

Grades 6-8 Physical Education Curriculum

Grade 6-8 Physical Education Curriculum	
Course Title: Physical Education	
Philosophy	Quick Link
Unit 1: Movement <ul style="list-style-type: none"> ➤ Lesson: Organized Sports ➤ Lesson: Dance ➤ Lesson: Performance/Creativity 	Quick Link
Unit 2: Strategy, Sportsmanship, Psychology, and Training <ul style="list-style-type: none"> ➤ Lesson 1: Offense/Defence ➤ Lesson 2: Rules ➤ Lesson 3: Mental Preparation 	Quick Link
Unit 3: Fitness <ul style="list-style-type: none"> ➤ Lesson 1: Fitness and Physical Activity ➤ Lesson 2: Training ➤ Lesson 3: Achieving and Assessing 	Quick Link

Grade 6-8 Physical Education Curriculum		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	Units	Instructional Days
1 Marking Periods	Unit 1: Movement	15 Instructional Days
2 Marking Period	Unit 2: Strategy, Sportsmanship, Psychology, and Training	20 Instructional Days
1 Marking Period	Unit 3: Fitness	15 Instructional Days

Grades 6-8 Physical Education Curriculum

Month(s)	Grade 6 Physical Education Scope and Sequence	Number of Instructional Days
September/ October	Fitness Fitness Testing- Pacer Test, Plank Test, Mile Run, Push Ups. Go over fitness components. Blood pressure, heights and weights.	8
	Big Team Games Team cooperation- Capture the flag, The great escape, kickball	3
	Football Teach basic skills, rules and strategy. Gameplay	5
November/ December	Basketball Teach basic skills, rules and strategy. Gameplay	6
	Volleyball Teach basic skills, rules and strategy. Gameplay	8
January	Team Handball Teach basic skills, rules and strategy. Gameplay	7
February/ March	Badminton Teach basic skills, rules and strategy. Gameplay	5
	Floor Hockey Teach basic skills, rules and strategy. Gameplay	5
	Soccer Teach basic skills, rules and strategy. Gameplay	6
April	Ultimate Football Teach basic skills, rules and strategy. Gameplay	6
	Big Team Games Team cooperation- Capture the flag, kickball	3
May/June	Softball Teach basic skills, rules and strategy. Gameplay	6
	Track and Field Teach basic skills, rules and strategy of each event. Olympic events	10

Philosophy

The philosophy of the Florham Park Physical Education program is to create a learning atmosphere that emphasizes wellness, physical fitness, social and emotional growth, and to encourage students to lead physically active lifestyles. Our focus is to help students become lifelong learners about wellness and have comprehensive movement experiences that focus on fun, involvement, character, self-esteem, fitness, and total well being for our students. The physical education program involves the “total child” and includes physical, mental, social, and emotional growth experiences.

Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the social and emotional well being of an individual. The Physical Education program provides an opportunity for the optimal physical and emotional development of an individual. It is an integral part of the educational program and provides another discipline in which a person can become fully educated. This discipline augments other disciplines in attempting to develop young people with integrated personalities capable of functioning at a high level of efficiency in work, recreation, and everyday activities.

The lesson structures are based on the best available scientific knowledge covering a broad range of relevant physical education concepts and are designed, selected, and conducted in accordance with the needs, interests, and maturity levels of the individual students and with the needs of the community at large. The Florham Park Physical Education program is a well-organized, sequential program that will allow the students to develop the skills necessary to build upon in subsequent years. Students will progress through a variety of units such as Fitness, Individual Sports, Team Sports, Project Adventure, Large Group Activities, and Dance. Emphasis is on the skills necessary to participate in team sports-including kinesthetic and traditional sports skills as well as learning the rules and regulations of the various sports' activities. These skills are presented through cooperative activities, which fosters all students' ability to be a positive member of a team or group.

Becoming physically educated is a developmental process that begins in early childhood and continues throughout life. A quality physical education program is needed for students to be physically active throughout their lifetime and reap the benefits of doing so. The Florham Park Physical Education program provides students with a multitude of important learning experiences that cannot be duplicated in other environments. We believe that a quality Physical Education program is fundamental for our students.

