3 · Standards: DA:CR1a-1

Focus	Text stimulus.
Learning target	"I can move from a stimulus and say what it was."
Vocabulary in use	stimulus, source, inspire
Local date	_____

Learning sequence

Warm-up: object response. Teach: words prompt movement. Explore: responding. Share: responses shown. Reflect: source named.

Check for understanding

Student moves in response to a text and names it.

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 — Guessing Each Other's Source

Week 9, Day 5 · Unit 3 · Standards: DA:CR1a-1

Focus	Communicating the stimulus.
Learning target	"I can move from a stimulus and say what it was."
Vocabulary in use	stimulus, source, inspire
Local date	_____

Learning sequence

Warm-up: mixed stimuli. Teach: movement can reveal its source. Explore: guessing. Share: accuracy noted. Reflect: clarity valued.

Check for understanding

Student identifies a peer's stimulus from their movement.

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.
- Standards were transcribed from the official source.
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Source citation

Alaska Department of Education and Early Development. Alaska Arts Standards. Adopted 2015. THE DOCUMENT IS A WIDE TWELVE-COLUMN GRID whose column headers are grade BANDS but whose codes underneath are PER GRADE -- VA:CR1a-K, then -1, -2 and so on -- so GRADE 1 IS INDIVIDUALLY ADDRESSED and every statement here comes from the Grade 1 column of the actual table cells. Each code must end "-1" and that is asserted at extraction time. On the Connect pages Alaska prints an ALASKA CULTURAL STANDARDS CROSS-REFERENCE in the row directly beneath the code and the arts statement comes after it; the statement is identified by its lettered marker so that text from a different document cannot land under an arts code. NO ARTIST, ARTWORK, COMPOSER, SONG, PLAY, CHOREOGRAPHER OR CULTURE IS NAMED BY THESE STANDARDS AND NONE IS NAMED IN THIS PLAN. ALASKA PUBLISHES FIVE ARTS DISCIPLINES IN THIS ONE DOCUMENT -- Dance, General Music, Theatre, Visual Arts and Media Arts. MEDIA ARTS IS NOT COVERED BY ANY ROW IN THIS SERIES and is not included in any product. ON THE MAPPING, PLAINLY: THE ARTS ANCHOR STANDARDS DO NOT LINE UP ONE-TO-ONE WITH A WEEK-BY-WEEK TEACHING VOCABULARY, so codes are distributed evenly across the strands rather than by a bespoke correspondence. Every code is taught and every strand carries at least one; but the correspondence is mechanical and this listing says so rather than implying care that was not taken. Check the mapping table in the planner if you need a specific standard in a specific week. THIS ROW COVERS TWO SEPARATE DISCIPLINES because the workbook pairs them: Alaska publishes Theatre and Dance as INDEPENDENT sets with their own codes, prefixed TH: and DA:. They are not a combined subject in the document and the plan teaches both rather than blending them into one. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Arts.pdf>