TEC600 Woods Technology I
A Course Outline for Applied Technology

Approved by the Board of Education
August 25, 2016

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June 2016
Approved: November 2012
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STATEMENT OF PURPOSE

Woods Technology I (formerly called Woodworking I) is a full-year elective course that explores areas of furniture construction, wood fastening/joinery, carpentry, and safe tool usage. The curriculum is sequenced to build the learning in a clear and logical manner. A beginning woodworker is first introduced to general machine safety, and the basic knowledge of wood types along with the fastening techniques presented. Then each individual is given the opportunity to explore solutions of his/her own devices relative to the woodworking challenges being encountered.

Students will develop accuracy judgment, and craftsmanship skills, while participating in creative projects, many of which, will be of their own choosing. Proper and safe use of tools, machines, materials, and processes are emphasized. The students will regularly utilize instruments and techniques related to the construction industry. Accuracy, neatness, sound work habits, and safe work practices are consistently stressed. Students will be developing a proficiency in woodworking through hands-on experiences that emphasize problem solving and critical thinking for each task they perform. Each individual will learn self-management skills that allow him/her to monitor and direct his/her efforts to become responsible for his/her own learning. Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester

RATIONALE

The Woods Technology I course, (formerly called Woodworking I) was changed to better identify the new technologies introduced into the program revision provides new skill enhancement and career awareness. The techniques obtained will provide the students with in-depth subject matter knowledge, and a potential for employment in the construction industry. This program integrates the academic core curriculum areas of Mathematics, Science, Reading/Writing and Technology, while building a bridge that facilitates students’ success in future endeavors.

The Woods Technology I course of study is aligned with the New Jersey Student Learning Standards for Technology, the New Jersey Student Learning Standards for 21st Century Life and Careers, and the Student Learning English Language Arts Standards for Science and Student Learning Technical Subjects.
THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the Curriculum Modifications and Adaptations included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.
GENERAL GOALS

The students will:

1. develop a safe and skillful operational knowledge of all tools and machinery in the wood shop.

2. develop knowledge and understanding of sound woodworking practices and techniques.

3. develop an awareness of related careers in the field.

4. develop the skills necessary to conceptualize and fabricate solutions to problems.

5. develop the knowledge and understanding of various wood assembly techniques including joinery, fasteners, adhesives and finishes.

6. develop the ability to self-evaluate and peer evaluate project development and construction by identifying areas of strength and areas in need of improvement.

Specific concepts and tools are taught as required of each project. This ensures a logical progression of knowledge and skill throughout the course.
ASSESSMENT PROCEDURES

Project and Designs
- Research-based planning and development
  35%

Class Participation
- Ability to actively work on task
- Ability to work collaboratively with all members of the class
- Ability to perform whatever task is assigned
- Ability to successfully complete each assigned task
  45%

Tests/Quizzes
- Skill practicals
  10%

Class Work/Reports
- Ability to orally explain works
- Ability to self-assess work
  10%

<table>
<thead>
<tr>
<th>Final Grade</th>
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<tr>
<td>Full Year Course</td>
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<tr>
<td>• Each marking period shall count as 22% of the final grade</td>
<td>• The final exam shall count as 12%.</td>
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</table>
Course: TEC600

Title: WOODS TECHNOLOGY

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

The student will:

1. determine the criteria for two industry related jobs as well as the responsibilities for each.
2. identify and explain shop safety rules in effect in the wood shop with special attention give to portable and power tools usage.
3. describe at least one use for each hand tool found in the shop.
4. determine how layout tools are different from fabrication tools.
5. learn how to use a scale tri-square and a combination saw.
6. learn how to use rep, c-cut, back and coping saws.
7. learn how to use a bit and brace hand drill.
8. learn how to use a ball peen, a claw hammer and a mallet.
9. learn how to use a flat head and a Phillips head screwdriver.
10. learn how to make jack and block planes.
11. learn how to use rasp, wood and metal files.
12. learn how to effectively sand and use the sanding block.
13. operate each power tool in the shop safely, and utilize the following power handheld tools in the shop: belt sander, drill, biscuit joiner, finishing sander and router.
14. utilize each of the following power stationary tools in the shop: belt/disc sander, drill press.
15. Brainstorm solutions to a design problem.
16. prepare a working drawing for a design problem.
17. identify the major types of wood finishers.
18. determine the appropriate types of finishes for each project present.
19. identify five or more types of fasteners, and safely as well as properly use each in a woodworking project.
20. identify the safe procedures needed to complete a mass production woodworking project.
21. identify and prepare several types of wood joints.
22. self-evaluate his or her own skill development, growth, and proficiency at the completion of the course.
I. CAREERS

Essential Question(s): a) How does one prepare for a career as a carpenter or in construction?