Unit: Movement	Grade: 6-8				
<p>Unit Summary: This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.</p> <p>Unit Rationale: This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.</p> <p>Content Statements Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p>					
NJ Student Learning Standards					
<p>Standards 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Primary interdisciplinary connections: math, music, health, science 21st century themes: Global Literacy, Civic Literacy and Health Literacy</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">CPI #</th> <th style="padding: 5px;">Cumulative Progress Indicator (CPI)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">2.5.6.A.1-3</td> <td style="padding: 5px;">1. Explain and</td> </tr> </tbody> </table>	CPI #	Cumulative Progress Indicator (CPI)	2.5.6.A.1-3	1. Explain and	
CPI #	Cumulative Progress Indicator (CPI)				
2.5.6.A.1-3	1. Explain and				

	<p>perform movement skills that combine mechanical ly correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>3. Create and demonstrate planned movement</p>	
--	--	--

	sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).	
2.5.6.B.1-2	<ol style="list-style-type: none">1. Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.2. Compare and contrast strategies used to impact individual and team effectiveness and make modifications for	

	improvement.
2.5.6.C.1-3	<p>1. Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanlike behavior.</p> <p>2. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>3. Relate the origin and rules associated with certain games, sports, and dances to</p>

	different cultures.	
Enduring Understandings/Goals		Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> Explain how force and motion impacts the quality of movement. Control movement while performing. Analyze how movement can be transferred to other activities. Explain how movement activities pose opportunities for self-expression, creativity, and teamwork Demonstrate appropriate forms of movement in an applied setting. Demonstrate the proper use of force and motion. Understand the principals of space and effort as they relate to movement. Use visual and verbal cues to improve performance in activities. Evaluate and apply elements of movement. Perform movement sequences based on themes. 		<ul style="list-style-type: none"> Why do I have to understand concepts of movement when I can already perform the movement? How does effective and appropriate movement affect wellness?
Lesson	Teaching Points	
Lesson 1: Sports (5-6 classes)	Goals/ Objectives	Learning Activities/ Instructional Strategies
	Students:	Lesson Sequence:

	<ul style="list-style-type: none">• Demonstrate developmentally appropriate form when using movement skills in applied settings.	<ol style="list-style-type: none">1. Start the lessons with a warm-up relating to the skill being taught. (For example, if the goal is to learn how to pass in soccer, give the students a ball and ask them to kick it around the field during their warm-up.) Follow the warm-up with an instructional component demonstrating the skill properly (either teacher showing the students or a student with prior knowledge showing the students). Have students practice the skill for a few minutes while	
--	--	--	--

		<p>observing each other and giving critiques as necessary. Then close each lesson with the students using the skill that was just taught in a gameplay setting.</p> <p><u>Skills to Focus</u></p> <p><u>On:</u></p> <ul style="list-style-type: none">• SOC CER -with both feet, passin g, shooti ng, trappi ng, and other footw ork• FLA G FOO TBA LL - passin	
--	--	--	--

		<p>g catchi ng, runni ng patter ns</p> <ul style="list-style-type: none">• TEA M HAN DBA LL - passin g shooti ng, movi ng to open space• VOL LEYB ALL - Bump ing, Settin g Servin g Rotat ing aroun	
--	--	--	--

		<p>d the court</p> <ul style="list-style-type: none">• BAD MIN TON – Servin g the shuttl e, cleari ng, dropp ing, drivin g, rotati ng aroun d the court• BASK ETB ALL – Dribb ling with both hands , shooti ng, layups	
--	--	---	--

		<p>, chest passes</p> <p>, bounce</p> <ul style="list-style-type: none"> • SOFT BALL - Throwing, catching, hitting & pitching • LACROSS - Proper stick holding position, passing & catching, cradling <p>2. GAMEPLAY – All rules and</p>	
--	--	--	--

		<p>procedures of all the team activities must be explained prior to a full gameplay situation. Once the rules are taught and understood, divide the students up into teams or groups. Depending on the facility, either have enough teams so that everyone is playing, or break up the teams and rotate them in as needed. Place emphasis on playing the games while following the rules and using good sportsmanship</p>	
--	--	---	--

