



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-10-11-12

Subject: Woodshop

Unit Name: Woodshop			
Duration: Unit 1-{8 weeks}			
Essential Questions	<ul style="list-style-type: none">• Why is safety so important in working in the Wood Shop• What is important to know when operating power tools?		
Enduring Understandings	Woodshop and power tool safety Know the 16 different rules for power tool safety Demonstrate safety procedures and practices Know and understand the safety rules for each machine Demonstrate safety procedures and standards		
Relevant Standards:		NJLSL: 9.3.12 Career Awareness, Exploration & Preparation	



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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

Tier 3 Vocabulary: Plywood, Saw, Drill, Drill bit

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



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	<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>	
<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>	



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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

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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