

# Ohio 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            | Ohio                                                                                                                  |
| Grade            | 9 (High)                                                                                                              |
| Subject          | Theatre / Dance                                                                                                       |
| Course category  | Fine Arts                                                                                                             |
| Standards family | Fine Arts                                                                                                             |
| Framework        | Ohio's Learning Standards for Fine Arts: Drama/Theatre (2024) + Ohio's Learning Standards for Fine Arts: Dance (2024) |
| Issuing agency   | Ohio Department of Education and Workforce                                                                            |
| 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          | <b>Creating / Revise (1) -&gt; HSAC.3CR, HSAC.4CR, HSAC.5CR</b><br><b>Creating / Revise (2) -&gt; HSAC.5PE, HSAD.1PE, HSAD.2PE, HSAD.3PE</b><br><i>7 standards this week; full text in the standards table.</i> |
| 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. |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| 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: HSAC.3CR, HSAC.4CR, HSAC.5CR, HSAC.5PE, HSAD.1PE, HSAD.2PE, HSAD.3PE

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: HSAC.3CR, HSAC.4CR, HSAC.5CR, HSAC.5PE, HSAD.1PE, HSAD.2PE, HSAD.3PE

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: HSAC.3CR, HSAC.4CR, HSAC.5CR, HSAC.5PE, HSAD.1PE, HSAD.2PE, HSAD.3PE

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: HSAC.3CR, HSAC.4CR, HSAC.5CR, HSAC.5PE, HSAD.1PE, HSAD.2PE, HSAD.3PE

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: HSAC.3CR, HSAC.4CR, HSAC.5CR, HSAC.5PE, HSAD.1PE, HSAD.2PE, HSAD.3PE

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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

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- 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

Ohio Department of Education and Workforce. Ohio's Learning Standards for Fine Arts: Drama/Theatre (2024) + Ohio's Learning Standards for Fine Arts: Dance (2024). Ohio publishes one adopted fine arts document per discipline - Dance, Drama/Theatre, Media Arts, Music and Visual Art - and all five reuse the same code shape (scope.number + process), so the discipline is carried by the document rather than by the code. The four processes are Creating (CR), Performing/Presenting/Producing (PE), Responding (RE) and Connecting (CO). Ohio writes K-8 by grade and then switches to named proficiency levels - HSP, HSI, HSAC, HSAD - rather than to grades 9-12. Music additionally carries an ENSEMBLE ladder (ENN, ENI, ENS, ENAC, ENAD), which is what a band, choir or orchestra course sits on. Scope: scopes HSP/HSI/HSAC/HSAD. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards>