

---

# Wyoming 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            | Wyoming                                                   |
| Grade            | 9 (High)                                                  |
| Subject          | Theatre / Dance                                           |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Wyoming Content and Performance Standards                 |
| Issuing agency   | Wyoming 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 — 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)</b> -> <b>12.FPA.CO2 strand</b> — text<br><b>Creating / Revise (2)</b> -> <b>12.FPA.P1 strand</b> — text |
| 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: 12.FPA.CO2, 12.FPA.P1

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: 12.FPA.CO2, 12.FPA.P1

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: 12.FPA.CO2, 12.FPA.P1

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: 12.FPA.CO2, 12.FPA.P1

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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: 12.FPA.CO2, 12.FPA.P1

|                   |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| 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 Wyoming Department of Education, 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 Wyoming Department of Education, 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://edu.wyoming.gov/transparency/content-performance-standards/content-areas/> and local school or district guidance.

## Source citation

Wyoming Department of Education. Wyoming Content and Performance Standards. Retrieved 2026-07-27 from <https://edu.wyoming.gov/transparency/content-performance-standards/content-areas/>