

**Pequea Valley School District
Technology Education**

Unit: Power Tool Safety

Course: Wood I

Grade: 9-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

How do I properly and safely use each tool to construct a project

Keystone Eligible Content/PA Core Standard

3.7.12

Pacing: Approximate number of class sessions per unit

10 classes

Tier 3 Vocabulary (Content specific vocabulary)

Radial Arm Saw, Jointer, Planer, Table Saw, Miter Saw, Splitter, Throat Plate, Kerf, Gullet, Fence, Band Saw, Scroll Saw, Router

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Material Processing, Material Classification, Tool Identification, Proper Technique.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Proper use of each power tool.
- Terminology for each power tool.
- Classroom safety (ear protection eye protection)

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Safely use each power tool to construct a project.

Literature:

Software/Resources: Schoology, Laptop

**Pequea Valley School District
Technology Education**

Unit: Through Inlay

Course: Wood II

Grade: 9-12 Grade

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

What are the properties of wood that create aesthetically pleasing inlay?

Keystone Eligible Content/PA Core Standard

3.4.10

Pacing: Approximate number of class sessions per unit

10 days

Tier 3 Vocabulary (Content specific vocabulary)

Grain structure, Tannin, Grain Pattern, Veneer, Geometric Patterns

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Bending Veneer, Contrasting Material, and Grain Patterns

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Physical and Aesthetic Characteristics of wood.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Develop and implement a geometric inlay that is aesthetically pleasing and technically correct.

Literature:

Software/Resources: CNC

**Pequea Valley School District
Technology Education**

Unit: Chippendale Mirror

Course: Wood II

Grade: 9-12th

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

What is Ricco and how is it incorporated into chippendale furniture?

Keystone Eligible Content/PA Core Standard

3.7.10

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

- Molding Design, Ricco, and Scroll Work

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- “scroll saw techniques” “book matching”

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Developing Crest and Ears using proper scroll saw technique.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Construct a Chippendale Mirror using proper techniques.

Literature: Schoology Articles

Software/Resources: