NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Introduction to Woodworking

Fall 2019

BOE Approved June 2020

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

BOE Approved June 2020

Introduction to Woodworking

Grades 9-12

This is a hands-on, project-oriented introductory course for students without previous experience in woodworking. Students will become acquainted with the woodworking craft through the study of technical nomenclature and raw materials. Through the creation of a project, students will be introduced to each phase of the design and fabrication process. Students will become proficient in identifying, using, and maintaining all machine and hand tools used in woodworking. In this half-year course, students will acquire insight into the woodworking industry through the study of related career paths. Shop safety, personal protection, and the use and identification of quality craftsmanship with wood as the construction material are emphasized. Project design and planning and stressing the key elements of design are also highlighted.

Students will learn correct laboratory safety procedures using demonstrations, tests, rubrics, and quizzes, hand tool use, power tool use, and machine use as the student constructs and sells a woodworking project. Topics covered are Safety and Machine Introduction, Materials and Planning, Drawing and Planning, Selecting and Cutting, Jointer and Bandsaws,Table Saw and Ripping, Cross Cutting and Machine Sanding, Drilling, Routers, Material Assembly, Project Finishing.

BOE Approved June 2020

Pacing Guide

Based on New Milford High School full semester timing of 20 weeks

Unit # 1. Getting Started with Woodworking Safety	**Pacing: 3 weeks 6-8 block classes**
Unit # 2. Beginning Tool Selection	**Pacing: 3 weeks 6-8 block classes**
Unit # 3. Learning Wood Choices	**Pacing: 3 weeks 6-8 block classes**
Unit # 4. Planning and Drawing your First Project	**Pacing: 3 weeks 6-8 block classes**
Unit # 5. Learning How Tools Operate	**Pacing: 3 weeks 6-8 block classes**
Unit # 6. Finishing Your First Project	**Pacing: 3 weeks 6-8 block classes**
Unit # 7. Futures in Carpentry	**Pacing: 2 weeks 4-5 block classes**

Connecticut State Department of Education - Technology Education Standards

Wood TechnologyDescription: Individuals working in wood manufacturing construct and repair wooden products. Students are immersed in a design and manufacturing environment that strengthens three-dimensional thought while utilizing tools safely and efficiently. Students work collaboratively and independently. Skills taught and assessed promote technologically literate citizens in an economy founded on manufacturing.

ACADEMIC EXPECTATIONS: All secondary students should meet Connecticut's academic standards. All Knowledge and Skills are predicated on the assumption that academic skills have been attained. Some knowledge and skill statements will further define critical linkages and applications.

CCSS COMMON CORE STATE STANDARDS ENGLISH/LANGUAGE ARTS ALIGNMENT and CELP

CTES Connecticut Technology Education Standards

EKS Essential Knowledge and Skills Standards- CTES

WM Wood Technology Standard - CTES

Unit # 1. Getting Started with Woodworking Safety **Pacing: 3 weeks 6-8 block classes**

Stage 1 Desired Results

ESTABLISHED GOALS

- **Connecticut Technology Education Standards**

  WM.02.01 Demonstrate safe material handling practices.

  WM.02.02Demonstrate and explain knowledge of workplace safety procedures.*(A2)

  WM.02.03Demonstrate and explain knowledge of personal safety practices pertaining to eye wear, footwear, clothing, and personal protective equipment (PPE) used in wood technology.*(A3)

  WM.02.09 Describe safety practices for the following machines: table saw, drill press, stationary sander, router table, and miter saw.

- EKS.06.02 Align safety issues with appropriate safety standards to ensure a safe workplace/jobsite.

- EKS.06.03 Identify safety hazards common to workplaces.

Transfer

Students will be able to independently use their learning to…

Apply safety measures when using woodworking materials and tools.

Meaning

UNDERSTANDINGS

Students will understand that…

- Safety is an attitude and a state of mind.
- Always wear your safety glasses.
- Never operate a tool or machine without first having the proper training.

ESSENTIAL QUESTIONS

Students will keep considering….

- How can you have a safe attitude?
- How do accidents happen?
- Many ways to prevent accidents?
- How do OSHA standards apply?

