



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-10-11-12

Subject: Woodshop

Unit Name: Woodshop			
Duration: Unit 2--{8 weeks}			
Essential Questions	What type of fastener should be used? What type of joint should be used? What design techniques should be used when designing? Why is it important to make accurate measurements? What does a planer do? What kinds of circular saws do we use?		
Enduring Understandings	Woodshop and power tool safety		



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	<p>Know the different types of hammers Identify the different parts of a hammer Identify different nails Explain the nail sizing system Properly drive nails Select the best screw for the project Properly drill holes for wood screws Know the uses of many different types of fasteners Select the best joint for a project Identify different types of joints Construct the common types of wood joints Explain the uses of a jig</p> <p>Know the design factors Able to sketch accurately Produce a plan of procedure, a bill of materials, and a cut list to work from</p>		
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Relevant Standards: (i.e; NJSLS; NGSS)	NJSLS: 9.3.12 Career Awareness, Exploration & Preparation NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:		
Interdisciplinary Connections: ELA, Math, Social Studies, Science			
Tier 2 Vocabulary: Analyze. Measure			
Tier 3 Vocabulary: Plywood, Saw, Drill, Drill bit, Mechanical Fasteners, Wood Joints			
Core Instructional Materials/Resources/Digital Tools Websites- NJCAN, Power tools, Appropriate instructional videos Sources New Jersey Student Learning Standards (2016) - http://www.state.nj.us/education/cccs/2016/math/standards.pdf New Jersey Student Learning Standards - Technology (2014) - http://www.state.nj.us/education/cccs/2014/tech/8.p Career Ready Practices (2014) - http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Pearson enVision 2.0 (2016) - https://www.pearsonrealize.com			



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<p>21st Century Themes and Skills: (CRP /NJSL Standards)</p>	<p><u>To apply the standards that apply copy and paste from the link.</u></p> <p>12 Career Ready Practices follow the link below. NJSL</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf 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. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</p> <p>NJSL Technology Literacy 8.1A, 8.1B</p>	



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Assessments and Performance Tasks:	Formative: Teacher created individual and group projects Summative: Quarterly assessments, project based, with standards embedded within Alternative: Individually assigned projects based on student's ability and level	

Differentiation/Accommodations/Modifications				
Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans	



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			Students at risk of academic failures	
<p><i>(content, process, product and learning environment)</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p> <p>Alternative assignments</p> <p>Culturally related project based assignments</p>		<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	



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Students present on topic of interest and curriculum related			
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