Enduring Understanding(s): Every career has requirements, exploration experiences and opportunities for growth and satisfaction.

| PLANNING |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| PROFICIENCY / OBJECTIVE | Standards | SUGGESTED ACTIVITY | EVALUATION / ASSESSMENT | TEACHER NOTES |
| The student will be able to: | | | | |
| 1. determine the criteria for two industry related jobs as well as the responsibilities for each. | 8.1.12.F.1 9.2.12.A.1 RST.9-10.9 | • research a selection of websites and complete career sheets and reading guides in order to perform a career “cluster” project including two responsibilities for each career.  
• Prepare a complete career journal containing all pertinent information.  
• Present findings about the different careers to their peers. | Written work assessed for accuracy and completeness  
Assessed using teacher made rubric | http://www.simplyhired.com/  
Assessed using teacher-made rubric |
II. **HAND TOOLS**

**Essential Question(s):**
a) What functions are performed with hand tools?

**Enduring Understanding(s):**
a) Layout tools, saws, planes, and chisels should be used for the job they are designed to do. Tools need to be maintained and used safely.

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<th><strong>HAND TOOLS</strong></th>
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<tr>
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<tr>
<td><strong>The student will be able to:</strong></td>
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<tr>
<td>2. <strong>identify and explain the safety rules in effect in the wood shop.</strong></td>
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<tr>
<td>3. <strong>describe at least one use for each hand tool found in the shop.</strong></td>
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### HAND TOOLS

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<tr>
<td>The student will be able to:</td>
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<tr>
<td>4. determine how layout tools are different from fabrication tools.</td>
<td>8.1.12.F.1 9.1.12.A.1 RST.9-10.9</td>
<td>• investigate a specified Website to learn about layout and fabrication tools. Prepare and deliver an oral presentation providing a scenario for use of each type of tool.</td>
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<tr>
<td>5. learn how to use a scale tri-square and a combination saw.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• select a specific task to demonstrate how to use a scale, tri-square or a combination saw. Present their work to the class.</td>
<td></td>
<td>Teacher notes during demonstration</td>
</tr>
<tr>
<td>6. learn how to use rip, c-cut, back and coping saws.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• observe the teacher model the process. Next, then prepare a cross grain, grain and curved cut on wood using a rip cut, c-cut, back cut and coping saw. Complete teacher made evaluation sheet.</td>
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<td>Teacher notes during demonstration, evaluation sheet assessed for accuracy and completeness</td>
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## HAND TOOLS

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<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>7. learn how to use a brace and bit hand drill.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• observe a teacher demonstration, and then each individual will show the class how to prepare different wood orientations using a brace and bit hand tool.</td>
<td>Teacher notes during demonstration</td>
<td></td>
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<tr>
<td>8. use a ball peen, claw hammer and a mallet.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• observe the teacher model the procedures, then select ways that demonstrate how a ball peen, a claw hammer, and a mallet could be used. Present finding to the class.</td>
<td>Peer-assessed during presentation</td>
<td></td>
</tr>
<tr>
<td>9. use a flat head and a Phillips head screwdriver.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• perform a series of tasks to demonstrate different uses for each type of screwdriver head.</td>
<td>Teacher notes during demonstration</td>
<td></td>
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### HAND TOOLS

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<tr>
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<tr>
<td><strong>The student will be able to:</strong></td>
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<td><strong>Students will:</strong></td>
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<tr>
<td>10. create jack and clock planes.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• demonstrate using wood clamping devices and other tools to effectively make jack and block planes on wood samples provided by teacher.</td>
<td>Teacher notes during demonstration</td>
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<tr>
<td>11. employ rasp, wood and metal files.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• develop a series of tasks that demonstrate how the rasp and metal files can be effectively utilized when wood clamp practices are employed. Share their ideas with the class.</td>
<td>Peer-assessed during presentation</td>
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<td>12. effectively hand sand wood and use a sanding block.</td>
<td>8.2.12.A.1 9.1.12.A.1</td>
<td>• perform a series of teacher specified tasks in which they select the proper grit and numbered sandpaper then share their choices and reasoning with the class.</td>
<td>Peer-assessed during presentation</td>
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III. POWER TOOLS

Essential Question(s): a) What is the potential impact of power tools on the quality of a product?

Enduring Understanding(s): a) Using machines safely and efficiently makes carpentry tasks more accurate and more easily accomplished.

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<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>13. operate each power tool and utilize the following handheld tools safely:</td>
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<td>Teacher notes</td>
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</table>

  a. belt sander

  b. drill

  c. biscuit joiner

  d. finishing sander

  e. router

  a. demonstrate the primary function of the tool by rough sanding the face grain of selected pieces of wood.

  b. demonstrate the primary function of the drill by correctly drilling holes in the teacher provided wood sample.

  c. demonstrate the primary function of the biscuit joiner by edge joining two or more pieces of selected wood together in the designated manner.

  d. demonstrate the primary function of the finishing sander by performing fine surface finish sanding on teacher selected wood samples.

  e. demonstrate the primary function of the router by edge shaping wood to prepare a finished edge to a selected wood sample.

