

## Pine Hill Public Schools Curriculum

Content Area:		<b>Special Areas</b>	
Course Title/ Grade Level:		Woodworking I/II	
Unit 1:	Safety and Classroom Procedures	Month:	<b>1 Week</b>
Unit 2:	Tool Identification and Usage Procedures	Month:	<b>1-2 Weeks</b>
Unit 3:	Projects- Bookrest, Candle Holder	Month:	<b>3 Weeks</b>
Unit 4:	Projects- Cellphone holder, Halloween Projects, Benchmark Project	Month:	<b>3 Weeks</b>
Unit 5:	Projects- Push Sticks, Secret Box	Month:	<b>4 Weeks</b>
Unit 6:	Projects- Footstool, Benchmark Project	Month:	<b>5 Weeks</b>
Unit 7:	Projects- Key Holder, Kitchen Utensils, Wooden Car, Benchmark Project	Month:	<b>9 Weeks</b>
Unit 8:	Projects- Birdhouse, Toolbox, Mother's Day Flower, Boomerang, Benchmark Project	Month:	<b>9 Weeks</b>
BOE Approval Date:		August 28, 2012	

<b>Unit Title:</b>	Safety and Classroom Procedures	<b>Unit #: 1</b>
<b>Course or Grade Level:</b>	<b>Woodworking I, II</b>	<b>Length of Time: 1 week</b>
<b>Pacing</b>	September	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is safety in and out of the classroom? How does safety affect the classroom environment?</li> <li>• Classroom procedures for a productive learning environment.</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Safety procedures, classroom management</li> <li>• Classroom procedures including beginning and ending of daily work sessions</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Design a safety poster or visual aid to stress the importance of safety in and out of classroom.</li> <li>• Explain proper class work procedures including gathering materials and tools, in class procedures, and clean up processes.</li> <li>• Prepare safe work environments in the classroom.</li> <li>• Clean up and store tools and materials at the end of each day.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Safety project- essay, PowerPoint, poster, web-based project</li> <li>• Safety quiz</li> <li>• Observation</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pictures and graphics to portray safety rules for needed students</li> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool.</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Computer Science- Computer animations and graphics</li> <li>• Web-based simulation programs</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet resources, classroom worksheets, safety worksheets, poster paper, computer</li> <li>• Edmodo weekly writing</li> </ul>	

**2009 NJCCCS**

**Standard:** 9.4 Career/Tech Ed.

**Strand(s):** B. Architect/Construction

**Content Statement(s):** Career Cluster

**CPI # / CPI(s): 9.4.12.B.(2).10**

Safety Practice Procedure

**21<sup>st</sup> Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

**Unit Title:** Tool Identification and Usage Procedures

**Unit #: 2**

<b>Course or Grade Level: Woodshop I/II</b>		<b>Length of Time: 1-2 weeks</b>	
<b>Pacing</b>	September		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Explain various hand and power tools and their safe usage.</li> <li>• Explain proper class work procedures including gathering materials and tools, in class procedures, and clean up procedures.</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• Tool usage, proper storage, and hand versus machine tools.</li> <li>• Proper care of tools and machinery including individual machine safety.</li> <li>• Proper use and reading of tape measure.</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain various hand tools and machines and the procedures for each.</li> <li>• Storing and cleaning tools properly and safely.</li> <li>• Storing of projects and materials.</li> <li>• Writing a Plan of Procedure for each project.</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tool practice usage test</li> <li>• Observation of proper tool usage.</li> <li>• Observation, Plan of Procedure completion</li> <li>• Tape measure quiz</li> <li>• Daily work grade</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool.</li> <li>• Peer help from experienced students to assist novice students in tool usage</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math- calculations such as addition, fractional equivalents, distances, etc.</li> <li>• Math- conversions using tape measure, feet and inches</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet resources, classroom worksheets, safety worksheets, computer</li> <li>• Tool manuals</li> <li>• Tape measure, video, individual tools both power and hand</li> <li>• Edmodo weekly writing</li> </ul>		

