

**Physical Education  
Unit 18: Dance Dance Revolution**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Students will learn the benefits of dancing as a physical activity and a lifetime recreational activity.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How to select difficulty level?</li> <li>▪ How do you follow music and visual cues?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules:</b> <ul style="list-style-type: none"> <li>○ The core game involves the player moving his or her feet to a set pattern, stepping in time to the general rhythm or beat of a song.</li> <li>○ The arrows scroll upwards from the bottom of the screen and pass over stationary, transparent arrows near the top.</li> <li>○ When the scrolling arrows overlap the stationary ones the players must step on the corresponding arrows on the dance platform and the player is given a judgment for their accuracy (Marvelous, Perfect, Great, Good, or Boo).</li> <li>○ The dancer is also given an A, B, C, D, E letter grade.</li> <li>○ Steps are also broken into levels of difficulty.</li> </ul> </li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <b>Terms:</b> <ul style="list-style-type: none"> <li>○ guide arrows, receptors, step zone, freeze arrows</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of difficulty levels.</li> <li>▪ Demonstrate eye foot coordination.</li> <li>▪ Initiate set up of music.</li> </ul>

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<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u>  G. Movement/Motor Skills and Knowledge  G2.Movement Skills  Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.  H. Physical Fitness Activities and Knowledge  H1.Fitness Assessment  Students participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness overtime.  I. Personal and Social Skills and Knowledge  I2.Responsible Behavior  Students demonstrate responsible and ethical personal behavior while participating in physical activities.  I3.Safety Rules and Rules of Play  Students predict how etiquette/rules improve games/activities.  a. Explain how etiquette/rules contribute to productive participation.  b. Predict how modifications to the environment can impact safety during games/physical activities.</p>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Students will be paired and choose music and then follow routine</li> <li>▪ Pair students with like ability levels</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Teacher observation</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Dance, Dance Revolution Game</li> </ul> </li> </ul>

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