

Course: *Woodworking 1*
Unit #1: *Safety*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf

- **Unit Standards:**

- **21st Century Life & Career Standards**

- 9.3.12.AC-CST.9 Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.
- 9.3.MN-PRO.2 Manage safe and healthy production working conditions and environmental risks
- 9.3.MN-PPD.3 Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.
- 9.3.MN.3 Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.

- **English Companion Standards**

- Grade 9-10 Companion Standards:
 - RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
 - NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Grade 11-12 Companion Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards

(NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to safely use tools and equipment in a shop setting.

As aligned with LRHSD Long Term Learning Goal(s):

- *acquire, integrate, and apply design processes and essential technical skills to solve problems, create products, and improve the quality of life for our local and global community*

Enduring Understandings

Students will understand that . . .

EU 1

the implementation of proper safety procedures in a shop will minimize potential hazards.

EU 2

Essential Questions

EU 1

- Why is safety important?
- How does behavior and mindset affect safety?
- How does organization and other aspects of the work environment affect safety?

EU 2

<p>each tool and piece of equipment has a specific set of operations.</p>	<ul style="list-style-type: none"> • How does the condition of tools and machines impact safety? • Why does the sequence of operations for each tool or piece of equipment matter? • When is it not wise to use a given tool or piece of equipment?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • proper classroom procedures.(9.3.MN-PRO.2, 9.3.MN-PPD.3, 9.3.MN.3) • proper personal protective equipment.(9.3.MN-PRO.2, 9.3.MN-PPD.3, 9.3.MN.3) • proper classroom behavior.(9.3.MN-PRO.2, 9.3.MN-PPD.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the form, function, and safe application of hand tools. (9.3.12.AC-CST.9) • the form, function, and safe application of power tools. (9.3.12.AC-CST.9) • the proper sequence of operations for each tool(9.3.MN-PPD.3) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • demonstrate proper general lab safety.(9.3.MN-PRO.2, 9.3.MN-PPD.3, 9.3.MN.3) • select and use personal protective equipment. (9.3.MN-PRO.2, 9.3.MN-PPD.3, 9.3.MN.3) • identify potential hazards within the shop. (9.3.MN-PRO.2, 9.3.MN-PPD.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • demonstrate the proper safety and function of hand and power tools. (9.3.12.AC-CST.9) • select the appropriate tool for a required task.(9.3.12.AC-CST.9)
<p>Stage Two - Assessment</p>	

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** *The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):* **Red = Interdisciplinary Connection;** **Purple = 21st Century Life & Career Connection**

- Teacher led discussions on shop safety and hand/power tool usage (A EU1,2)
- Demonstrations on hand/power tool usage.(A,M, EU2)
- Student note taking on safety(A, EU1,2)
- Practice new skill sets on hand and power tools (M, EU1,2)
- Create a safety and operations worksheet outlining the function of given tools (M,T EU2)
- Demonstrate proper tool usage (M,T EU1,2)
- Student journaling (M,T EU1,2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Safety	30
2	Hand Tool Use	50
3	Power Tool Use	70
4	Assembly and Finishing	30

Instructional Materials

Subscription

- Woodsmith Library Annual subscription <https://www.woodsmithlibrary.com/unlimited/>
Fully Equipped woodworking shop

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.