Lesson 2: Dance (3-4 classes)

Goals/ Objectives	Learning Activities/ Instructional Strategies
<p><i>Students:</i></p> <ul style="list-style-type: none"> ● perform planned movement sequences based on a theme and using rhythm or music. ● discuss how movement activities pose opportunities for self-expression, creativity, and teamwork. 	<p><i>Lesson Sequence::</i></p> <ol style="list-style-type: none"> 1. Start by going over various dances with the entire class. Start by introducing the dance, follow up with the students practicing in small groups, and then finish up with the students trying it out together. When adding new dances, start the class by reviewing the dances that were taught in the previous class. Once students have sufficiently demonstrated the previous dance, begin

		<p>instructing them on the new dance.</p> <p>2. Divide the class into small groups. Each group selects a popular dance (e.g., the Electric Slide, the Continental, any popular club dance). Each group learns the steps and then teaches the dance to the rest of the class. Discuss how movement skills used in dance are similar to those used in sport activities.</p> <p>3. Students can create their own music for the dance if they would like or they can film the dance and</p>	
--	--	---	--

		show it to the class					
<p>Lesson 3: Performance and Creativity (2-3 Classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="478 331 772 467">Goals/ Objectives</th> <th data-bbox="772 331 1056 467">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 467 772 1432"> <p><i>Students:</i></p> <ul style="list-style-type: none"> • Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork. • Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback. </td> <td data-bbox="772 467 1056 1432"> <p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Divide the class into small groups. Each group will be given appropriate equipment based on the skill and sport they chose. 2. Students create a video showcasing three skills learned in physical education class. Form small groups and allow time for each group to select the skills and a target audience. (If time is a problem, </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p><i>Students:</i></p> <ul style="list-style-type: none"> • Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork. • Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback. 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Divide the class into small groups. Each group will be given appropriate equipment based on the skill and sport they chose. 2. Students create a video showcasing three skills learned in physical education class. Form small groups and allow time for each group to select the skills and a target audience. (If time is a problem, 		
Goals/ Objectives	Learning Activities/ Instructional Strategies						
<p><i>Students:</i></p> <ul style="list-style-type: none"> • Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork. • Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback. 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Divide the class into small groups. Each group will be given appropriate equipment based on the skill and sport they chose. 2. Students create a video showcasing three skills learned in physical education class. Form small groups and allow time for each group to select the skills and a target audience. (If time is a problem, 						

		<p>assign the skills; if time is not critical, allow groups time to discuss and select skills.) Students develop a script, locate props, and create costumes. Videotape the productions and discuss the planning process. Ask: “Was it hard to decide on the three skills? How did your group decide? How did you decide what was important to teach? Is there an easy way to teach the skill? How did you decide on a target audience? What might you do</p>	
--	--	---	--

		<p>differently next time?” Students use the tapes to teach the skill to the designated target audience.</p> <p>3. Organize the class into groups of three students. One person becomes the thrower, one the receiver, and one the observer. The thrower executes a lead pass using an overhand throwing technique to the moving receiver. The observer uses a task checklist to evaluate the throwing technique. The observer looks at one item on the checklist on</p>	
--	--	---	--

		<p>each attempt and rates each as follows: 1 = Infrequently; 2 = Often; or 3 = Every Time. Students then change roles.</p>	
<p>Skills (Students will be able to...)</p>			
<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Life and Career Skills 			

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Skill checks ● Preparedness ● Sportsmanship ● Cooperation <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● At the end of each lesson or unit as needed ● Equipment needed: District provided physical education equipment (yarn balls, hoops, playground balls, etc.) ● Teacher Resources: 	<p>Special Education</p> <ul style="list-style-type: none"> ● Curricular Modifications and Guidance for Students Educated in Special Class Settings ● Subgroup Accommodations and Modifications ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> ● <i>Preview content and concepts</i> ● <i>Behavior management plan</i> ● <i>Highlight text</i> ● <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● <i>Alternative formative and summative assessments</i> ● <i>Personal agendas</i> ● <i>Project-based learning</i> ● <i>Problem-based learning</i>

<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Skills check • Participation • Student Rubrics 	<ul style="list-style-type: none"> • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Written research projects 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>