● EKS.06.04 Identify safety precautions to maintain a safe worksite. ● EKS.06.05 Select appropriate personal protective equipment as needed for a safe workplace/jobsite.	***Acquisition***	
	Students will know…. ● How to implement personal and jobsite safety rules and regulations, maintain safe, and healthful working conditions, and environments. ● How to use personal protective equipment according to manufacturer rules and regulations.	***Students will be skilled at…*** ● Recognizing a potential hazard and acting accordingly. ● Working safely and cooperatively with classmates and instructor. ● Adhering to school and woodshop safety dress code.

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
TMA Transfer Meaning Acquisition	Students will be introduced to the following and will be evaluated on how well they use, know, develop, and manage the items and tasks such as..... ● The student will demonstrate knowledge of woodshop safety following OSHA's proper safety practices for a woodworking facility ● The report will be graded using the technology rubrics.	**PERFORMANCE TASK(S):** ***Students will show that they really understand evidence of…..*** **Goal:** Students will be challenged to perform a safety inspection in a fictitious woodshop with the goal to identify violations that exist within the shop. They will be asked to summarize the results in a written report about safety violations that they found. **ROLE:** Safety inspector. **AUDIENCE:** Classroom Instructor and workers in the shop. **SITUATION:** Students will be given a description of the working conditions and practices that are in place for a professional wood shop that would likely NOT pass inspections in real life. Students will identify violations and recommend changes that are needed. **PRODUCT:** Inspection Report Document presented in Microsoft Word or Google Document **STANDARD:** Students must correctly identify and explain the violations they found. They must make connections to the specific OSHA standards that have been violated and also describe their recommendations for how violations should be corrected.

	Students will complete all assigned (p.b.a.'s) project-based assessments, written tests, and quizzes	**OTHER EVIDENCE:** *Students will show they have achieved Stage 1 goals by…* Assessment, knowledge, and skill standards using classroom rubrics, check lists, quizzes, and written testing.

Stage 3 – Learning Plan		
Code	***Pre-Assessment***	
TMA	● An open-ended questionnaire will be given to identify prior knowledge ● This pre-assessment will inform the teacher or teacher assistant of any previous knowledge the student may have about laboratory safety.	
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on …	**Progress Monitoring**
T	● The instructor will demonstrate the correct and safe set up, and use of the drill press.	● The teacher will observe and grade students using the classroom rubrics as they progress through these steps.
T	● The instructor will identify all parts of the drill press to the students.	● The student will use the personal protection and equipment safety rubric checklist.
M,A	● The students will observe and take notes on a video presentation and demonstration on correct drill setup and safety.	● Hand out to students a safety quiz guide and safety contract signed by the student, parent or guardian.
T,M,A	● Presentation on safety in the woodshop and working with a safe attitude.	
	● The student will demonstrate the correct and safe use the drill press by clamping the work pieces,	

T,M,A. **A**	wear safety glasses, roll-up sleeves and adjust speed. ● Distribute copies of the woodshop safety, and dress code rules. The student will correctly identify all safety attire to be used when operating the drill press.	

Unit 2 – Beginning Tool Selection **Pacing: 3 weeks 6-8 block classes**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS
Connecticut Technology Education Standards

WM.03.08 Identify the proper use and function specialty machinery,drill presses. jointers. surface planers. table saws. power miter saws. band saws. scroll saws. and stationary sanders.

EKS.02.01: Model behaviors that demonstrate active listening.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
● Choose the appropriate procedures and tools for the desired project..</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
● There are many different woodworking project styles.
● Using the right tool for a particular project will make the project easier to complete
● Proper tool selection will save time and money</td><td>ESSENTIAL QUESTIONS:
Students will keep considering….
● What are the things to consider when determining the correct tools to use for a project?

● How does one go about creating a woodworking project?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
</table>

	● How to choose the right tool for each project ● How to correctly use each tool ● How to correctly use tools safely.	● Identifying the different types of hand tools and stationary machines needed to construct a project. ● Recognizing the capabilities of each tool and machine ● Assessing the desired results to determine the best tools and machines to achieve them

Unit # 2

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
TMA	● All presentations and lessons will be evaluated following the classroom and school rubric	**PERFORMANCE TASK(S):** ***Students will show that they really understand evidence of…*** **GOAL:** Students will identify the correct machine and hand tools needed to construct a specific project. **ROLE:** Project Manager of a small woodworking shop **AUDIENCE:** Shop owner **SITUATION:** A potential new customer has given your boss, the shop owner, the description of a project they would like to have made at your shop. The boss suspects that your shop is not equipped with all the right tools and machines to get the job done. As project manager you have been asked to identify the tools and machines needed to complete the project and report your findings to the shop owner. **PRODUCT:** Report that outlines the tools and machines needed to properly complete the project. **STANDARD:** ● The student will compose a written report using correct technical terminology. ● Tools or machinery identified will correctly match specifications of the project described by the customer.

