Unit 17: Dance Dance Revolution

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 34**
Length: **1 Week**
Status: **Published**

Unit Overview

During this unit, the students will be engaged in motion, body control, rhythm, visual awareness and flexibility as they perform a variety of dance combinations and sequences. The students will gradually increase the level of difficulty throughout the unit.

Standards

HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Essential Questions

- Where does one's personal space end and another's begin?
- How does movement, muscle stretching, and performing sit-ups, push-ups and pull-ups increase body strength and overall health?

Application of Knowledge and Skills...

Students will know that...

- 1. Key terms related to dance (beat, rhythm, step, balance, routine)
- 2. How to count an 8, 16, or 32 beat routine
- 3. How to set up the game unit to their level and song choice

Students will be able to...

- A. Describe the importance of dance related to fitness.
- B. Demonstrate a basic 8 count DDR routine on practice mats.
- C. Perform a 'basic' level routine on the game board.
- D. Understand that dance is a lifetime skill and a good form of exercise.

Assessments

- Participation & Effort Summative: Other visual assessments 2.5.6.A.1-4, 2.5.6.C.1,3, 2.6.6.A.1,2,4-6

Activities

Introduce Dance Dance Revolution and explain the game system. Provide a brief history of the game and how it has become a major fitness activity.

Demonstrate how to set up the game, choose songs, and select skill levels.

Explain the dance pads and how the movements are tracked on the wall.

Demonstrate how to follow the dance steps on the screen.

Explain the importance of timing and eye-foot coordination.

Thirty-two sets of practice mats allow students to practice every song.

All students will begin with slower level songs to help their balance and confidence.

Students will be able to choose their own songs, speed, and skill level, based on comfort.

Ticket to Leave- daily

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
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    - Students will be able to select their own songs
    - Mini-lessons- students can practice on practice mats to each song at their own pace

Differentiation for ELL's:

- General modifications may include:
    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class
    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: beat, rhythm, step, balance, routine

Differentiation to extend learning for gifted students may include:

- Students will be able to select their own songs
- Mini-lessons- students can practice on practice mats to each song at their own pace

Integrated/Cross-Disciplinary Instruction

Health- safety and warm-up/cool down exercises to help prevent injuries

Resources

Playstation 2

DDR Resource Book

Playstation Video DDR Games

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.