<ul style="list-style-type: none"> • <u>Skills for Life</u>: Sue Couch, Ginny Felstehausen, Patsy Hallman • <u>Teaching Middle School Physical Education</u>: Bonnie S. Mohnsen • <u>Strength Training Anatomy</u>: Frederic Delavier • <u>Dynamic Physical Education for Elementary School Children</u>: Pangrazi Dauer • <u>Game Face- What does a female athlete look like?:</u> Jane Gottesman • <u>Teach like a Pirate</u>: Dave Burgess 	<ul style="list-style-type: none"> • All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district.
<p>Supplemental Professional Resources:</p>	<p>Supplemental Resources:</p>
<ul style="list-style-type: none"> • Education World • PE Central • Sports Media • Shape • Consult with OT and PT • Meet with child study team 	<ul style="list-style-type: none"> • modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking.
<p>Intervention Resources:</p>	<ul style="list-style-type: none"> • Various equipment • Research Projects • Occupational Therapy Equipment • Physical Therapy Equipment
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Primary interdisciplinary connections: health, social studies, math • <i>This is where you make any connections that lend itself to the curriculum. See example.</i> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies 	<ul style="list-style-type: none"> • Music on CDs • Videos of physical skills • Sportsmanship videos
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Health Literacy • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners • Life and Career Skills • Problem Solving Skills 	<ul style="list-style-type: none"> • Watch instructional video • Jump rope for Heart Web page • Listen to books on CDs, tapes, videos or podcasts if available
<p>Career Education</p>	<p>Global Perspective</p>

<ul style="list-style-type: none"> • Jump Rope for Heart Representative • Field Trip to NY Jet Stadium • Video clips of professional athletes • New Jersey Educational Field Trip 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
---	---

Unit: Strategy and Sportsmanship

Grade: 6-8

Unit Summary: This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life

Unit Rationale: This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life

Content Statements: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

NJ Student Learning Standards

Standards 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

Primary interdisciplinary connections: math, music, health, science

21st century themes: Civic Literacy and Health Literacy

CPI #	Cumulati ve Progress Indicator (CPI)
2.5.6.A.1-3	1. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic

	<p>environments.</p> <p>3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p>
2.5.6.B.1-2	<p>1. Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2. Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p>
2.5.6.C.1-3	<p>1. Compare the roles and</p>

	responsibilities of players and observers and recommend strategies to enhance sportsmanlike behavior. 2. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 3. Relate the origin and rules associated with certain games, sports, and dances to different cultures.	
Enduring Understandings/Goals		Essential Questions
Students will understand that... <ul style="list-style-type: none"> • Offensive/Defensive Strategies • Good sportsmanship applies to all facets of life 		<ul style="list-style-type: none"> • Why is sportsmanship important in all games? • How does strategy impact the game?
Lesson	Teaching Points	
Lesson 1: Offense/Defense (3-4 classes)	Goals/ Objectives	Learning Activities/

	Instructional Strategies
<p><i>Students:</i></p> <ul style="list-style-type: none"> • Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment. • Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities. 	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Students define sportsmanship and develop a survey to determine answers to the following questions: <ol style="list-style-type: none"> a. What makes a person a good sport? b. What is the best example of good

		<p>spo rts ma nshi p you hav e ever see n? c. Wh at is you r defi niti on of spo rts ma nshi p? 2. Students ask the same questions to at least five other individuals not in their class or grade. Encourage students to</p>	
--	--	--	--

		<p>ask their parents, older siblings, or high school or college athletes. Students share and discuss the results and develop a class description of good sportsmanship.</p> <p>3. Students develop a thematic bulletin board or school display. Invite local high school athletes to class to discuss the importance of rules in interscholastic play. Be sure they discuss the</p>	
--	--	---	--

