

**BRICK TOWNSHIP PUBLIC SCHOOLS
(SUBJECT) CURRICULUM**

Content Area: Career & Life Skills

Course Title: Construction Science

Grade Level(s): 6 - 8

(Unit)	(Timeframe)
Safety	8 days
Shop Organization	8 days
Tools	8 days
Project Construction	20 days

Date Created:

August 15, 2017

Board Approved on:

September 14, 2017

**BRICK TOWNSHIP PUBLIC SCHOOLS
(SUBJECT): (UNIT)**

Content Area: Career & Life Skills

Unit Title: Project

Target Course/Grade Level: grade 8

Unit Summary

Students will develop and enhance 21st Century Career Life & Career Skills

A Project is a hands-on activity where students will rigorously learn life and career skills as well as the basics of a trade. Students will apply knowledge and skills learned in other subject areas and use a wide variety of tools and technology to complete their projects and activities.

At the middle school level how students work is more important than the quality of the final product they create. Mechanical Abilities are enhanced and Technical Skills of the carpentry trade are taught but they are not the focus of the class.

Skills learned in this course will enhance the student's academic and personal growth and aptitudes. Upon completion students will be better prepared for their transition to high school. They will also be better prepared to navigate the globally competitive work environment of the information age regardless of what career path they eventually choose.

Primary interdisciplinary connections:

21st Century Themes:

Career Readiness Practices (CRP), Personal Financial Literacy (PFL), Career Awareness Exploration and Preparation (CAEP), Career and technical Education (CTE)

Technology connections:

Students will use Classroom and Teacher provided technology (Woodworking Equipt.) to complete hands on projects. Students will also use district provided technology to enhance their learning experience including but not limited to:

Internet, Google Classroom, Desk top, lap tops, netbooks, chrome books, LCD Projector, Power Point Presentations, Textbook, Television

Learning Targets

Content Standards	
CONTENT STANDARDS LINK:	
CPI #	Cumulative Progress Indicator (CPI)
CRP	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
PFL	<p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p>
CAEP	<p>9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p>
CTE	<p>9.3.12.AC.2 Use architecture and construction skills to create and manage a project.</p> <p>9.3.12.AC-CST.2 Describe the approval procedures required for successful completion of a construction project.</p> <p>9.3.12.AC-CST.3 Implement testing and inspection procedures to ensure successful completion of a construction project.</p> <p>9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p>9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite safety.</p> <p>9.3.12.AC-CST.8 Demonstrate the construction crafts required for each phase of a construction project.</p> <p>9.3.12.AC-CST.9 Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish Construction project goals.</p>

Essential Questions / Enduring Understanding

Students will understand that...

- In today's global economy, people need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world.
- *21st century life and career skills enable them to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Unit Objectives

Through project and activity work the student(s) will successfully:

I. Learn proper 21st Century Career & Life Skills

A. Career Readiness Practices (CRP)

1. Demonstrate creativity, innovation, creative and critical thinking, problem solving, and decision making skills

a. Self-reflection

2. Apply academic skills where necessary

3. Communicate effectively and with reason

a. Written, oral, etc.

4. Make use of all available resources

5. Display good self-management skills:

a. Follow school and class rules and procedures, prepared for class, maintain a proper attitude, work cooperatively and independently, pay attention, and participation

6. Conduct

a. Models integrity, acts responsibly, and contributes positively

7. Maintain a safe working environment

a. Apply procedures and practices to maintain a safe working environment

b. Keep track of belongings, tools, equipment, and resources

B. Career Exploration & Technical Education (CAEP, CTE, PFL)

1. Learn basic skills related to the carpentry trade

2. Show an understanding of how special skills and income are related

a. Demonstrate the construction crafts necessary to complete a woodworking project

i. Proper safe use of tools, equipment, machinery, and resources

ii. Make use of all available resources

iii. Apply standards, applications, and restrictions pertaining to the selection and use of materials, components, and assemblies in the project design

2. Display self-management skills for successful completion of projects and activities

a. Follow approval procedures

b. Show an ability to self assess work - Implement testing and inspection procedures

c. Time management - Apply scheduling practices to work efficiently

d. Work cooperatively

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments

Career Readiness Practices evaluated

Summative Assessments

Graded projects and activities

Modifications (ELLs, Special Education, Gifted and Talented)

● **UDL Strategies:**

Use multiple media and resources, use alternatives for auditory and visual information, supply background knowledge, guide information processing, support planning and managing of information and resources, individual choice, increase mastery oriented feedback, develop self-assessment and reflection.

● **IEP & 504 Modifications:**

Specialized one-on-one instruction including but not limited to:

Shortened Assignments, Extended Time, modified curriculum - provide notes etc., Jigs & fixtures, preferred seating, repeat and clarify directions, verbal & non-verbal cueing, provide breaks where necessary, chunk material, provide material to record progress - i.e. student planner etc.

● **Students with severe disabilities:**

AAAA.K-12.1.1 - Demonstrate employability skills, self-advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing when and how to ask for help.

AAAA.K-12.3.2 - Make appropriate choices in the community, in the classroom and on the job.

AAAA.K-12.4.2 - Demonstrate an understanding of behavior consequences.

AAAA.K-12.4.3 - Work to complete a task alone and cooperatively with others.

AAAA.K-12.4.4 - Interact and behave appropriately in social and work situations.

AAAA.K-12.4.5 - Evaluate one's own actions and accomplishments.

AAAA.K-12.4.6 - Communicate wants, needs and preferences in a variety of settings.

●

Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

<http://www.state.nj.us/education/aps/cccs/career/>

<http://www.brickschools.org/>

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Aug. 2017

