

# **Unit 3- Operation of Drill Press & Hand Drill/Orbital & Belt Sander Copied from: Machine Woodworking, Copied on: 02/21/22**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# **Unit 3-Operations of Drill Press & Hand Drill/Orbital & Belt Sander**

**Belleville Board of Education**

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## **Unit Overview**

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Students will identify the operation of drill press & hand drill. Students will identify the function and operation of orbital and belt sander. Students will process the techniques for the use of equipment.

## **Enduring Understanding**

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Student will be able to understand...

-The functions and operation of tools in the real workplace

-How to use the drill press and hand drill

-How to operate the orbital and belt sander

-Importance of proper tools in the workplace

-Guidelines that must be adhered to in the workplace

## **Essential Questions**

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-How do you turn on the belt and orbital sander?

-What safety mechanisms are on each device in case of an emergency?

-How do you use the drill press and hand drill?

-What is the purpose of belt and orbital sander?

-What is the purpose of drill press and hand drill?

-When should you use a drill press as opposed to a hand drill?

## **Exit Skills**

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By the end of Unit 3, the student should be able to:

- Understand the safety and protocol when operating equipment
- Operations and use of equipment (Drill press and sanders)
- Know how to shut down all equipment in case of emergency
- Know when to use a drill press
- Know when to use a hand drill

## **New Jersey Student Learning Standards (NJSL-S)**

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|             |  |
|-------------|--|
| 9.3.12.AC   | Architecture & Construction  |
| 9.3.12.AC.1 | Use vocabulary, symbols and formulas common to architecture and construction.  |
| 9.3.12.AC.2 | Use architecture and construction skills to create and manage a project.   |
| 9.3.12.AC.3 | Comply with regulations and applicable codes to establish and manage a legal and safe workplace.   |
| 9.3.12.AC.4 | Evaluate the nature and scope of the Architecture & Construction Career Cluster and the role of architecture and construction in society and the economy.            |
| 9.3.12.AC.5 | Describe the roles, responsibilities, and relationships found in the architecture and construction trades and professions, including labor/management relationships. |
| 9.3.12.AC.6 | Read, interpret and use technical drawings, documents and specifications to plan a project.  |

|               |  |
|---------------|--|
| 9.3.12.AC.7   | Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways. |
| 9.3.12.AC-CST | Construction   |

## Interdisciplinary Connections

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|                 |  |
|-----------------|--|
|                 | Integration of Knowledge and Ideas   |
| LA.RL.11-12.7   | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)  |
| LA.RL.11-12.8   | (Not applicable to literature)   |
| LA.RL.11-12.9   | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |
| MA.A-REI.C.8    | Represent a system of linear equations as a single matrix equation in a vector variable.   |
| MA.A-REI.D      | Represent and solve equations and inequalities graphically   |
|                 | Comprehension and Collaboration  |
| LA.SL.11-12.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.   |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |
| LA.SL.11-12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.  |
| LA.SL.11-12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.                                |
| LA.SL.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.                       |
| LA.SL.11-12.3   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |

## Learning Objectives

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Students will be able to...

- Design and create a project after using sanders and drills
- Develop the fundamentals on how to use equipment