		<p>consequences of breaking the rules.</p>					
<p>Lesson 2: Rules (2-3 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="527 367 793 500">Goals/ Objectives</th> <th data-bbox="793 367 1056 500">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 500 793 1385"> <p><i>Students:</i></p> <ul style="list-style-type: none"> Describe and demonstrate the use of offensive, defensive, and cooperative strategies. </td> <td data-bbox="793 500 1056 1385"> <p>1. Offensive/defensive strategies will be taught after all skills for that sport are covered. After the skills of each sport are taught and understood, start to focus on offensive and defensive strategies before beginning gameplay. Sports that will be covered are as follows:</p> <ol style="list-style-type: none"> soccer </td> </tr> </tbody> </table>			Goals/ Objectives	Learning Activities/ Instructional Strategies	<p><i>Students:</i></p> <ul style="list-style-type: none"> Describe and demonstrate the use of offensive, defensive, and cooperative strategies. 	<p>1. Offensive/defensive strategies will be taught after all skills for that sport are covered. After the skills of each sport are taught and understood, start to focus on offensive and defensive strategies before beginning gameplay. Sports that will be covered are as follows:</p> <ol style="list-style-type: none"> soccer
Goals/ Objectives	Learning Activities/ Instructional Strategies						
<p><i>Students:</i></p> <ul style="list-style-type: none"> Describe and demonstrate the use of offensive, defensive, and cooperative strategies. 	<p>1. Offensive/defensive strategies will be taught after all skills for that sport are covered. After the skills of each sport are taught and understood, start to focus on offensive and defensive strategies before beginning gameplay. Sports that will be covered are as follows:</p> <ol style="list-style-type: none"> soccer 						

		<ul style="list-style-type: none">b. flag foot ballc. tea m han dba lld. voll eyb alle. bad min tonf. bas ket ballg. soft ballh. lacross <p>2. Based on the unit being taught, introduce defensive strategies first. Once students have a compressive understanding, begin to introduce various offensive strategies as needed.</p>	
--	--	---	--

		<p>Have students remind each other about the different tactics and skills taught throughout the gameplay.</p> <p>3. Variation: Create rule cards, with one rule per card. Distribute the rule cards to observers. When a particular rule of the game is not applied, the observer yells "Rule!" The action stops and the players discuss the appropriate use of the rule. Action restarts from alternating goalies.</p>	
<p>Lesson 3: Mental Preparation (2-4 classes)</p>			

Goals/ Objectives	Learning Activities/ Instructional Strategies
<p><i>Students:</i></p> <ul style="list-style-type: none"> Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity. 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> Ask: “What words do you use to describe the best athletes in the world?” Discuss the student responses and focus on one’s ability to be mentally tough. Explain that to become successful in anything— sports, writing, and musical performance — an individual must possess both physical talent and mental skills. Students

		<p>conduct interviews with at least five successful performers. In the interview, students focus on the ways the person prepares for a major event (e.g., a play, a big game). Questions should focus on rituals, good luck charms, dietary habits, and mental images that performers use prior to each activity. Students share the results of their interviews and discuss</p>	
--	--	--	--

		<p>mental vs. physical preparation.</p> <p>2. Students are to create a project that demonstrates these performers and their mental preparation.</p> <p>3. This lesson is to be taught after Movement Skills and Offensive/Defensive strategies have been taught.</p>	
Skills (Students will be able to...)			
<ul style="list-style-type: none"> Catching, throwing, kicking, hitting, cutting, evading, bumping, setting, serving, tossing, dribbling, shooting 			

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Student participation 	<p>Special Education</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications

<ul style="list-style-type: none"> • Skill checks • Preparedness • Sportsmanship • Cooperation 	
<p>Summative Assessments:</p>	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<ul style="list-style-type: none"> • At the end of each lesson or unit as needed • Equipment needed: District provided physical education equipment (yarn balls, hoops, playground balls, etc.) • Teacher Resources: 	<p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i>
<p>Benchmark Assessments:</p>	<p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i>
<ul style="list-style-type: none"> • Teacher observation • Skills check • Participation • Student Rubrics 	<p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Alternative Assessments:</p>	<p>English Language Learners</p>
<ul style="list-style-type: none"> • Written research projects 	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students with 504 Plans</p>