	Students will complete all assigned project-based assessments, written tests, and quizzes.	**OTHER EVIDENCE:** *Students will show they have achieved Stage 1 goals by…* Assessment, knowledge, and skill standards using classroom rubrics and written testing.

Stage 3 – Learning Plan		
Code **TMA**	**Pre-Assessment** ● Students will explain how they think they should choose the proper tool through written responses to open ended questions ● This pre-assessment will inform the teacher or teacher assistant of any previous knowledge the student may have about presentation and tools.	
T **M,A** **T,M,A** **T,A**	**Summary of Key Learning Events and Instruction** *Student success at transfer meaning and acquisition depends on…* ● The instructor will demonstrate the process of correct tool selection for the planned project. ● The students will observe and take notes on the video presentation of correct project tool selection. ● Students will use the classroom laboratory rubric as a guideline for correct tool selection. ● The instructor will assist and guide the students toward correct tool selection and use.	**Progress Monitoring** ● Students will complete all assigned (p.b.a.'s), project-based assessments, written tests, and quizzes. ● The teacher will observe and grade students using the classroom rubrics as they progress through these steps.

Unit # 3 Learning Wood Choices **Pacing: 3 weeks 6-8 block classes**

Stage 1 Desired Results

ESTABLISHED GOALS

Connecticut Technology Education

Standards

- **WM. O8.01:** Identify wood quality grades (premium, custom, economy, prevailing, and exceptions to grade.)
- **WM.08.02:** Identify the qualities of solid wood (AWI section 100.)
- **WM.08.07:** Identify plywood and composite materials.
- **WM.06.05:** Use architectural and engineering scales.

Transfer

Students will be able to independently use their learning to…

Plan and record information for material classification, measurement, sizing as it relates to a small project design and construction.

Meaning

UNDERSTANDINGS
Students will understand that…

- Wood and wood materials are classified according to species, size, and quality.
- There are many different species of wood, and a woodworker selects a species based on desired characteristics.
- A good piece of furniture must exhibit the three elements of good design: function, appearance, and sound construction

ESSENTIAL QUESTIONS:
Students will keep considering…

- How are wood and wood materials classified?
- How does a woodworker go about selecting material for a project?

Acquisition

Students will know…
How to plan and employ effective research strategies to locate information and other resources for their planned project such as...

- The grading system for softwoods.

Students will be skilled at…

- Applying concepts for wood sizing
- Utilizing the grading system for softwood dimensional lumber.
- Observing and interacting with sample pieces of softwood and

	● The different forms of rough lumber available. ● The different engineered wood products and sheet goods (panel stock) that are available and their purposes.	hardwood dimensional lumber ● Determining nominal size, actual size, and grade.

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
	Students will be introduced to the following and will be evaluated on how well they use, know, develop, and manage the items and tasks such as... ● The sizing system for dimensional lumber (softwoods). ● The grading system for dimensional lumber.	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of…* **Goal:** Students will identify the best methods of wood classification,measurement, and sizing. **ROLE:** Writer of a one page Wood Classification and Sizing Document. **AUDIENCE:** Classroom Instructor **SITUATION:** Students will write a document detailing the methods of wood classification and sizing. **PRODUCT:** A one page Wood Classification Document Report written in Microsoft Word. **STANDARD:** The Wood Classification and Sizing Document will be graded using the technology classroom and school writing rubric.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* Class projects Assessment, knowledge, and skill standards using classroom rubrics, check lists, quizzes, and written testing.

