

# Woodshop 6-8 Template Copied on: 05/08/25 Copied on: 05/08/25

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## Unit Overview

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## Enduring Understandings

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## Essential Questions

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## Learning Objectives

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## Standards: Content

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## Standards: Interdisciplinary

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ELA.L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
VA.6-8.1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic

process.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

VA.6-8.1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## Assessment Evidence

Formative	Collaborative Activities, Homework, Classwork, Discussion, Independent Class Assignment, Informal Observations of Students, Interactive Notebooks, Sketchbooks, Safety Assessments
Summative	Tests, Pre-Assessments, Quizzes, Written Responses, Projects, Safety Test

Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning, Sketchbook Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments
<a href="#">Assessment Evidence Resource</a>	

## **Instructional Resources**

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, hand tools, wood, machines, safety glasses, pencils, folders, rulers, other appropriate tools for the shop.

[Instructional Resource List](#)

## **Curricular Mandates**

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

	Amistad	Diversity, Equity, and Inclusion
	Holocaust	LGBT and Disabilities (Grades 6-12)
	Climate Change	Asian American & Pacific Islander

## **Social Emotional Learning (SEL) Competencies**

[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)

	Self-Awareness	Relationship Skills
	Responsible Decision-Making	Social Awareness
	Self-Management	

## 21st Century Skills & Themes

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Global and Cultural Awareness	Technology Literacy	Planning and Budgeting
Creativity and Innovation	Financial Institutions	Risk Management and Insurance
Information and Media Literacy	Digital Citizenship	Economic and Government Influences
Critical Thinking and Problem Solving	Credit Profile	Career Awareness and Planning
Civic Financial Responsibility	Financial Psychology	