	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Skills for Life: Sue Couch, Ginny Felstehausen, Patsy Hallman • Teaching Middle School Physical Education: Bonnie S. Mohnsen • Strength Training Anatomy: Frederic Delavier • Dynamic Physical Education for Elementary School Children: Pangrazi Dauer • Game Face- What does a female athlete look like?: Jane Gottesman • Teach like a Pirate: Dave Burgess <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Education World • PE Central • Sports Media • Shape • Consult with OT and PT • Meet with child study team 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district. <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking. <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Various equipment • Research Projects • Occupational Therapy Equipment • Physical Therapy Equipment
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<ul style="list-style-type: none"> • Primary interdisciplinary connections: health, social studies, math • <i>This is where you make any connections that lend itself to the curriculum. See example.</i> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies 	<ul style="list-style-type: none"> • Music on CDs • Videos of physical skills • Sportsmanship videos
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Health Literacy 	<ul style="list-style-type: none"> • Watch instructional video

Grades 6-8 Physical Education Curriculum

<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners • Life and Career Skills • Problem Solving Skills 	<ul style="list-style-type: none"> • Jump rope for Heart Web page • Listen to books on CDs, tapes, videos or podcasts if available
<p>Career Education</p>	<p>Global Perspective</p>
<ul style="list-style-type: none"> • Jump Rope for Heart Representative • Field Trip to NY Jet Stadium • Video clips of professional athletes • New Jersey Educational Field Trip 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

<p>Unit: Fitness</p>	<p>Grade: 6-8</p>
-----------------------------	--------------------------

Unit Summary: This unit enables students to understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).

Unit Rationale: In this unit students learn how each component of fitness is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle

Content Statements Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

NJ Student Learning Standards

2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

Primary interdisciplinary connections: math, music, health, science

21st century themes: Global Literacy, Civic Literacy and Health Literacy

CPI #	Cumulative Progress Indicator (CPI)
2.6.6.A.1-7	1. Analyze the social, emotional, and health benefits of selected physical experiences. 2. Determine to what extent various activities improve skill-related fitness versus health-

	<p>related fitness.</p> <p>3. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>4. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>5. Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>6. Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p>	
--	---	--

	<p>7. Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>	
<p>Enduring Understandings/Goals</p>		<p>Essential Questions</p>
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. ● Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. ● Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. ● Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. ● Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. <p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Identify the amount of exercise needed to stay fit. ● Develop an appropriate fitness program ● Recognize age appropriate fitness 		<ul style="list-style-type: none"> ● What is the minimum amount of exercise I can do to stay physically fit? ● How do I develop an appropriate personal fitness ● Program and find the motivation to commit to it? ● How do you realize age-appropriate fitness?
<p>Lesson</p>	<p>Teaching Points</p>	

Lesson 1: Fitness and Physical Activity (4-6 classes)

Goals/ Objectives	Learning Activities/ Instructional Strategies
<p><i>Students:</i></p> <ul style="list-style-type: none"> ● Describe the physical, social, and emotional benefits of regular physical activity ● Differentiate among activities that improve skill fitness ● Describe how body systems adapt over time to physical activity ● Describe how gender, age, heredity, and health behaviors 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Start the class by going over the proper use of all the equipment in the Wellness (workout) Room. Create a scavenger hunt where the students will need to identify the machines and muscle groups that those machines improve. Monitor the students as they are navigating the room, making sure

	<p>impact fitness</p>	<p>that no students are attempting to use the equipment.</p> <p>2. Once all students have a basic understanding of the equipment, discuss the 5 areas of physical fitness. Explain what exercises in the Wellness Room improve/build up those 5 areas. Give examples and have the students classify each.</p> <p>3. An important concept for training is the ability to monitor</p>	
--	---------------------------	---	--

		<p>one's heart rate and modify exercise to stay within an appropriate aerobic zone. Teach students how to determine their maximal heart rate and then have students determine the upper and lower limits of their aerobic target zone. (Review ways to monitor the pulse rate during exercise, or introduce heart rate monitors if available.)</p>	
--	--	--	--

		<p>Once students are comfortable taking and recording their own pulse, explain why it is so important to monitor one's pulse rate during exercise. Introduce the concept of intensity level, and show students a simple chart to help them gauge how hard they are working when they exercise (e.g., create a scale from 1 (very, very light) to 10 (extremely hard). Each student</p>	
--	--	--	--