Stage 3 – Learning Plan		
Code **TMA**	**Pre-Assessment** ● Discuss common uses for softwoods. ● This pre-assessment will inform the teacher or teacher assistant of any previous knowledge the student may have about lumber and wood grades.	
TMA	**Summary of Key Learning Events and Instruction** *Student success at transfer meaning and acquisition depends on…*	**Progress Monitoring**
T,M,A	● All presentations and lessons in this curriculum will be presented and evaluated by the instructor	● The teacher will observe and grade students using the classroom rubrics as they progress through these steps. ● Students maintain a written journal detailing all operations and skills they have completed.
T	● The instructor will demonstrate and describe the lumber sizing, grading, and selection process.	
M,A	● Students will observe and take notes on the softwood sizing and grading video presentation.	
A	● **Students will** determine the actual size of a piece of dimensional lumber based on nominal sizes.	
A	● Identify the species of a sample piece of softwood.	
A	● Students will be able to grade a sample piece of softwood.	

Unit # 4 Planning and Drawing Your First Project **Pacing: 3 weeks 6-8 block classes**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Connecticut Technology Education

Standards

EKS.08: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.

WM.04.03: Explain and prepare a cut list or bill of material.

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…

● Curate information from to plan their final Project Planning and Cost Document.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
● Drawing and Planning a project means determining tools and materials needed and figuring costs.

● A bill of materials and a stock cutting list are two key elements in planning a project.

● A board foot is a volumetric unit of measure used to price lumber.</td><td>ESSENTIAL QUESTIONS:
Students will keep considering…
● What are the necessary steps to plan a project?

● How does one create a bill of materials and a stock cutting list?

● Why is it necessary to calculate a board foot?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
● How to work collaboratively under the guidance of the teacher to create a bill of materials, stock and cutting list,
● The steps required to draw and plan a project.

● How to calculate board feet.</td><td>Students will be skilled at…

● Calculating board feet.
● Developing an orthographic drawing for a planned project.
● Writing a cutting list as it applies to a planned project.
● Drawing a three dimensional view of the planned project.</td></tr>
</table>

	● What a stock cutting list is and why it is necessary to plan a project. ● How to read a set of working drawings and be able to use necessary information to draw and plan a project.	

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
TMA	● Students will complete all assigned (p.b.a.'s) project-based assessments, written tests, and quizzes.	**<u>PERFORMANCE TASK(S):</u>** *Students will show that they really understand evidence of…* ● **Goal:** Students will draw their first project. ● **ROLE:** Project Drawing and Planning ● **AUDIENCE:** Classroom Instructor and/or Teacher Assistant ● **SITUATION:** Students will develop a Project Drawing pencil drawn. ● **PRODUCT:** Project Drawing to be sketched on graph paper. ● **STANDARD:**The Project Drawing will be graded using the technology classroom rubric..
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* ● Class projects ● Assessment, knowledge, and skill standards using classroom rubrics, check lists, quizzes, and written testing.

Unit # 4

Stage 3 – Learning Plan		
Code **TMA**	**Pre-Assessment** ● The students will be asked about their understanding about a bill of materials and why it is necessary to plan a project and write down their written answers on the classroom grading rubric wood technology test. ● This pre-assessment will inform the teacher or teacher assistant of any previous knowledge the student may have about project planning.	
A **M,A** **T** **M**	**Summary of Key Learning Events and Instruction** ● Students will correctly draw and plan their very first small project. ● The instructor will present and demonstrate the steps and show examples of drawing and plans needed for the correct sequence of the development of a planned project. ● The instructor will show the students how to correctly read a drawing, write up a cut list, and calculate board feet for their planned project. ● Review questions: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions.	**Progress Monitoring** ● Quizzes and Testing. ● The teacher will observe and grade students using the classroom rubrics as they progress through these steps.

Unit # 5 Learning How Tools Operate **Pacing: 3 weeks 6-8 block classes**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Connecticut Technology Education Standards

● WM.07: Set up, adjust, operate, and maintain a variety of wood manufacturing power equipment.

● CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing .</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…

Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make decisions using appropriate woodshop machine and hand tools.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand…
● What personal and machine safety protective equipment is necessary when using hand tools or operating a jointer, planer, or table saw?</td><td>ESSENTIAL QUESTIONS:
Students will keep considering…
● How does one safely and effectively operate a jointer, planer, or table saw?

● Why does stock need to be squared up?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>● Students will know…

● The different stages of tool operation.
● Safe use of power tools.
● The correct attire for tool operations.
● The steps required to rip a piece of stock to desired width on a table saw.