**2009 NJCCCS**

**Standard:** 9.4 Career/Tech Ed.

**Strand(s):** M. Manufacturing, B. Architect/Construction

<b>Content Statement(s):</b> Safety Health, Career Cluster, Technical Skills	<b>CPI # / CPI(s):</b> 9.4.12.M.(6).7, 9.4.12.B.(1).8, 9.4.12.B.(3).3
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Safe Use of Equipment, Data Collection, Construction Skills
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**21<sup>st</sup> Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Unit Title:</b>	Projects- Book Rest, Candle Holder	<b>Unit #: 3</b>
<b>Course or Grade Level: Woodworking I, II</b>	<b>Length of Time: 3 weeks</b>	
<b>Pacing</b>	September, October	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the steps in writing Plan of Procedure sheet and how to fill out a Bill of Materials sheet?</li> <li>• How to use a tape measure to layout material to use minimum amount of material for project?</li> <li>• What are the steps in beginning a wood shop project?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Planning and recording steps involved in building a project.</li> <li>• Layout materials to utilize minimum amount of material without waste.</li> <li>• Layout and cutting of first type of joint, dado joint.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Measuring pieces to length and width.</li> <li>• Determining how each piece fits together with other pieces and the joinery needed to construct project.</li> <li>• Sketching and drawing required to help visualize complete project.</li> <li>• Cutting wood to size, finishing process</li> <li>• Remove excess wood in dado joint with chisel.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Worksheets, completed Plan of Procedure, Bill of Materials sheet, measurement exercises</li> <li>• Daily work grade</li> <li>• Observation, daily tool usage</li> <li>• Project grades, Woodshop II- shelf project</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool or process.</li> <li>• Peer help from experienced students to assist novice students in tool usage.</li> <li>• Peer help from experienced students to assist in project development and completion.</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Mathematical calculations such as addition, fractional equivalents, distances, etc.</li> <li>• Math- math is incorporated throughout the development of the project to insure proper measurement and accurate size of project is maintained.</li> <li>• Art- sketching projects</li> <li>• English- completing Plan of Procedure in rational and readable sentences.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Daily work grades, daily clean up procedures</li> <li>• Worksheets, handouts, textbook</li> <li>• Edmodo weekly writing</li> </ul>	

**2009 NJCCCS**

**Standard:** 9.4 Career/Tech Ed.

**Strand(s):** B. Architect/Construction, M. Manufacturing, O. STEM

**Content Statement(s):** Technical Skills, Technical Skills, Safety Health, Academic Foundation

**CPI # / CPI(s):** 9.4.12.B.(3).3, 9.4.12.B.(2).17, 9.4.12.M.(6).7, 9.4.12.O.2

Construction Skills, Use Skills on Project, Safe Use of Equipment, Math Knowledge

**21<sup>st</sup> Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Unit Title:</b>	Projects- Cell phone holder, Halloween projects, Benchmark Project	<b>Unit #: 4</b>
<b>Course or Grade Level: Woodworking I, II</b>	<b>Length of Time: 3 weeks</b>	
<b>Pacing</b>	October, November	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we protect our electronic devices while charging?</li> <li>• What tool is better for cutting sharp curves in plywood, a scroll saw or a band saw?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Planning and recording steps involved in building a project.</li> <li>• Layout materials to utilize minimum amount of material without waste.</li> <li>• Making relief cuts to help with acute angles and concave cuts</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Measuring pieces to length and width.</li> <li>• Determining how each piece fits together with other pieces and the joinery needed to construct project.</li> <li>• Sketching and drawing required to help visualize complete project.</li> <li>• Cutting wood to size, finishing process</li> <li>• Sanding all edges completely</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Worksheets, completed Plan of Procedure, Bill of Materials sheet, measurement exercises</li> <li>• Daily work grade</li> <li>• Observation, daily tool usage</li> <li>• Project grades, Woodshop II- Candle Holder, Band saw Box</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool or process.</li> <li>• Peer help from experienced students to assist novice students in tool usage.</li> <li>• Peer help from experienced students to assist in project development and completion.</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Mathematical calculations such as addition, fractional equivalents, distances, etc.</li> <li>• Math- math is incorporated throughout the development of the project to ensure proper measurement and accurate size of project is maintained.</li> <li>• Art- sketching projects</li> <li>• English- completing Plan of Procedure in rational and readable sentences.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Daily work grades, daily clean up procedures</li> <li>• Worksheets, handouts, textbook</li> <li>• Edmodo weekly writing</li> </ul>	

**2009 NJCCCS**

**Standard:** 9.4 Career/Tech Ed.

**Strand(s):** B. Architect/Construction, M. Manufacturing, O. STEM

**Content Statement(s):** Technical Skills, Technical Skills, Safety Health, Academic Foundation

**CPI # / CPI(s):** 9.4.12.B.(3).3, 9.4.12.B.(2).17, 9.4.12.M.(6).7, 9.4.12.O.2

Construction Skills, Use Skills on Project, Safe Use of Equipment, Math Knowledge