-Understand the safety techniques and operations of equipment

-Organize proper measurements used in order to drill proper holes

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose          | Classify          | Choose       | Categorize     | Appraise        | Combine       |
| Describe        | Defend            | Dramatize    | Classify       | Judge           | Compose       |
| Define          | Demonstrate       | Explain      | Compare        | Criticize       | Construct     |
| Label           | Distinguish       | Generalize   | Differentiate  | Defend          | Design        |
| List            | Explain           | Judge        | Distinguish    | Compare         | Develop       |
| Locate          | Express           | Organize     | Identify       | Assess          | Formulate     |
| Match           | Extend            | Paint        | Infer          | Conclude        | Hypothesize   |
| Memorize        | Give Examples     | Prepare      | Point out      | Contrast        | Invent        |
| Name            | Illustrate        | Produce      | Select         | Critique        | Make          |
| Omit            | Indicate          | Select       | Subdivide      | Determine       | Originate     |
| Recite          | Interrelate       | Show         | Survey         | Grade           | Organize      |
| Select          | Interpret         | Sketch       | Arrange        | Justify         | Plan          |
| State           | Infer             | Solve        | Breakdown      | Measure         | Produce       |
| Count           | Match             | Use          | Combine        | Rank            | Role Play     |
| Draw            | Paraphrase        | Add          | Detect         | Rate            | Drive         |
| Outline         | Represent         | Calculate    | Diagram        | Support         | Devise        |
| Point           | Restate           | Change       | Discriminate   | Test            | Generate      |
| Quote           | Rewrite           | Classify     | Illustrate     |                 | Integrate     |
| Recall          | Select            | Complete     | Outline        |                 | Prescribe     |
| Recognize       | Show              | Compute      | Point out      |                 | Propose       |
| Repeat          | Summarize         | Discover     | Separate       |                 | Reconstruct   |
| Reproduce       | Tell              | Divide       |                |                 | Revise        |
|                 | Translate         | Examine      |                |                 | Rewrite       |
|                 | Associate         | Graph        |                |                 | Transform     |
|                 | Compute           | Interpolate  |                |                 |               |
|                 | Convert           | Manipulate   |                |                 |               |
|                 | Discuss           | Modify       |                |                 |               |
|                 | Estimate          | Operate      |                |                 |               |
|                 | Extrapolate       | Subtract     |                |                 |               |
|                 | Generalize        |              |                |                 |               |
|                 | Predict           |              |                |                 |               |



### **Suggested Activities & Best Practices**

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- Students will be able to operate the belt and orbital sander
- Students will learn how to operate the drill press and hand drill
- Students will learn when to use a hand drill as opposed to a hand drill
- Students will be able to shut down all power equipment

## **Assessment Evidence - Checking for Understanding (CFU)**

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Unit test-summative assessment

Think, pair, share-formative assessment

Multimedia reports-alternate assessment

-benchmark assessments (see below)

-Students will be given quizzes on drill press and orbital sander-

-Students will self assess all completion of drill press holes when projects are complete

-Students will evaluate all completed projects and critique ways to improve projects

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite



- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Basic Woodworking Fundamentals- Wilcox Company

Desktop PC

Internet

## **Ancillary Resources**

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YouTube Training Video

Scholarly Articles and Videos

Media Center

## **Technology Infusion**

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Hardware (Ex. Hammer, Screwdriver, Sander, Wrench)

Desktop PC-Students will watch Youtube videos on how to safely operate orbital sander and drill press