● How to interpret saw’s LED safety check codes to determine saw’s readiness for operation. .</td><td>● Students will be skilled at…

● Identifying the “danger zone” of the jointer, planer, or table saw?
● Safely and effectively set up a jointer, planer, or table saw for operation.
● Identifying all the parts of the table saw.
● Select the personal and machine safety and protective equipment necessary when operating a table saw.</td></tr>
</table>

Unit # 5

● Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
TMA	● Students will correctly complete all assigned, project-based assessments, written tests, and quizzes.	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of…* ● **Goal:** The students will identify and use correctly all machinery and hand tools needed to complete their project. ● **ROLE:** Writer of the Project Journal Report. ● **AUDIENCE:** Classroom Instructor and/or Teacher Assistant ● **SITUATION:** Students will develop a project journal document describing machine tools and hand tools used in the construction of their project. ● **PRODUCT:** Project Journal Report. ● **STANDARD:** The Project Planning Document will be graded using the technology classroom and school writing rubric.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* Assessment, knowledge, and skill standards using classroom rubrics, check lists, quizzes, and written testing.

Unit # 5

Stage 3 – Learning Plan		
Code **TMA**	**Pre-Assessment** ● Students will be tested on their current understanding of stationary power machines, portable machines and hand tools that are in the wood technology laboratory on a visual test using the classroom grading rubric ● This pre-assessment will inform the teacher or teacher assistant of any previous knowledge the student may have about tools and machines.	
M,A **T** **T**	**Summary of Key Learning Events and Instruction** ● All presentations and lessons in this curriculum will be presented and evaluated by the instructor ● The instructor will demonstrate and describe examples of correct tool, and machine safety. ● The instructor will demonstrate and show the use of all parts of the table saw.	**Progress Monitoring** ● New Milford High School Rubrics, Quizzes and Testing. ● The teacher will observe and grade students using the classroom rubrics as they progress through these steps. ● Jointer operation and safety quiz. ● Oral question and answer to check for understanding.. ● Teacher observation of students during jointer operation. ● Identify on a written test the proper use and function of specialty machinery (e.r. drill presses, jounters, surface planers, table saws, power miter saws, band saws, scroll saws, and stationary sanders).

Unit # 6 Finishing Your Project **Pacing: 3 weeks 6-8 block classes**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Connecticut Technology Education Standards

● WM.04.13 Identify and select the proper cutting process based on grain direction.

● WM.04.20 Identify, and describe the purpose of and use of woodworking adhesives.

● WM.04.23 Describe the abrasive grit numbering grading system.

● CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…

● Prepare wood to effectively receive stain
● Determine appropriate grits for sanding
● Perform pre-test to ensure desired finishing results
● Choose correct stain and method of application for each individual project</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…

● The effort put into finishing a project is just as important as the construction process itself.
● There are several different methods of coloring the wood, and sealing the wood.
● Finishing correctly selected and applied to a project will improve appearance and durability.
● How to properly use portable machine sanders or hand sanders in a large project</td><td>ESSENTIAL QUESTIONS:
Students will keep considering…

● Why do we stain projects?

● What steps are necessary to prepare a project for finishing?

● What types of finishes are available?

● What types of adhesive, fasteners, and clamps are required for a project to be assembled?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…

● The different types of finishes</td><td>Students will be skilled at…
● Executing the steps necessary to assemble, fasten, and sand a project</td></tr>
</table>

	and application methods that are available and the advantages and disadvantages of each. ● Personal protection and safety precautions that must be considered when applying finishes. ● Be able to select the assembly process, and type of fasteners, clamps, and adhesive used for successful assembly of a project.	for finishing. ● Employing dust collection and respiratory safety when sanding. ● Choosing the appropriate grits when preparing for a furniture grade finish. ● Explaining the numeric method of sandpaper grit classification

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
TMA	• Demonstrate proper sanding methods and describe finishes that are suitable for indoor or food safe surfaces • Reduce sanding mark defects in the finish • Appropriate choice of finish • The finishing document will be graded using the technology classroom and school writing rubric.	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of…* • **Goal:** Create a wooden back scratcher that meets design criteria for size, shape, comfort, and appearance • **ROLE:** Designer • **AUDIENCE:** Judges in a contest • **SITUATION:** Contest: Build a Better Back Scratcher. Students will be entering into a contest to create a back scratcher from a single piece of wood. The contest requires them to choose their own type of wood, sanding methods, and finishing products. They are also required to provide a written explanation that justifies their choices. • **PRODUCT:** Finished back scratcher and written explanation of the choices made, • **STANDARD:** Finished product will be graded according to the specifications outlined in the contest rules. Written response will convey accurate facts within the details of product and method choices, and will be grammatically correct.