**21<sup>st</sup> Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Unit Title:</b> Project- Push Sticks, Secret Box		<b>Unit #: 5</b>	
<b>Course or Grade Level: Woodworking I, II</b>		<b>Length of Time: 4 weeks</b>	
<b>Pacing</b>	November, December		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we make cutting with the table saw and band saw more safe?</li> <li>• What are some ways to make woodworking easier when using dangerous tools?</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• Router basics</li> <li>• Power sanding tools and their uses.</li> <li>• Handwork versus power tool work on some projects.</li> <li>• Pattern making and plotting points on graph.</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use basic routing techniques.</li> <li>• Use spindle and disc sanders to smooth arcs both concave and convex as part of project.</li> <li>• File edges to remove splinters for smooth grip.</li> <li>• Sand push stick properly.</li> <li>• Use a French curve to plot points with a gradual curve for push stick.</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Project grades, Woodshop II- step stool, Band saw box</li> <li>• Using dado saw properly</li> <li>• Worksheets, completed Plan of Procedure, Bill of Materials sheet</li> <li>• Observation, daily tool usage</li> <li>• Daily work grade</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool or process.</li> <li>• Peer help from experienced students to assist novice students in tool usage.</li> <li>• Peer help from experienced students to assist in project development and completion.</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math- math is incorporated throughout the development of the project to insure proper measurement and accurate size of project is maintained.</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Router usage</li> <li>• Daily work grades, daily clean up procedures</li> <li>• Worksheets, handouts, textbook</li> <li>• Edmodo weekly writing</li> </ul>		
<b>2009 NJCCCS</b>			
<b>Standard:</b>	<b>9.4 Career/Tech Ed.</b>		
<b>Strand(s):</b> B. Architect/Construction, M. Manufacturing, O. STEM			
<b>Content Statement(s):</b> Technical Skills, Safety Health, Academic Foundation		<b>CPI # / CPI(s): 9.4.12.B.(3).3, 9.4.12.B.(2).17, 9.4.12.M.(6).7, 9.4.12.O.2</b>	
		Construction Skills, Use Skills on Project, Safe Use of Equipment, Math Knowledge	
<b><u>21<sup>st</sup> Century Themes</u></b>			
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy
			Civic Literacy
			Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>			
	Creativity and Innovation	X	Critical Thinking and Problem Solving
			Communication and Collaboration
	Media Literacy		ICT Literacy
		X	Life and Career Skills

<b>Pine Hill Public Schools Curriculum</b>	
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<b>Unit Title:</b> Project- Foot stool, Benchmark Project	<b>Unit #: 6</b>
<b>Course or Grade Level: Woodworking I, II</b>	<b>Length of Time: 5 weeks</b>
<b>Pacing</b>	December, January
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Can various types of wood joinery add to the aesthetic beauty and also strengthen the project?</li> <li>• How do various types of wood joinery make projects stronger?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Describe differences between various joints.</li> <li>• Dado versus a Rabbet joint.</li> <li>• Nail setting and routing for fit.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Layout and cut dado joint with dado saw.</li> <li>• Scribe bottom and top to fit newly created wood joints.</li> <li>• Layout center of rectangle and squares.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Project grades, Woodshop II- Side Table, Spice Rack</li> <li>• Worksheets, completed Plan of Procedure, Bill of Materials sheet</li> <li>• Observation, daily tool usage</li> <li>• Daily work grade</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool or process.</li> <li>• Peer help from experienced students to assist novice students in tool usage.</li> <li>• Peer help from experienced students to assist in project development and completion.</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math- math is incorporated throughout the development of the project to insure proper measurement and accurate size of project is maintained.</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Router usage</li> <li>• Daily work grades, daily clean up procedures</li> <li>• Worksheets, handouts, textbook</li> <li>• Edmodo weekly writing</li> </ul>

<b>2009 NJCCCS</b>
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<b>Standard:</b> 9.4 Career/Tech Ed.
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<b>Strand(s):</b> B. Architect/Construction, M. Manufacturing, O. STEM
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<b>Content Statement(s):</b> Technical Skills, Safety Health, Academic Foundation	<b>CPI # / CPI(s): 9.4.12.B.(3)3, 9.4.12.B.(2).17, 9.4.12.M.(6).7, 9.4.12.O.2</b>
	Construction Skills, Use Skills on Project, Safe Use of Equipment, Math Knowledge