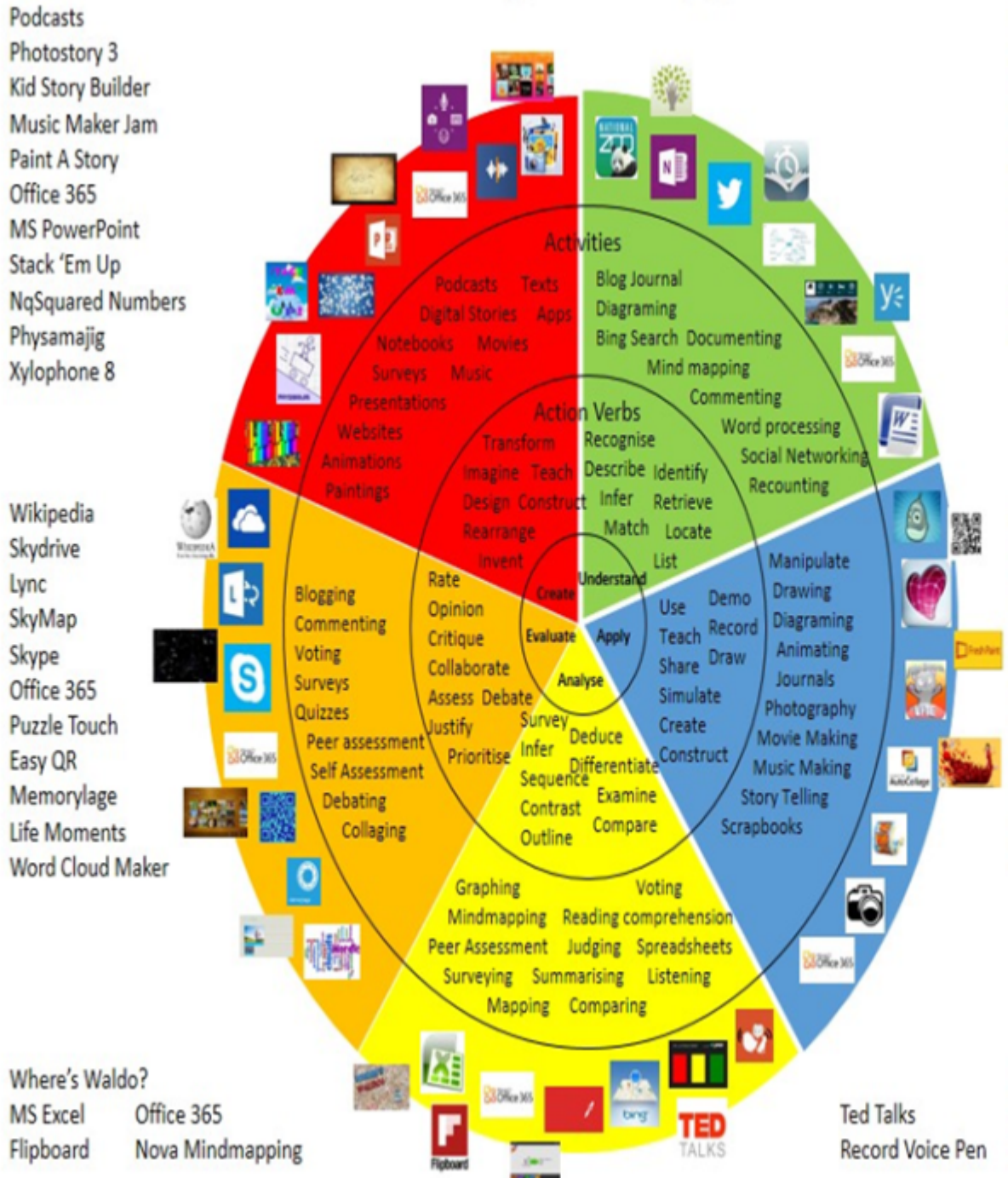
Electronic Measuring Tape-Students will use the measuring tape in order to execute perfect measurements

Orbital sander -Students will operate sander to make sure all wood is smooth

Drill Press-Students will use drill press to drill holes for projects

Hand Drill-Students will use hand drill as needed for projects to drill holes

### Win 8.1 Apps/Tools Pedagogy Wheel



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/Padagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



## **Alignment to 21st Century Skills & Technology**

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|                  |  |
|------------------|--|
| CRP.K-12.CRP2    | Apply appropriate academic and technical skills.   |
| CRP.K-12.CRP2.1  | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.  |
| CRP.K-12.CRP4    | Communicate clearly and effectively and with reason.   |
| CRP.K-12.CRP4.1  | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6    | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP6.1  | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.   |
| CRP.K-12.CRP11   | Use technology to enhance productivity.  |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible   |

and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

|                   |   |
|-------------------|---|
| CAEP.9.2.12.C     | Career Preparation  |
| CAEP.9.2.12.C.3   | Identify transferable career skills and design alternate career plans.  |
| CAEP.9.2.12.C.5   | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.   |
| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.12.C.1   | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.   |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats.   |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.  |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems.  |
| TECH.8.1.12.D     | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.  |

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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- Students will work in small groups when using the drill press and hand drill until mastery is complete
- Directions will be repeated for all students using any mechanical tools
- Additional time will be given to students on all quizzes when necessary

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options

- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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-Students will be given extra time for mastery of all sander equipment and drill press

-Students will be working with an assigned partner when operating all mechanical equipment in the classroom

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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-Students will be using videos to review operation of all equipment such as sanders and drill press

-Students will be allowed to correct errors on quizzes until mastery occurs

-Students will be allowed to use note cards when taking a quiz on all parts of equipment

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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-Students will be using videos to review operation of all equipment such as sanders and drill press

-Students will be allowed to correct errors on quizzes until mastery occurs

-Students will be allowed to use note cards when taking a quiz on all parts of equipment

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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-Students will debate all occurrences and document measurement issues that arise during project creation

-Students will work at a faster pace during completion of projects

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text



- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: