Unit 1: Safety

Content Area: **Applied Technology**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

Students will learn the importance of eye protection along with other types of personal protection while working in the shop. They will learn the procedures to follow in the event of a personal injury or injury of a fellow student. They will understand the importance of being safety minded at all times. Students will understand that a safe shop depends on everyone working safely. Students will learn that power machinery is inherently dangerous and the utmost care must be used when operating machinery. Students will understand that their safety depends on their being alert at all times. Students will learn that advanced woodworking techniques require additional safety measures

Standards

LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key

	terms (e.g., force, friction, reaction force, energy).
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.RST.9-10.6	Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.9-10.8	Determine if the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
LA.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Essential Questions

What is safety consciousness & how do accidents occur?

How is your safety related to the safety of others ?

What can you do to reduce your chances of an injury ?

What are general safe handling procedures for hand tool operation ?

Learning Plan

- Cooperatively develop a list of preventative safety procedures for the classroom.
- Discuss preventative safety procedures with emphasis on reporting hazards.
- Have students establish a list of of safety rules and post it in a conspicuous location in the room.
- Have students research the most common injuries in school shops and using the Smart Board present their findings to the class.
- Have students self evaluate their own safety habits.
- In class projects will consist of group and independent work allowing the instructor to assess comprehension.
- Introduce essential questions and key vocabulary words.
- Present lesson on shop safety and identify the major hazards in the woodshop.
- Preview the essential questions and connect to learning throughout the unit.
- Read and discuss relevant selections from woodworking textbook.

Assessment

Actively and meaningfully participate in all classroom activities, and discussions. Formative
Develop a safety poster illustrating one of the safety rules discussed in class. Summative
Evaluate the shop room and make recommendations for improving the overall safety of the room. Formative
Develop a list of 10 general safety rules for working in the woodshop. Formative
Describe a safety problem that may result from not following safety rules and explain how you would correct this problem so it can be avoided in the future. Formative
Safety test - Summative

Accommodations & Modifications

https://docs.google.com/spreadsheets/d/16FQGn9mt8fKFWc_lwnwVGmdb-Qonsj6UsyBQAtmTRlI/edit?usp=sharing

Objectives

Students will be skilled at:

Working safely to help insure the safety of others as well as themselves.

Knowing one's limitations and how they can greatly reduce one's chance of injury .

Students will know:

Being safe depends on being safety conscious at all times .

Recognizing potentially hazardous situations is key to avoiding injury.

Materials

Wood 1 Textbook

Safety Equipment

Safety Videos