		<p>jumps rope at a slow pace for 30 seconds, takes and records his/her pulse, and then rates the intensity of the exercise. Next, each student jumps rope at a medium pace for 30 seconds and repeats the pulse and intensity recording. Finally, each student jumps rope at a challenging pace, one that puts him/her in the target zone. After recording the</p>	
--	--	--	--

		<p>appropriate data, students evaluate if they were above or below the target zone and adjust the next exercise accordingly. Discuss the importance of reaching the target zone and using it to get the most benefit from exercise.</p>	
--	--	---	--

Lesson 2: Training (2-4 Classes)

Goals/ Objectives	Learning Activities/ Instructional Strategies
<ul style="list-style-type: none"> ● Discuss the relationship between practice, training, and injury prevention ● Discuss how the principles of training include FIT, overload, progression, and specificity to improve personal fitness ● Apply the appropriate training principles to various forms of physical activity used to improve 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Explain that the duration the muscle works against resistance influences muscle endurance. <p>Demonstrate different kinds of push-ups that might be used to increase arm muscle endurance (e.g., line salute, wall, elevator, partner push-ups). Pair students and have them face each</p>

	personal fitness	other, about 6 feet apart, in the traditional push-up position. One partner has a tennis ball. The object is to roll the ball between the arms of the partner. The partner tries to stop the ball with one hand while remaining in the push-up position. A goal is scored when the ball rolls between the arms of the partner. Time play for 30 seconds, allow a brief rest and then have	
--	------------------	---	--

		<p>the partners play for one minute. The final game is played for two minutes. After the game, brainstorm the effects of the longer game and the need for progression.</p> <p>2. Students need to understand and apply appropriate exercise sequences when considering a workout plan. This teacher-directed activity leads students through seven parts of a workout.</p>	
--	--	--	--

		<p>Students are always one step behind the teacher. The teacher begins with a warm-up but students do not start it until the teacher moves to flexibility. After completing the entire sequence, students defend the sequence of activities:</p> <ul style="list-style-type: none">a. W ar m- upb. Fle xib ilit yc. M usc le str en	
--	--	---	--

		gth an d en du ran ce d. Ca rdi ore spi rat ory en du ran ce e. Co ol do wn Re - str etc h f. Hy dra te (dr ink wa ter)	
--	--	---	--

		<p>3. This activity reinforces the message that exercise can be most beneficial when it follows the 5-20-5 schedule (five minutes of strength, 20 minutes of cardio training, and five minutes of stretching). After a brief warm-up, assign students to one of 15 to 20 stations (based on the size of the class). Students stay at each station for one minute and then rotate</p>	
--	--	--	--

		throughout the entire circuit.					
<p>Lesson 3: Achieving and Assessing Fitness (2-4 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="537 367 802 500">Goals/ Objectives</th> <th data-bbox="802 367 1054 500">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 500 802 1432"> <p>Students:</p> <ul style="list-style-type: none"> ● Engage in moderate to vigorous forms of physical activity that address each component of fitness ● Engage in physical activity at target heart rate for a minimum of 20 minutes ● Monitor psychological indicators before, during and after exercise </td> <td data-bbox="802 500 1054 1432"> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Brainstorm physiological indicators that change during exercise (e.g., heart rate, respiratory rate, sweating, body temperature, perceived exertion or effort). Write the ideas on the board, creating a column for each item. For the next 20 minutes, students </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> ● Engage in moderate to vigorous forms of physical activity that address each component of fitness ● Engage in physical activity at target heart rate for a minimum of 20 minutes ● Monitor psychological indicators before, during and after exercise 	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Brainstorm physiological indicators that change during exercise (e.g., heart rate, respiratory rate, sweating, body temperature, perceived exertion or effort). Write the ideas on the board, creating a column for each item. For the next 20 minutes, students 		
Goals/ Objectives	Learning Activities/ Instructional Strategies						
<p>Students:</p> <ul style="list-style-type: none"> ● Engage in moderate to vigorous forms of physical activity that address each component of fitness ● Engage in physical activity at target heart rate for a minimum of 20 minutes ● Monitor psychological indicators before, during and after exercise 	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Brainstorm physiological indicators that change during exercise (e.g., heart rate, respiratory rate, sweating, body temperature, perceived exertion or effort). Write the ideas on the board, creating a column for each item. For the next 20 minutes, students 						