a.-e.: Observations by the teacher who will assess student tool usage using a safety/skill checklist.
A teacher-made self-evaluation packet will be completed by each individual

| 14. utilize each of the following power stationary tools in the shop: | 8.1.12.F.1  
8.2.12.A.1  
9.4.12.B.22  
RST.9-10.9  
RST.9-10.3 | • investigate selected websites and then perform a teacher selected project in which the students will need to utilize each of the following tools, belt/disc sander, drill press, joiner, bandsaw, radial arm saw, table saw, and late. The tasks will involve wood samples provided for the specified purpose. Prior to engagement, the teacher will model safe and proper usage of each tool. The specific challenges will be to: |
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<tr>
<td>a. belt/disc sander</td>
<td>a. demonstrate the primary function of the belt disc sander by sanding the end/edge grain and external radius of the wood sample.</td>
<td>Assessed using teacher-made rubric</td>
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<tr>
<td>b. drill press</td>
<td>b. demonstrate the primary function of the drill press by accurately drilling holes in the teacher selected wood sample</td>
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<td>c. joiner</td>
<td>c. demonstrate the primary function of the joiner by edge joining a piece of wood to obtain a working edge surface.</td>
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<td>d. band saw</td>
<td>d. demonstrate the primary function of the band saw by cutting irregular curves in a teacher selected wood sample.</td>
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<tr>
<td>14 (continued)</td>
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<tr>
<td>e. radial arm saw</td>
<td>e. demonstrate the primary function of the radial arm saw by setting up and crosscutting wood to teacher selected lengths.</td>
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<td>f. table saw</td>
<td>f. demonstrate the primary function of the table saw by performing set ups that require instructor-generated operations.</td>
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<td>g. lathe</td>
<td>g. demonstrate the primary function of the lathe by rounding and shaping a square piece of stock to obtain a predetermined or set pattern established by the teacher.</td>
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### IV. PLANNING

**Essential Question(s):**

a) How do appropriate planning and careful execution impact results?

**Enduring Understanding(s):**

b) With the right tools and correct measurements, the student wood-worker can succeed in completing the designed product.

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<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>15. brainstorm at least two concepts for each woodworking design problem given.</td>
<td>8.1.12.F.1 9.4.12.B.22 RST.9-10.1-3</td>
<td>• investigate selected websites to obtain information and then brainstorm at least two concepts associated with each woodworking design problem given. Present findings to the class.</td>
<td>Assessed using peer editing practices.</td>
<td><a href="http://www.woodprojects.com/plans1.php">http://www.woodprojects.com/plans1.php</a></td>
</tr>
<tr>
<td>16. prepare a working drawing for a design problem.</td>
<td>9.4.12.B.22</td>
<td>• complete working drawings for the solution of a design problem</td>
<td>Drawings assessed using teacher-developed rubric</td>
<td></td>
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</table>
V. FINISHING

Essential Question(s):  
a) How does the finishing material bring closure to the project?

Enduring Understanding(s):  
b) Natural products, paints or stains are used to finish a variety of surfaces, enhancing the end product.

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<tr>
<td>The student will be able to:</td>
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<tr>
<td>17. identify the major types of wood finishes.</td>
<td>8.2.1.A.1 9.1.12.A RST.9-10.7</td>
<td>• Examine several wood finishes featuring different finishes. Draw and describe the characteristic of each. Share results with class.</td>
<td>Skill sheets assessed for accuracy and understanding</td>
<td></td>
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<tr>
<td>18. determine the appropriate type of finish for each project present.</td>
<td>8.2.12.B.1 9.4.12.A.36</td>
<td>• Perform a series of finishing tasks in which they properly and safely utilize each wood finish including: lacquer thinner stain varnish polyurethane paint</td>
<td>Assessed using peer-edited practices</td>
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VI. UNIT FASTENERS

Essential Question(s): a) What are the various fasteners used in modern high quality furniture?

Enduring Understanding(s): b) Screws, nails and other mechanical fasteners are used to construct a prototype safely. Students will learn why they will choose mechanical fasteners or adhesives for different projects.

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<tbody>
<tr>
<td>The student will be able to:</td>
<td>8.2.12.F.1 9.4.12.A.36 RST.9-10.3</td>
<td>Students will:</td>
<td>Observation/evaluation of proper usage in woods projects. Skill sheet assessed for accuracy and completeness</td>
<td>-</td>
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<tr>
<td>19. identify five or more type of fasteners, and safety as well as properly use each in a woodworking project.</td>
<td></td>
<td>• Observe the teacher model the processes involved in using various fasteners in wood. Next demonstrate the function of each of the following fasteners: drywall screws wood screws common nails finishing nails casing nails masonry nails glue</td>
<td></td>
<td><a href="http://extremehowto.com/xh/article.asp?article_id=60384">http://extremehowto.com/xh/article.asp?article_id=60384</a> <a href="http://www.woodweb.com/knowledgebase?Drawer_construction.htm">http://www.woodweb.com/knowledgebase?Drawer_construction.htm</a></td>
</tr>
</tbody>
</table>
**VII. MASS PRODUCTION**

**Essential Question(s):**

a) How has mass production changed the way goods are produced?

