



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-10-11-12

Subject: Woodshop

Unit Name: Woodshop

Duration: Unit 3--{8 weeks}

Essential Questions

What is the right saw for the job?

What tool should be used to perform the task at hand?

Which router bit and router should be used?

What is the difference between a cabinet and Furniture?

How do I make a door?

How do I make a drawer?



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<p>Enduring Understandings</p>	<p>Woodshop and power tool safety</p> <p>Distinguish uses of each type of saw</p> <p>Explain the sizing of the saws</p> <p>Perform a variety of cuts using the different saws</p> <p>Discuss the uses of each machine</p> <p>Identify parts of each machine</p> <p>Perform basic operations on each machine</p> <p>Discuss uses of router</p> <p>Identify parts of each machine</p> <p>Perform cuts with router</p> <p>Know the different types of bits</p>		
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Know the difference between furniture and cabinets

Make a master layout

Construct a cabinet and a piece of furniture

Distinguish between lip and flush doors

Construct frames for door and drawers

Relevant Standards:

NJSLS: 9.3.12 Career Awareness, Exploration & Preparation
NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F
Technology:

(i.e; NJSLS; NGSS)

Interdisciplinary Connections: ELA, Math, Social Studies, Science

Tier 2 Vocabulary: Analyze. Measure



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Tier 3 Vocabulary: Plywood, Saw, Drill, Drill bit, Mechanical Fasteners, Wood Joints, Band Saw, Saber Saw, Drilling machines

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>

21st Century Themes and Skills:
(CRP /NJSLS Standards)

To apply the standards that apply copy and paste from the link.

12 Career Ready Practices follow the link below. NJSLS

<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.



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	<p>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>NJSLS Technology Literacy 8.1A, 8.1B</p>	
<p>Assessments and Performance Tasks:</p>	<p>Formative: Teacher created individual and group projects</p> <p>Summative: Quarterly assessments, project based, with standards embedded within</p> <p>Alternative: Individually assigned projects based on student’s ability and level</p>	



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Differentiation/Accommodations/Modifications				
Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failures	
<i>(content, process, product and learning environment)</i>	Highlight key vocabulary through close reading Use graphic organizers Modified Assignments		<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>	



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<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>Students present on topic of interest and curriculum related</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>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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