

Woodworking II: Safety Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to safely and properly select, use and maintain equipment, materials, and processes in order to avoid injury and harm. Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <p><u>Content Standards</u></p> <p>New Hampshire Vocational Curriculum guide</p> <ul style="list-style-type: none"> Standard 1. Students will develop an understanding of the characteristics and scope of technology. Standard 2. Students will develop an understanding of the core concepts of technology. Standard 5. Students will develop an understanding of the effects of technology on the environment. Standard 7. Students will develop an understanding of the influence of technology on history. Standard 11. Students will develop the abilities to apply the design process. Standard 19. Students will develop an understanding of and be able to select and use manufacturing technologies Standard 20. Students will develop an understanding of and be able to select and use construction technologies. 	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to operate equipment safely.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> the implementation of proper safety procedures will minimize potential hazards in the classroom/ workplace. creativity, critical thinking, and problem solving skills are needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does the setting impact what it means to be safe?
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the safe and proper selection, use and maintenance of technical equipment, materials and processes. the proper classroom expectations the safety standards found in the workplace. the importance of safety gear and personal protective equipment (PPE). the procedures on dealing with an accident in the workplace. <p><u>vocabulary:</u> environmental, EPA, ground fault interrupter, Material Safety Data Sheets (MSDS), OSHA, Occupational safety, danger, warning, caution, information, hazardous materials, first aid, safety practices</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> safely selecting and operating technology. safely progressing from hand to power to machine tools. setting up a safe workshop. Proper general classroom/workplace safety Demonstrating proper safety, form and function of hand tools, power tools, machines. demonstrating proper advanced maintenance skills such as changing saw blades, bits, or other components. Selection of the appropriate tool for the required task. Properly assessing situational hazards and applying the proper protocol. implementing proper safety procedures.
Content Area Literacy Standards		21st Century Skills
RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of		<ul style="list-style-type: none"> Use and manage information

explanations or descriptions.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- *Apply technology effectively*
- *Be self-directed learners*
- *Interact with others*
- *Solve problems*

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Teacher led discussions on safety and hand/power tool usage
- Practice new skillsets on hand and power tools
- Create a safety and operations worksheet outlining the function of given tools
- Demonstrate proper tool usage
- Student presentations and modeling of shop safety /hand/power tool usage

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	