

Physical Education Brunswick School Department
Grade 9
Dance Dance Revolution

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will learn the benefits of dancing as a physical activity and a lifetime recreational activity.
Essential Questions	<ul style="list-style-type: none"> ▪ How to select difficulty level? ▪ How do you follow music and visual cues?
Essential Knowledge	<ul style="list-style-type: none"> ▪ <u>Basic Rules:</u> <ul style="list-style-type: none"> ○ 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. ○ The arrows scroll upwards from the bottom of the screen and pass over stationary, transparent arrows near the top. ○ 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). ○ The dancer is also given an A, B, C, D, E letter grade. ○ Steps are also broken into levels of difficulty.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ guide arrows, receptors, step zone, freeze arrows
Essential Skills	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of difficulty levels. ▪ Demonstrate eye foot coordination. ▪ Initiate set up of music.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u></p> <p>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.</p> <p>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.</p> <p>I. Personal and Social Skills and Knowledge I2.Responsible Behavior Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>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 style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Students will be paired and choose music and then follow routine ▪ Pair students with like ability levels
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Teacher observation
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ Dance, Dance Revolution Game