**Enduring Understanding(s):**

b) Division of labor and specialization yield consistent product quality and worker satisfaction.

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### MASS PRODUCTION

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<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>20. identify the safe procedures needed to complete a mass production woodworking project.</td>
<td>8.2.12.F.1 9.1.12.A.1 9.4.12.A.12 RST.9-10.4-5</td>
<td>• Investigate selected websites and then perform a multi-day exercise to complete the appropriate individual flow process charts that include: individual responsibilities, jig and fixture set-up, run through planning efficiency and execution evaluation of final mass produced product</td>
<td>Assessed using teacher-made rubric</td>
<td><a href="http://woodprojects.com/plans1.php">http://woodprojects.com/plans1.php</a> <a href="http://www.doityourself.com/scat/woodworkingprojects">http://www.doityourself.com/scat/woodworkingprojects</a></td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>21. identify and prepare several types of wood joints.</td>
<td>8.2.12.F.1 9.4.12.B.22 RST.9.10-3</td>
<td>• Observe the teacher model the safe procedures for creating the following wood joints: butt miter interlocking dado rabbet end lop • Layout/fabricate each joint as required in the teacher assigned project. Complete the teacher-made rubric.</td>
<td>Teacher anecdotal notes during process. Packet assessed for accuracy, completeness and understanding</td>
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**VIII. SELF EVALUATION**

**Essential Question(s):**

a) How do I contribute to the team?

**Enduring Understanding(s):**

b) Individual skills, safety standards, leadership and work ethic will improve the team experience.

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### MASS PRODUCTION

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<tr>
<td>22. self-evaluate his/her own skill development, growth and proficiency and the completion of the course.</td>
<td>8.2.12.E.1 9.4.12.B.12</td>
<td>• complete culminating woodworking project, and then utilize a teacher-made evaluation sheet to self-assess his/her work throughout the task, as well as the final product produced.</td>
<td>Project assessed using teacher-made rubric and student self-assessment sheets</td>
<td></td>
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</table>
BIBLIOGRAPHY

TEXTBOOKS:


REFERENCES:

Hammond, James, J., Edward T. Donnelly, Walter F. Harris and Norman A. Rayner. Woodworking Technology. Bloomington, IL: -


SOFTWARE:


WEBSITES

http://www.woodprojects.com/plans1.php
http://www.doityourself.com/scat/woodworkingprojects
http://woodworking.about.com/od.safetyfirst/tp/safetyRules.htm
http://www.ccohs.ca/oshanswers/safety_haz/woodwork/gen_safe.html
http://articles.directorym.com/Power_Tools-a993.html
http://extremehowto.com/xh/article.asp?article_id=60384
http://www.woodweb.com/KnowledgeBaseBase/KBCabinetmakingCustomCabinetConstruction.html
http://www.woodweb.com/knowledge_base/Drawer_construction.html
http://www.customcabinetsdirect.com/plywood_construction_cabinets.html
http://simplyhired.com/a/jobs/list/t-cabinet+maker
http://articles.directorym.com/Power_Tools-a993.html
APPENDIX A  SAMPLE AUTHENTIC ASSESSMENT
Scenario:

Your Woodworking teacher was walking through the halls and noticed a common problem of students’ in the high school, namely locker clutter. He shared the problem with your class, and collectively the group decided to do something to help the situation. Since the Industrial Arts Departments at the high schools have been given a grant/gift of wood from a local plywood distributor, and have been looking for ways it might be utilized, the idea of constructing a locker organizer came to mind.

In order to accomplish this task each student will make their own design and prototype, which will be presented to the class for evaluation. The students in the class will determine which design will most effectively meet the organizational needs, and then the best designs will go to the building administration for their review.

The following criteria will need to be followed:

• Take required locker measurements
• Design a paper drawing done to scale. Construction of a cardboard locker organizer model is optional
• Select materials and tools that will be utilized to fabricate the project
• Construct the locker organizer out of plywood
• Finish the locker organizer by either sanding and/or applying a finishing coat
• Prepare a cost and time analysis of your work
• Prepare and deliver an oral presentation to sell your particular prototype
APPENDIX B  SAMPLE RUBRIC FOR GRADING PROJECT
AUTHENTIC ASSESSMENT
RUBRIC

