

## Rumson-Fair Haven Regional High School Curriculum

**Course:** *Professional Woodworking Applications*

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### **Section I: Course Description**

*Professional Woodworking Applications* will provide students with the creative fundamental experience that incorporates all aspects of professional woodworking. Students will be offered an opportunity to engage in various woodworking techniques while learning the importance of team building and problem solving. Projects include: relief carving, wood burning, a coat rack, a folding chair, and sign making.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives**

1. **2020 New Jersey Student Learning Standards – Science:**
  - “Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems.”
2. **2016 English Language Arts Companions for Grades 11-12:**
  - The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that, “...Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts...”
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. **2020 Career Readiness, Life Literacies, and Key Skills Standards (9.2 and 9.4):**
  - “Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.”  
**Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
5. **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
6. **Acquisition/development/refinement of the higher-order critical thinking skills aligned with the Revised Bloom’s Taxonomy of Cognitive Objectives**

### **Section III: Curriculum Modifications**

The *Professional Woodworking Applications* Curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure.

These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

- One on one instruction
- Independent work stations
- Audio resources to complement instruction
- Visual resources to complement instruction
- Extra time on assessments and large scale projects
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Verbal and written directions for visual and auditory learners
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

#### **Section IV: Preparation for Standardized Testing**

Instruction in *Professional Woodworking Applications* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for *Professional Woodworking Applications* also demonstrate alignment with the aforesaid standardized assessments.

#### **Section V: Curriculum Pacing Guide**

<b>Curriculum Pacing Guide</b>	
<b>Course Title:</b> <i>Professional Woodworking Applications</i>	<b>Grade Level:</b> <i>10th - 12th</i>
Unit I: Woods Lab Overview & General Safety: Tool Overview	Week 1
Unit II: Relief Carving	Weeks 2-6
Unit III: Wood Burning	Weeks 7-12
Unit IV: Coat Rack	Weeks 13-18
Unit V: Folding Chair	Weeks 19-29
Unit VI: Sign Making	Weeks 30-40

#### **Section VI: Primary Texts and Year Long Instructional Resources**

The following texts and instructional resources are employed in *Professional Woodworking Applications*:

- [Common Sense Education](#)
- Google Classroom

#### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *Professional Woodworking Applications* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

### Section VIII: Unit Templates

The following unit templates have been established for the *Professional Woodworking Applications* Curriculum by the Industrial Technology Instructional Team:

Unit I: Woods Lab Overview & General Safety : Tool Overview		
<b>Unit Summary</b>		
Students will complete general safety lectures and test for credit. Students will demonstrate understanding of all safety procedures of the lab. Students will receive an overview of the lab and tools available.		
<b>Standards/Core Ideas/Performance Expectations</b>		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Professional Woodworking Applications</i> :		
<ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards: Science               <ul style="list-style-type: none"> <li>○ HS-ETS1-1-4</li> </ul> </li> <li>● 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12               <ul style="list-style-type: none"> <li>○ NJLSA.R1-2, 4-5, 7                   <ul style="list-style-type: none"> <li>■ RST.11-12.1-10</li> </ul> </li> <li>○ NJLSA.W4 &amp; 7                   <ul style="list-style-type: none"> <li>■ WHST.11-12.2, 4, 9</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking               <ul style="list-style-type: none"> <li>○ 8.2.12.ED.1,2,4-5, 8.2.12.NT.1-2</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills               <ul style="list-style-type: none"> <li>○ 9.2.12.CAP.6, 8, 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.DC.7, 9.4.12.TL.1, 3-4</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Is the student prepared to work safely?</li> <li>● Do the students understand basic tool usage and how to use lab equipment?</li> <li>● Do the students know all safety procedures for the lab?</li> </ul>	<ul style="list-style-type: none"> <li>● Safety begins with familiarity with the class policies and procedures as well as learning the basic aspects of woodworking.</li> <li>● Tools such as a hand saw, coping saw and drill press all have different, important safety procedures and rules.</li> <li>● Safety items such as fire extinguishers, washing stations and emergency power shut offs will be identified.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative Assessment:</b>	<b>Summative Assessment:</b>	<b>Resources Needed:</b>
<ul style="list-style-type: none"> <li>● Daily performance</li> <li>● Safety performance practicals</li> </ul>	<ul style="list-style-type: none"> <li>● General safety test</li> <li>● Rough cutting</li> <li>● Coping saw</li> <li>● Drill press</li> </ul>	<ul style="list-style-type: none"> <li>● Woods Tech lab</li> </ul>

