
Alaska 9 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	9 (High)
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 — Reading Intent From the Devices

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

Essential question	What is this dance trying to do, and how can you tell?
Standards	Creating / Revise (1) -> DA:CR3a-HSP Alaska Arts Standards / Create / Anchor Standard 3 - Refine and complete artistic work — a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process. Creating / Revise (2) -> DA:CR3b-HSP Alaska Arts Standards / Create / Anchor Standard 3 - Refine and complete artistic work — b. Compare recognized systems to document a section of a dance using writing, symbols, or media technology.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe the choreographic devices and dance structures used in a dance in order to identify its artistic intent, and explain the importance and value of documentation strategies for the preservation of dance works.

Success criteria (student-friendly)

- "I describe the devices and structures used in a dance."
- "I infer artistic intent from them."
- "I explain why documentation matters for dance."

Academic vocabulary

device, structure, intent, inference, documentation, notation, score, preservation, reconstruction

Materials and technology

- A cleared floor
- Notebooks
- Dance the school may lawfully use, or the class's own

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

Intent inferred from devices, and documentation explained.

Family communication

Ask your child how you would write a dance down.

Day 41 — Describing Before Interpreting

Week 9, Day 1 · Unit 3 · Standards: DA:CR3a-HSP, DA:CR3b-HSP

Focus	Method.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: Unit 2's devices. Teach: describing what a dance DOES - which devices, which structure, what repeats, what contrasts - before saying what it means, because an interpretation with no description under it is a guess. NO STUDENT'S OWN WORK IS DESCRIBED WITHOUT THEIR CONSENT; the class's own studies are used only by agreement, and the teacher's demonstration is always available instead. Try: shared description. Apply: students describe the devices and structure of a dance. Reflect: say what happens before you say what it means.

Check for understanding

Student describes the devices and structure of a dance.

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 — Inferring Intent

Week 9, Day 2 · Unit 3 · Standards: DA:CR3a-HSP, DA:CR3b-HSP

Focus	The standard's purpose clause.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: description. Teach: the inference must be traceable to a device: unison for unity, fragmentation for disintegration, retrograde for reversal. Try: shared inference. Apply: students infer intent from two described devices. Reflect: point at the device that made you think it.

Check for understanding

Student infers artistic intent from choreographic devices.

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 — When Intent and Effect Differ

Week 9, Day 3 · Unit 3 · Standards: DA:CR3a-HSP, DA:CR3b-HSP

Focus	Honesty.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: inference. Teach: that a maker's intent and a viewer's reading often differ, that this is information rather than failure, and how a choreographer uses the gap. Try: shared discussion using the class's own studies WITH CONSENT, or the teacher's. Apply: students compare a stated intent with a reading. Reflect: the gap tells you what the work actually communicates.

Check for understanding

Student compares stated intent with a viewer's reading.

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 — Why Dance Is Documented

Week 9, Day 4 · Unit 3 · Standards: DA:CR3a-HSP, DA:CR3b-HSP

Focus	Dance this week's standard.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: the studies. Teach: the problem the standard is really about - dance disappears as it is performed, so without documentation a work exists only while someone remembers it - and what is lost when it goes. Try: shared discussion of what a documented and an undocumented work leave behind. Apply: students explain the importance of documentation. Reflect: this is the only art form where the work vanishes by default.

Check for understanding

Student explains why dance documentation matters.

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 — Strategies

Week 9, Day 5 · Unit 3 · Standards: DA:CR3a-HSP, DA:CR3b-HSP

Focus	The standard's own noun.
Learning target	"I can identify a dance's intent from the devices used, and explain why dance is documented."
Vocabulary in use	device, structure, intent, inference, documentation, notation, score, preservation, reconstruction
Local date	_____

Learning sequence

Connect: importance. Teach: the strategies available - notation systems, written description, video, teaching it to another dancer, photographs of key shapes - and what each preserves and loses. ANY VIDEO IS THE STUDENT'S OWN AND IS NOT COLLECTED, KEPT OR SHARED. Try: shared comparison of two strategies on one phrase. Apply: students document a phrase by two strategies and explain the value of each. Reflect: video shows you everything except what it felt like to do.

Check for understanding

Student documents a phrase by two strategies and evaluates them.

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.
- Not affiliated with or endorsed by Alaska Department of Education and Early Development, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alaska Department of Education and Early Development, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://education.alaska.gov/akstandards/Arts.pdf> and local school or district guidance.

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, so GRADE 9 IS INDIVIDUALLY ADDRESSED and every statement here comes from the Grade 9 column of the actual table cells. Each code must end "-9" 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 and MEDIA ARTS IS NOT COVERED BY ANY ROW IN THIS SERIES. 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. AT HIGH SCHOOL THE COLUMNS ARE PROFICIENCY LEVELS RATHER THAN GRADES; THIS ROW REGISTERS HS PROFICIENT. IT ALSO 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:. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Arts.pdf>