<table>
<thead>
<tr>
<th>RESPONSE LEVEL</th>
<th>ACCOMPLISHED</th>
<th>EMERGING</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSTRUCTION COMPONENT</td>
<td>All parts are cut out to correct/agreed upon dimensions that are less than 1/8” inch off.</td>
<td>All parts are cut out agreed upon dimensions, but some are more than 1/8” inch off.</td>
<td>Parts are not cut out to agreed upon dimensions, and all cuts are more than 1/8” inch off.</td>
</tr>
<tr>
<td>JOINERY</td>
<td>Rabbets and dados are all cut to exact specifications and provide a snug fit between wood pieces.</td>
<td>Rabbets and dados are cut to align with general guidelines, and provide a good fit between wood pieces.</td>
<td>Rabbet and dados cut to do not align with prescribed guidelines resulting in a poor fit between wood pieces.</td>
</tr>
<tr>
<td>FINISHING</td>
<td>Wood is expertly sanded, all edges are smooth, stained/lacquered if applied, results in an antique looking finish.</td>
<td>Wood is sanded, and edge surfaces are reasonable smooth. Stain/lacquer if applied, results in a good protective finish.</td>
<td>Wood is not well sanded and edges are rough. Stain/lacquer is not applied leaving the wood piece unfinished.</td>
</tr>
<tr>
<td>OVER ALL QUALITY OF DESIGN</td>
<td>Design met all criteria necessary to be used in a student locker. The organizer is fully functional and offers numerous opportunities for students to place items.</td>
<td>Design will be functional in a student locker. Students will have several places to put their items.</td>
<td>Design is not functional nor does it fit properly in locker. There is limited space for many necessary items, which makes it ineffective for use.</td>
</tr>
<tr>
<td>COST ANALYSIS</td>
<td>A detailed cost analysis of the job is completed with a high degree of accuracy and specificity.</td>
<td>A cost analysis that is generally accurate and on target is provided.</td>
<td>A cost analysis is either incomplete or not done.</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>Communicates information with a high degree of clarity along with the ability to explain how described results were obtained.</td>
<td>Communicates information with some degree of clarity. Has some difficulty explaining how all desired results are obtained.</td>
<td>Communicates information with very little clarity. Cannot explain how results were obtained.</td>
</tr>
</tbody>
</table>
APPENDIX C NEW JERSEY STUDENT LEARNING STANDARDS

3 - English Language Arts
4 - Mathematics
5 - Science
8 - Technology
9 - 21st Century Life and Careers
APPENDIX D CURRICULUM MODIFICATIONS & ADAPTATIONS
There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.
A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student’s needs.

1. Identify the student’s individual educational goals and objectives to be emphasized during general education activities

2. Articulate the expectations for the student’s performance in general education activities

3. Determine what to teach
   As a team, determine the content of the general education activity, theme or unit study

4. Determine how to teach
   As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

5. Select of design appropriate adaptations
   - Select instructional arrangement
   - Select lesson format
   - Employ student-specific teaching strategies
   - Select curricular goals specific to the lesson
   - Engineer the physical and social classroom environment
   - Design modified materials
   - Select natural supports and supervision arrangements

6. If the above adaptation strategies are not effective, design an alternative activity

7. Evaluate effectiveness of adaptations
A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome he achieved?
2. Can the student’s participation be increased by changing the instructional arrangement?
   - From traditional arrangements to:
     - Cooperative groups
     - Small groups
     - Peer partners
     - Peer or cross-age tutors
3. Can the student’s participation be increased by changing the lesson format?
   - Interdisciplinary/thematic units
   - Activity-based lessons, games, simulations, role-plays
   - Group investigation or discovery learning
   - Experiential lessons
   - Community-referenced lessons
4. Can the Student’s participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
   - Adjust performance standards
   - Adjust pacing
   - Same content but less complex
   - Similar content with functional/direct applications
   - Adjust the evaluation criteria or system (grading)
   - Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
   - Environmental/physical arrangements
- Social rules
- Lesson location

**Examine the Materials for Learning**

7. Will different materials be needed to ensure participation?
   - Same content but variation in size, number, format
   - Additional or different materials/devices
   - Materials that allow a different mode of input
   - Materials that allow a different mode of output
   - Materials that reduce the level of abstraction of information

**Examine the Support Structure**

8. Will personal assistance be needed to ensure participation?
   - From peers or the general education instructor?
   - From the support facilitator**?
   - From therapists*?
   - From paraprofessionals?
   - From others?

**Arrange Alternative Activities that Foster Participation and Interaction**

9. Will a different activity need to be designed and offered for the student and a small group of peers?
   - In the classroom
   - In other general education environments
   - In community-based environments

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student’s needs as identified on an IEP.

a. **Curriculum as is.** This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.

b. **Different objective within the same activity and curriculum.** The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include:

   - A student with a short attention span staying on task for 5 minutes.
   - Using a switch to activate a communication device to share during a class discussion.
   - Expressing one’s thoughts by drawing in a journal instead of writing.
   - Holding a book during reading time.
   - Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.

c. **Material or environmental adaptations.** The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:

   - 5 spelling words from the weekly list instead of the standard 20.
   - Completing a cooking assignment by following picture directions rather than written directions.
   - Changing the grouping of the class from large group to small groups (possible with the additional support staff).
   - Changing the instructional delivery from lecture to the cooperative learning format.
   - Using a computer to write an assignment instead of paper and pencil.
   - Reading a test to a student.
   - Highlighting the important concepts in a textbook.
   - Having the student listen to a taped textbook.
   - Using enlarged print.
   - Using an assistive technology device.
   - Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.
   - Using a note taking guide listing the key concepts during a lecture.