Unit II: Relief Carving		
<b>Unit Summary</b>		
Students will successfully complete the Relief Carving project. Students will explore the history and style of this specialized style of woodworking. They will properly lay out and design their ideas by learning the application of each individual carving tool. Students will learn how to safely work and recreate a relief carving assignment.		
<b>Standards/Core Ideas/Performance Expectations</b>		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Professional Woodworking Applications</i> :		
<ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards: Science               <ul style="list-style-type: none"> <li>○ HS-ETS1-1-4</li> </ul> </li> <li>● 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12               <ul style="list-style-type: none"> <li>○ NJLSA.R1-2, 4-5, 7                   <ul style="list-style-type: none"> <li>■ RST.11-12.1-10</li> </ul> </li> <li>○ NJLSA.W4 &amp; 7                   <ul style="list-style-type: none"> <li>■ WHST.11-12.2, 4, 9</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking               <ul style="list-style-type: none"> <li>○ 8.2.12.ED.1,2,4-5, 8.2.12.NT.1-2</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills               <ul style="list-style-type: none"> <li>○ 9.2.12.CAP.6, 8, 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.DC.7, 9.4.12.TL.1, 3-4</li> </ul> </li> </ul>		

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>How do we successfully complete a woodworking project?</li> <li>What is relief carving?</li> <li>Is relief carving really woodworking?</li> <li>What tools are used for relief carving?</li> <li>How should carving tools be kept?</li> <li>How do tools stay sharp and maintained?</li> </ul>		<ul style="list-style-type: none"> <li>One of the first steps in project planning/completion is understanding the necessary procedures to successfully bring a project to completion, including rough sketches, plans and using templates.</li> <li>Relief carving is a specialized, artistic form of woodworking.</li> <li>Relief carving is different than sculpture in creating three dimensional carvings in wood.</li> <li>Gouges, v-tools, skewers and chisels are all used for relief carving.</li> <li>Sharp, clean tools function and perform much better than poorly maintained tools.</li> <li>Various materials may be used to sharpen carving tools and all must be used to maintain one's tools.</li> </ul>	
Evidence of Learning			
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Layout</li> <li>Rough cut</li> <li>Finish cut</li> <li>Project tolerances</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>Final carving project - continuity between projects</li> <li>Completion of hand carved pear</li> <li>Proficiency tests of relief carving tool set</li> <li>Carving must meet project dimension requirements</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Woods Tech lab</li> </ul>	

Unit III: Wood Burning			
Unit Summary			
Students will successfully complete the Wood Burning project. Students will explore the history and styles of this specialized form of woodworking. Students will recreate a project using wood burning tools.			
Standards/Core Ideas/Performance Expectations			
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Professional Woodworking Applications</i> :			
<ul style="list-style-type: none"> <li>2020 New Jersey Student Learning Standards: Science <ul style="list-style-type: none"> <li>HS-ETS1-1-4</li> </ul> </li> <li>2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12 <ul style="list-style-type: none"> <li>NJLSA.R1-2, 4-5, 7 <ul style="list-style-type: none"> <li>RST.11-12.1-10</li> </ul> </li> <li>NJLSA.W4 &amp; 7 <ul style="list-style-type: none"> <li>WHST.11-12.2, 4, 9</li> </ul> </li> </ul> </li> <li>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>8.2.12.ED.1,2,4-5, 8.2.12.NT.1-2</li> </ul> </li> <li>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills <ul style="list-style-type: none"> <li>9.2.12.CAP.6, 8, 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.DC.7, 9.4.12.TL.1, 3-4</li> </ul> </li> </ul>			
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>How do we successfully complete a woodworking project?</li> <li>What is pyrography?</li> <li>Are there more than one way to apply pyrography to a project?</li> </ul>		<ul style="list-style-type: none"> <li>One of the first steps in project planning/completion is understanding the necessary procedures to successfully bring a project to completion, including rough sketches, plans and using templates.</li> <li>Pyrography (wood burning) is a specialized form of woodworking and students will explore the possibilities of creating projects in this style.</li> <li>There are various styles and burning tips to create different effects when using pyrography, all of which necessitate safe use and handling.</li> </ul>	
Evidence of Learning			
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Layout</li> <li>Rough cut</li> <li>Finish cut</li> <li>Project tolerances</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>Proof of proficiency in understanding use of burning tools</li> <li>Completion of wood burning project meeting design and dimension requirements</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Woods Tech lab</li> </ul>	