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* ● Class projects ● Assessment, knowledge, and skill standards using classroom rubrics, check lists, quizzes, and written testing.

<table>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td>Code
TMA</td><td colspan="2">Pre-Assessment

● Students demonstrate to the teacher their current understanding of wood finishing methods through class discussion and informal questioning</td></tr>
<tr><td>M,A

T</td><td>Summary of Key Learning Events and Instruction
● All presentations and lessons in this curriculum will be presented and evaluated by the instructor.
● Students will observe and take notes on a video presentation and demonstration.</td><td>Progress Monitoring

● New Milford High School Rubrics, Quizzes and Testing.

● The teacher will observe and grade students using the classroom rubrics as they progress through these steps.</td></tr>
</table>

Unit # 7 Futures in Carpentry **Pacing: 2 weeks 4-5 block classes**

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Connecticut Technology Education

Standards

● EKS.08: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.

● CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems .</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…

Develop and employ strategies for choosing a career and evaluate a future in carpentry.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
● Careers are decided by effectively using a variety of models such as knowledge of careers, education level, financial need, and location requirements.

● Personal values and overall well-being are factors to be considered when choosing a career</td><td>ESSENTIAL QUESTIONS:
Students will keep considering…
● What is the process to select a career?
● What factors should be considered when choosing a career
● What are the education requirements to become a carpenter?
● How much money do carpenters make?
● What are the job prospects for carpenters?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
● Resources to help select a career using their current interests.
● Education and experience requirements to become a</td><td>Students will be skilled at…
● Researching and knowing the necessary components of careers in the field of their interest
● Reflecting on their own personal skills, talents, and interests.</td></tr>
</table>

	carpenter ● Schools and programs that are available to become a carpenter ● Physical requirements and limitations related to the field of carpentry	● Describing the characteristics related to a career in the field of carpentry.

Unit # 7

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
TMA	● Students will complete all assigned project-based assessments, written tests, and quizzes. ● Checklist of required elements to be included in the presentation ● Teacher created rubric for appearance and design of the presentation	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of…* ● **Goal:** Task is to create a presentation to be delivered to high school students that introduces them to the field of carpentry and provides relevant information encouraging them to consider the field. ● **ROLE:** Newly hired recruiter for a carpentry certification program offered at a local trade school ● **AUDIENCE:** High school students ● **SITUATION:** You are a carpenter with 20 years of experience in the field. You have always loved your work and the many positive outcomes it has opened up for you and your family. Unfortunately, you were recently involved in a car accident that resulted in serious injuries to your hands that prevent you from being able to continue working in the field. A friend of yours

		heads up the program at a local trade school and offers you a job as the school's head recruiter. ● **PRODUCT:** A Google Slides presentation outlining education requirements along with other relevant information and fun-facts about carpentry. ● **STANDARD:** The content must be accurate and supported by information obtained from reputable sources. The presentation must be organized and professional in appearance.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* ● Assessment, knowledge, and skill standards using classroom rubrics, check lists, quizzes, and written testing. ● Class discussion

<table>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td>Code
TMA</td><td colspan="2">Pre-Assessment

● Students will display to the teacher their current use of digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in career selection
● This pre-assessment will inform the teacher or Teacher Assistant of any previous knowledge the student may have.</td></tr>
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M,A</td><td>Summary of Key Learning Events and Instruction

● The instructor will demonstrate the format process for career selection.

● Students will complete online career interest survey
.
● Students will visit websites of local trade and technical schools and compare the programs offered</td><td>Progress Monitoring

● New Milford High School and Classroom Rubrics, Quizzes and Testing.

● The teacher will observe and grade students using the classroom rubrics as they progress through these steps.</td></tr>
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