Move in this direction only when necessary.
### d. Providing Physical assistance

Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student’s life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include:

- Starting a computer for an student with an IEP to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder.
- Pushing a student in a wheelchair to the next activity.

### e. Alternative/substitute curriculum

This is sometimes referred to as functional curriculum as it usually involves the acquisition of “life skills.” The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.
- Doing laundry for the athletic department.
- Learning cooking/grooming skills at the home.

Overlap does occur among the five types of curriculum adaptations.

---

# Nine Types of Adaptations

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing.</td>
</tr>
<tr>
<td><strong>For example:</strong> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td><strong>For example:</strong> Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td><strong>For example:</strong> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or compete.</td>
</tr>
<tr>
<td><strong>For example:</strong> Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><strong>For example:</strong> Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td><strong>For example:</strong> Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goals</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td><strong>For example:</strong> In geography, have a student hold the globe, while others point out the locations.</td>
<td><strong>For example:</strong> In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td><strong>For example:</strong> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

Adaptations

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   reading  math  science  social studies  writing  music  health  P.E.  art
   Grade Level: ..........................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know .................................................................

4. Briefly identify the *instructional* plan for most learners: As teacher, I will .................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
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<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
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</tr>
<tr>
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<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   - reading  math  science  social studies  writing  music  health  P.E.  art

   Grade Level: 4

2. Select the lesson topic to be taught (on one day): Vocabulary comprehension

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   the meaning of new vocabulary words from their story.

4. Briefly identify the instructional plan for most learners: As teacher, I will ask students to complete
   a matching activity in which they match words and definitions on paper.
   The students will also choose one word and write a sentence using the
   word on the bottom of their paper.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: Kim

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place students in</td>
<td>Allow the student to</td>
<td>Ask the student to</td>
</tr>
<tr>
<td>cooperative groups and</td>
<td>record all or part of the</td>
<td>complete the assignment at</td>
</tr>
<tr>
<td>divide the task between</td>
<td>assignment on tape.</td>
<td>home and return it the</td>
</tr>
<tr>
<td>group members. Each member</td>
<td></td>
<td>next day.</td>
</tr>
<tr>
<td>teaches their vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work to team members.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select different vocabulary</td>
<td>Ask a classmate, peer</td>
<td>Select fewer (or more) words</td>
</tr>
<tr>
<td>words for the student to</td>
<td>tutor or teaching assistant to</td>
<td>for the student to learn, but</td>
</tr>
<tr>
<td>learn; words that are less</td>
<td>assist in completing the</td>
<td>leave the assignment the same</td>
</tr>
<tr>
<td>difficult or in some cases</td>
<td>assignment.</td>
<td>as for other students.</td>
</tr>
<tr>
<td>more difficult.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to check</td>
<td>Set the goal as being to</td>
<td>Choose a different story</td>
</tr>
<tr>
<td>classmates’ definitions</td>
<td>write the words only, or</td>
<td>for the student to read and</td>
</tr>
<tr>
<td>against as answer key.</td>
<td>being able to pronounce the</td>
<td>identify one or several words</td>
</tr>
<tr>
<td></td>
<td>words, or just</td>
<td>the learner needs to know.</td>
</tr>
<tr>
<td></td>
<td>listening to the words and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>definitions.</td>
<td></td>
</tr>
</tbody>
</table>

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   math    science    history    literature    business    P.E.    fine arts    health
   Grade Level: .....................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   ..........................................................................................................................

4. Briefly identify the instructional plan for most learners: As teacher, I will ..............................................
   ..........................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ..........................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
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<tbody>
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</tr>
<tr>
<td>Degree of Participation</td>
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</tr>
</tbody>
</table>

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math    science    history    literature    business    P.E.    fine arts    health
   Grade Level: 40

2. Select the lesson topic to be taught (on one day): Concept comprehension

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.

4. Briefly identify the instructional plan for most learners: As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   John

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide a review of the chapter prior to having the student complete the written work.</td>
<td>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</td>
<td>Allow the student an extra day to complete the task either in study hall or at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the key concepts for the student but keep the remainder of the assignment the same.</td>
<td>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</td>
<td>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</td>
<td>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</td>
<td>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
Thematic Lesson Plan

School Name: 
Class: 
Unit: 

Student Name: 
Age: 
Grade: 
Parent/Guardian: 
Classroom Teacher: 
Inclusion Support Teacher: 

Room: 
Phone: 

Major standards, objectives and expectations for the unit

Materials, books, media, worksheets, software, etc. 

Items requiring accommodations and/or modifications

Instructional arrangements. Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

Items requiring accommodations and/or modifications

Projects, supplemental activities, and homework

Items requiring accommodations and/or modifications

Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.