#### Unit IV: Coat Rack

Unit Overview		
Students will be able to successfully complete the Coat Rack project. Students will explore and learn about woodworking as a craft. Students will have the opportunity to incorporate their creative touches while creating something that is functional.		
Standards/Core Ideas/Performance Expectations		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Professional Woodworking Applications</i> :		
<ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards: Science               <ul style="list-style-type: none"> <li>○ HS-ETS1-1-4</li> </ul> </li> <li>● 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12               <ul style="list-style-type: none"> <li>○ NJLSA.R1-2, 4-5, 7                   <ul style="list-style-type: none"> <li>■ RST.11-12.1-10</li> </ul> </li> <li>○ NJLSA.W4 &amp; 7                   <ul style="list-style-type: none"> <li>■ WHST.11-12.2, 4, 9</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking               <ul style="list-style-type: none"> <li>○ 8.2.12.ED.1,2,4-5, 8.2.12.NT.1-2</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills               <ul style="list-style-type: none"> <li>○ 9.2.12.CAP.6, 8, 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.DC.7, 9.4.12.TL.1, 3-4</li> </ul> </li> </ul>		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● How do we successfully complete a woodworking project?</li> <li>● Is making crafts a style of woodworking?</li> <li>● Can craft woodworking be a profitable endeavor?</li> <li>● How do we make a coat rack?</li> <li>● How do painted designs work in craft projects?</li> </ul>	<ul style="list-style-type: none"> <li>● One of the first steps in project planning/completion is understanding the necessary procedures to successfully bring a project to completion, including rough sketches, plans and using templates.</li> <li>● The craft industry is much larger than we may realize; and woodworking is a main component of that industry.</li> <li>● New Jersey has a huge craft community and there are endless opportunities to turn our woodworking skills into profitable crafts. (Flea-markets, online, etc.).</li> <li>● A craft like a coat rack will use students' previous knowledge and techniques to build something useful and unique.</li> <li>● The application of paints or other finishes allow students to further personalize their projects.</li> </ul>	
Evidence of Learning		
Formative Assessment:	Summative Assessment:	Resources Needed:
<ul style="list-style-type: none"> <li>● Layout</li> <li>● Rough cut</li> <li>● Finish cut</li> <li>● Project tolerances</li> </ul>	<ul style="list-style-type: none"> <li>● Explore creative elements of assignment</li> <li>● Individual design and layout of functional coat rack</li> </ul>	<ul style="list-style-type: none"> <li>● Woods Tech lab</li> </ul>