<b><u>21<sup>st</sup> Century Themes</u></b>
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Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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<b><u>21<sup>st</sup> Century Skills</u></b>
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Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
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<b>Pine Hill Public Schools Woodworking I, II Curriculum</b>	
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<b>Unit Title:</b> Projects- Key Holder, Kitchen Utensils, Wooden Car, Benchmark	<b>Unit #: 7</b>
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Project	
<b>Course or Grade Level: Woodworking I, II</b>	<b>Length of Time: 9 weeks</b>
<b>Pacing</b>	February, March
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What combination of wood joints makes for a stronger project?</li> <li>• Why is the ability to make a tight wood joint important for a project?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• More types of wood joints.</li> <li>• Notching for joints</li> <li>• Using combination of tools to complete new joints.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Cut or notch for end notch or end lap joint.</li> <li>• Use creativity for car design, think outside of the norm</li> <li>• Acute measurement for various parts of projects</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Project grades, Woodshop II- Passive speaker, mirror project</li> <li>• Worksheets, completed Plan of Procedure, Bill of Materials sheet</li> <li>• Observation, daily tool usage</li> <li>• Daily work grade</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool or process.</li> <li>• Peer help from experienced students to assist novice students in tool usage.</li> <li>• Peer help from experienced students to assist in project development and completion.</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>
<b>Inter-disciplinary Connections</b>	<p>Math- math is incorporated throughout the development of the project to insure proper measurement and accurate size of project is maintained.</p> <p>Art- creating pattern to trace for car design</p>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Scroll saw usage</li> <li>• Daily work grades, daily clean up procedures</li> <li>• Worksheets, handouts, textbook</li> <li>• Edmodo weekly writing</li> </ul>

**2009 NJCCCS**

**Standard:** 9.4 Career/Tech Ed.

**Strand(s):** B. Architect/Construction, M. Manufacturing, O. STEM

**Content Statement(s):** Technical Skills, Safety Health, Academic Foundation

**CPI # / CPI(s):** 9.4.12.B.(3).3, 9.4.12.B.(2).17, 9.4.12.M.(6).7, 9.4.12.O.2

Construction Skills, Use Skills on Project, Safe Use of Equipment, Math Knowledge

**21<sup>st</sup> Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

**Unit Title:** Projects- Birdhouse, Toolbox, Mother's Day Flower, Boomerang, Benchmark Project

**Unit #: 8**



<b>Course or Grade Level: Woodworking I, II</b>		<b>Length of Time: 9 weeks</b>	
<b>Pacing</b>	April, May, June		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What types of birds frequent the geography of New Jersey?</li> <li>• How can Bernoulli's Principle help the boomerangs fly?</li> <li>• What is the best joint for strength in a project?</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• Roof shapes to shed water for birds</li> <li>• Hole diameter to attract smaller birds</li> <li>• Lift, high and low pressure, and how planes fly</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Layout of various parts of birdhouse to ensure water flows off roof</li> <li>• Sand and file leading and trailing edges of boomerang to create lift so the boomerang will fly</li> <li>• Hole location in both birdhouse and tool box</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Project grades, Woodshop II- Passive speaker, Benchmark project</li> <li>• Worksheets, completed Plan of Procedure, Bill of Materials sheet</li> <li>• Observation, daily tool usage</li> <li>• Daily work grade</li> <li>• Rubric- assess students on both individual and group basis as they apply</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Teacher led instruction and guidance to individuals who are unfamiliar with a particular tool or process.</li> <li>• Peer help from experienced students to assist novice students in tool usage.</li> <li>• Peer help from experienced students to assist in project development and completion.</li> <li>• Using Edmodo for teacher student interaction and for weekly journal writing</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Art- choosing various species of wood to create contrast in kitchen utensils.</li> <li>• Math- calculating angles that are visually pleasing for recipe holder.</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Using drill press with forstner bits for accurate holes</li> <li>• Using specialized tools such as bevel square to set angles.</li> <li>• Daily work grades, daily clean up procedures.</li> <li>• Worksheets, handouts, textbook</li> <li>• Edmodo weekly writing</li> </ul>		
<b>2009 NJCCCS</b>			
<b>Standard:</b>	<b>9.4 Career/Tech Ed.</b>		
<b>Strand(s):</b>	B. Architect/Construction, M. Manufacturing, O. STEM		
<b>Content Statement(s):</b> Technical Skills, Safety Health, Academic Foundation, Academic Foundation	<b>CPI # / CPI(s): 9.4.12.B.(3).3, 9.4.12.B.(2).17, 9.4.12.M.(6).7, 9.4.12.O.2, 9.4.12.O.(1).4</b>		
	Construction Skills, Use Skills on Project, Safe Use of Equipment, Math Knowledge, Newton's Laws of Physics		
<b><u>21<sup>st</sup> Century Themes</u></b>			
	Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>			
	Creativity and Innovation	X	Critical Thinking and Problem Solving
	Media Literacy		ICT Literacy
			Communication and Collaboration
			Information Literacy
			Life and Career Skills

Revised: August 26, 2014