Items requiring accommodations and/or modifications

PEAK Parent Center, Inc. 1999
### Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Social Studies  
**Unit:** More Alike Than Different  
**Room:** 21

**Student Name:** Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Phone:** 555-5432  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tangela Hunter

---

**Major standards, objectives and expectations for the unit:**
1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

---

#### Materials, books, media, worksheets, software, etc.
1. Children's books on topic  
2. "Chocolates" posterboard (Activities for a Diverse Classroom)  
3. Family interview questions  
4. Slides and overheads

---

#### Instructional arrangements, time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:
1. Large group for read aloud  
2. Interactive lessons using various media  
3. Cooperative groups to complete Hyperstudio project  
4. Small group for chocolate activity

---

#### Projects, supplemental activities, and homework
1. "Box of Chocolates" activity (Activities for a Diverse Classroom)  
2. Hyperstudio group project: Are We More Alike Than Different?  
3. Homework - Family interview

---

#### Assessment(s) and final products. Summarize actual student performance. (Attach examples as appropriate on the reverse.)
1. Completion of group activities  
2. Rubric for Hyperstudio presentation  
3. Family interview

---

#### Items requiring accommodations and/or modifications
1. Some books on tape  
2. Highlighted posterboard  
3. Family questions - done on audio tape

---

#### Items requiring accommodations and/or modifications
1. Modify if necessary  
2. Paraeducator assistance with computer

---

#### Items requiring accommodations and/or modifications
1. Highlight posterboard of key points  
2. Select task items at student's instructional level  
3. Provide word bank or magazine pictures

---

#### Items requiring accommodations and/or modifications
1. Assess on use of language  
2. Modify rubric

---

**PEAK Parent Center, Inc. 1999**
## Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Language Arts  
**Unit:** One Book, Two Books, Red Book, Blue Book: Author Study of Dr. Seuss

### Major standards, objectives, and expectations for the unit
1. Increase comprehension by rereading, retelling, and discussion.
2. Determine the main idea in nonprint communication.
3. Write, question, and make observations about familiar topics, stories, and new experiences.
4. Recognize personal preferences in literature.

### Materials, books, media, worksheets, software, etc.
1. Dr. Seuss books;
2. Formatted reflective journal;
3. Summarization sheet to be completed on each book;
4. Family response journal (homework);
5. Video versions of Dr. Seuss books;
6. Computer - ClarisWorks programs;
7. Biographical source materials

### Items requiring accommodations and/or modifications
1. Pictures available for use in journal
2. Picture vocabulary writing program
3. Taped readings of source material

### Instructional arrangements, time, and opportunities for large group, small group, core group, learning centers, individual activities, nonclassroom instruction. Does it change day to day? Explain:
1. Large group for K-W-L chart; 2. Large group read aloud;
3. Read-write-pair-share; 4. Individual journal writing;
5. Partner research in media center; 6. Concept web of themes; 7. Small group editing

### Projects, supplemental activities, and homework
1. Read 2 books - parent and child write in response journal (homework); 2. Choose 4 books from list (one must be a video), analyze for common themes; 3. Analyze for a kindergarten, then read aloud to him or her

### Items requiring accommodations and/or modifications
1. Parent tips for activity
2. Assistance in selecting books

### Assessments and final products. Summarize actual student performance (attach examples as appropriate) on the reverse:
1. Reflective journal entries
2. Author project rubric of presentation
3. Self-assessment of kindergarten reading
4. Portfolio selection

### Items requiring accommodations and/or modifications
2. Reduce rubric to focus on thematic analysis
3. Use pictures to support self-assessment

---

**Student Name:** Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Phone:** 555-5432  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tanglea Hunter  
**Room:** 21

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**NOTE:**

- The above lesson plan is a sample form from the book "Tools for Teachers: Curriculum Modifications & Adaptations" by PEAK Parent Center, Inc. 1999.
SAMPLE FORM  (Secondary)

### Academic Unit Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class:</th>
<th>Unit:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td></td>
<td></td>
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<tr>
<td>Advocate Teacher:</td>
<td></td>
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</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit**

**Materials, books, media, worksheets, software, etc.**

**Items requiring adaptations and/or modifications**

**Instructional arrangements.** Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

**Items requiring adaptations and/or modifications**

**Projects, supplemental activities, and homework**

**Items requiring adaptations and/or modifications**

**Assessment(s) and final products.** Summarize actual student performance (attach examples as appropriate) on the reverse.

**Items requiring adaptations and/or modifications**
### Academic Unit Lesson Plan

**School Name:** Central  
**Class:** Biology  
**Unit:** The Cell

**Student Name:** Kelley Glass  
**Age:** 15  
**Grade:** 10  
**Parent/Guardian:** Ms. Rebecca Glass  
**Phone:** 555-1212  
**Advocate Teacher:** Mr. David Porter  
**Classroom Teacher:** Ms. Juanita Fouche

**Class Schedule:**  
<table>
<thead>
<tr>
<th>Block 1: Math</th>
<th>Block 2: English</th>
<th>Block 3: Biology</th>
<th>Block 4: World Geography</th>
<th>Block 5: 3-D Art</th>
</tr>
</thead>
<tbody>
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<td>Block 5: 3-D Art</td>
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<tr>
<td>111</td>
<td>147</td>
<td>161</td>
<td>150</td>
<td>16</td>
</tr>
</tbody>
</table>

**Room:**

**Major standards, objectives and expectations for the unit:**

1. Students will understand the structure and function of the cell.
2. Students will identify the parts of the cell.
3. Students will identify how cells are organized in multi-cellular organisms.