Unit V: Folding Chair		
Unit Summary		
Students will complete the folding chair project. This project will not only challenge the students to problem solve and think, but also challenge students to work together to complete a final product. This unit is set up to inspire students to work together to complete a final goal. Each group will work on individual parts of the project and will need to have it come together in the end.		
Standards/Core Ideas/Performance Expectations		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Professional Woodworking Applications</i> :		
<ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards: Science               <ul style="list-style-type: none"> <li>○ HS-ETS1-1-4</li> </ul> </li> <li>● 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12               <ul style="list-style-type: none"> <li>○ NJLSA.R1-2, 4-5, 7                   <ul style="list-style-type: none"> <li>■ RST.11-12.1-10</li> </ul> </li> <li>○ NJLSA.W4 &amp; 7                   <ul style="list-style-type: none"> <li>■ WHST.11-12.2, 4, 9</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking               <ul style="list-style-type: none"> <li>○ 8.2.12.ED.1,2,4-5, 8.2.12.NT.1-2</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills               <ul style="list-style-type: none"> <li>○ 9.2.12.CAP.6, 8, 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.DC.7, 9.4.12.TL.1, 3-4</li> </ul> </li> </ul>		

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• How do we successfully complete a woodworking project?</li> <li>• How do we delegate particular woodworking jobs?</li> <li>• Is it possible to build in stages?</li> </ul>		<ul style="list-style-type: none"> <li>• One of the first steps in project planning/completion is understanding the necessary procedures to successfully bring a project to completion, including rough sketches, plans and using templates.</li> <li>• It is possible to build projects in teams and at various stages. The project leader must delegate responsibility to the team members.</li> <li>• For particular projects, it is important to stay organized and build the parts in stages, much like an assembly line.</li> </ul>	
Evidence of Learning			
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• Layout</li> <li>• Rough cut</li> <li>• Finish cut</li> <li>• Project tolerances</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in team design and construction</li> <li>• Incorporate previous units into fabrication techniques</li> <li>• Completed folding chair</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Woods Tech lab</li> </ul>	

Unit VI: Sign Making			
Unit Summary			
<p>Students will complete the Sign making project. Students will explore the history and styles of this classic woodworking craft. Students will have the opportunity to build on the skills they have learned by incorporating wood burning, relief carving and routing to design and produce a sign of their own.</p>			
Standards/Core Ideas/Performance Expectations			
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Professional Woodworking Applications</i>:</p> <ul style="list-style-type: none"> <li>• 2020 New Jersey Student Learning Standards: Science <ul style="list-style-type: none"> <li>○ HS-ETS1-1-4</li> </ul> </li> <li>• 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12 <ul style="list-style-type: none"> <li>○ NJLSA.R1-2, 4-5, 7 <ul style="list-style-type: none"> <li>■ RST.11-12.1-10</li> </ul> </li> <li>○ NJLSA.W4 &amp; 7 <ul style="list-style-type: none"> <li>■ WHST.11-12.2, 4, 9</li> </ul> </li> </ul> </li> <li>• 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>○ 8.2.12.ED.1,2,4-5, 8.2.12.NT.1-2</li> </ul> </li> <li>• 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills <ul style="list-style-type: none"> <li>○ 9.2.12.CAP.6, 8, 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.DC.7, 9.4.12.TL.1, 3-4</li> </ul> </li> </ul>			
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• How do we successfully complete a woodworking project?</li> <li>• Is sign making a need in the woodworking community?</li> <li>• Can students incorporate the different techniques they have learned in their final sign making project?</li> </ul>		<ul style="list-style-type: none"> <li>• One of the first steps in project planning/completion is understanding the necessary procedures to successfully bring a project to completion, including rough sketches, plans and using templates.</li> <li>• Custom sign making is a very specialized and profitable woodworking style.</li> <li>• Various techniques can be used to complete professional quality handmade items through a woodworker's creative choice.</li> </ul>	
Evidence of Learning			
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• Layout</li> <li>• Rough cut</li> <li>• Finish cut</li> <li>• Project tolerances</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Approved sign design that meets project description</li> <li>• Lamination techniques</li> <li>• Completed hand crafted wood sign that incorporates all of the techniques learned in previous units</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Woods Tech lab</li> </ul>	

### Section IX: Unit Reflection

The Industrial Technology Instructional Team must confer upon the completion of each instructional unit in the *Professional Woodworking Applications* Curriculum and rate the degrees to which the instructional units meet performance criteria established

by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Professional Woodworking Applications* Curriculum.

<b>Unit Reflection Form: (Professional Woodworking)</b>			
<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			