



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-10-11-12

Subject: Woodshop

Unit Name: Woodshop			
Duration: Unit 5--{8 weeks}			
Essential Questions	What do I need to make this project?		
Enduring Understandings	Woodshop and power tool safety		



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	<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> <p>Know the difference between furniture and cabinets</p>		
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	<p>Make a master layout</p> <p>Construct a cabinet and a piece of furniture</p> <p>Distinguish between lip and flush doors</p> <p>Construct frames for door and drawers</p> <p>Individual instruction / help with projects</p> <p>Perform tasks as instructed / work on projects</p>		
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Relevant Standards:

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



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(i.e; NJSLs; NGSS)

Interdisciplinary Connections: ELA, Math, Social Studies, Science

Tier 2 Vocabulary: Analyze. Measure

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>



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<p>21st Century Themes and Skills: (CRP /NJSLS 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. NJSLS</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>NJSLS Technology Literacy 8.1A, 8.1B</p>	



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Assessments and Performance Tasks:	<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	



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