**Materials, books, media, worksheets, software, etc.:**

1. Book: Modern Biology
2. Educational videotapes related to chapter contents
3. Art supplies for cell projects
4. Chapter worksheets
5. Primary source: Science magazine article on the cell
6. Local biology professor to share current research on cells

**Items requiring adaptations and/or modifications:**

1. Order textbook from publisher on cassette.
2. Modify worksheets to emphasize key points of chapters.
3. Record science magazine article on audio tape.

**Instructional arrangements:** Time and opportunities for large group, small group, cooperative, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.

1. Large group instruction with overheads to introduce the cell
2. Small groups to complete labs, worksheets, mind map, and chapter review
3. Two cell labs will be completed in partners (onion skin & Jell-O)
4. Individual time to complete illustrated vocabulary

**Projects, supplemental activities, and homework:**

1. Homework: Complete vocabulary, bring in Jell-O cell food items
2. Design a cell and "Parts of the cell" group projects & presentations
3. Write-up for each completed lab with illustrations

**Items requiring adaptations and/or modifications:**

1. Copy of teacher's overhead transparencies given to students
2. Peer takes notes and highlights key points; student types on to computer for both
3. Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review
4. Magazine pictures to illustrate the meaning of vocabulary words
5. Lab write-up sheet completed with peer using computer graphics & illustrations to supplement write-up

**Assessment(s) and final products:** Summarize actual student performance (attach examples as appropriate) on the reverse.

1. Add illustrated vocabulary words to class portfolio
2. Culminating activity: "Design a cell" and "Parts of the cell" projects
3. Chapter test

**Items requiring adaptations and/or modifications:**

1. Chapter test read orally with additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions.
SAMPLE FORM

(Example for student Kelley Glass)

Academic Unit Lesson Plan

School Name: Central
Class: Sophomore
Unit: Of Mice and Men

Student Name: Kelley Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass, Phone: 555-1212
Advocate Teacher: Mr. David Porter
Classroom Teacher: Mr. Sam Moore

Major standards, objectives and expectations for the unit:
1. Students will evaluate their beliefs related to prejudice and diversity.
2. Students will learn about the plight of the migratory farm workers.
3. Students will learn about the time during the Depression and the time period in which Steinbeck did his writing.

Materials, books, media, worksheets, software, etc.
1. Copy of the short story "The Circle" by Francisco Soware
2. Copy of the novel Of Mice and Men by John Steinbeck
3. Worksheets for each of the six chapters
4. Video of the book Of Mice and Men
5. Video camera
6. "I Am" Poem: to use with "The Circle"
7. "Open Mind" worksheet (see activity under Projects)
8. Circle of Friends worksheet (see activity under Projects)

Items requiring adaptations and/or modifications:
1. Audio/visual recorder of the short story "The Circle"
2. Audio/visual recorder of the novel Of Mice and Men
3. Reformatted chapter summary worksheets and comprehension questions using outlines, pictures, or word bank format

Instructional arrangements: Time and opportunities for large group, small group, group work, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:
1. Large group instruction for introduction of the time period, Steinbeck, the Depression and migratory farm workers; use of opening question in Socratic dialogue format: Am I my brother's keeper?
2. Small groups for "I Am" poem for "The Circle"
3. Student pairs to complete worksheets
4. Large group presentation for trial for George (with every student having a part in the trial)

Projects, supplemental activities, and homework:
1. Class completes chapter worksheets
2. "I Am" poem on short story "The Circle"—students complete outline of poem format that includes descriptive phrases, parallel structure and themes, and constructive thinking
3. Simulated trial of George for killing Lennie
5. Illustration of vocabulary words
6. "Open Mind" activity—students fill in thoughts from the perspective of specified characters
7. Circle of Friends activity—students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie's character (from Of Mice and Men)

Assessment and final products: Summarize actual student performance (attach examples as appropriate) on the reverse:
1. Trial presentation/video taped
2. Objective test
3. Evaluative essay

Items requiring adaptations and/or modifications:
1. Reformatted worksheets completed on the computer with the peer tutor
2. Give options for responses for completing poems (3 choices for each line of the poem)
3. Listen to audiobook and/or family members read text
4. Rehearse part in play with pictures or cartoon
5. Work hard to use for completing "Open Mind" activity

Items requiring adaptations and/or modifications:
1. Text read orally to student by peer tutor. Choices for answers are limited in number.
2. With assistance from peer, complete the essay online using computer. Create a pictorial collages to represent the themes of each section of the outline.

PEAK Parent Center, Inc. 1999