		<p>move through a teacher designed obstacle course, stopping for a one minute rest at five minute intervals. After students have completed the activity, return to the indicators listed on the board. As students share the changes they experienced, write their comments in the appropriate column.</p> <p>Blan</p> <p>a. Va ria tio</p>	
--	--	---	--

		n: Pr ovi de eac h stu de nt wit h a ch art , si mil ar to the on e ab ov e. D uri ng eac h sec tio n of the	
--	--	---	--

		<p>act ivit y, stu de nts rec or d ch an ges . Di scu ss the res ult s</p> <p>2. Students will utilize all previously mentioned areas of fitness and apply it to their workouts in the Wellness Room. Students are responsible</p>	
--	--	--	--

		<p>for tracking the cardiorespiratory activity as well as their muscular strength and muscular endurance activities. They are to complete this using a fitness log and pencil.</p> <p>a. Variation: Have the students complete the fitness</p>	
--	--	--	--

		s log in Go ogl e Sh eet s or Ex cel to the n cre ate gra ph s to dis pla y the ir inf or ma tio n an d tra	
--	--	--	--

		ck the ir gro wt h.	
Skills (Students will be able to...)			
<ul style="list-style-type: none"> Flexibility, Cardiovascular endurance, Muscle strength and endurance 			

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Student participation Skill checks Preparedness Sportsmanship Cooperation <p>Summative Assessments:</p> <ul style="list-style-type: none"> At the end of each lesson or unit as needed Equipment needed: District provided physical education equipment (yarn balls, hoops, playground balls, etc.) Teacher Resources: <p>Benchmark Assessments:</p>	<p>Special Education</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clubbing activities Exploration by interest

<ul style="list-style-type: none"> • Teacher observation • Skills check • Participation • Student Rubrics 	<ul style="list-style-type: none"> • <i>Flexible groupings</i>
Alternative Assessments:	English Language Learners
<ul style="list-style-type: none"> • Written research projects 	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students at Risk for Failure
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Gifted and Talented
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students with 504 Plans
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources:
Core Professional Resources:	Core Instructional Resources:
<ul style="list-style-type: none"> • Skills for Life: Sue Couch, Ginny Felstehausen, Patsy Hallman • Teaching Middle School Physical Education: Bonnie S. Mohnsen • Strength Training Anatomy: Frederic Delavier • Dynamic Physical Education for Elementary School Children: Pangrazi Dauer • Game Face- What does a female athlete look like?: Jane Gottesman 	<ul style="list-style-type: none"> • All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district.
	Supplemental Resources:

<ul style="list-style-type: none"> • Teach like a Pirate: Dave Burgess <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Education World • PE Central • Sports Media • Shape • Consult with OT and PT • Meet with child study team 	<ul style="list-style-type: none"> • modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking. <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Various equipment • Research Projects • Occupational Therapy Equipment • Physical Therapy Equipment
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<ul style="list-style-type: none"> • Primary interdisciplinary connections: health, social studies, math • <i>This is where you make any connections that lend itself to the curriculum. See example.</i> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies 	<ul style="list-style-type: none"> • Music on CDs • Videos of physical skills • Sportsmanship videos
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Health Literacy • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners • Life and Career Skills • Problem Solving Skills 	<ul style="list-style-type: none"> • Watch instructional video • Jump rope for Heart Web page • Listen to books on CDs, tapes, videos or podcasts if available
<p>Career Education</p>	<p>Global Perspective</p>
<ul style="list-style-type: none"> • Jump Rope for Heart Representative • Field Trip to NY Jet Stadium • Video clips of professional athletes • New Jersey Educational Field Trip 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month

Grades 6-8 Physical Education Curriculum

- | | |
|--|---|
| | <ul style="list-style-type: none">• National Italian American Heritage Month• Asian Pacific American Heritage• Older Americans' Month• Jewish American Heritage Month• Week of Respect• Red Ribbon Week• International Dot Day (September 16) |
|--|---|