

# *CBE*

## *Competency-Based Education*

### *COURSE OUTLINE*

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COURSE NO.: **52-07-87**

NEW: March/2001

TITLE: **FINE AND APPLIED ARTS/WOODWORKING**

DEPARTMENT: Programs for Older Adults

CREDITS: 0\*

HOURS: 60

APPORTIONMENT NO.: 08.082.201

#### **COURSE DESCRIPTION:**

This competency-based course for older adults contains instruction of basic hands-on tool skills and processing of woodworking through theory and shop projects. The student will learn the operation of woodworking machines and standard safety practices. Emphasis will be put on workmanship, construction, design, finish, accessing woodworking informational resources, and sharing skills through community interaction. The course outline integrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

#### **PREREQUISITES:**

None

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\*This is a non-credit course and may be repeated to learn specific competencies.

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***LOS ANGELES UNIFIED SCHOOL DISTRICT***  
***Division of Adult and Career Education***  
***Instructional and Counseling Services Unit***  
***Adult Curriculum Office***  
***adultinstruction.org***

## ***COURSE OUTLINE COMPETENCY-BASED COMPONENTS***

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

*The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.*

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-10

*Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.*

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

p. 16

*Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.*

Instructional strategies for this course are listed in the SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

Course Outline Components Location

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

*The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.* pp. 6-10

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p. 16

*The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.*

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

*After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.*

## *ACKNOWLEDGMENTS*

The contributions of ED WATKINS are gratefully acknowledged for the development of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

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**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Fine and Applied Arts/Woodworking Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. ORIENTATION</p> <p>Identify goals of course; Understand importance of continued development of personal and interpersonal skills.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify course goals.</li> <li>2. Discuss classroom/shop rules and procedures.</li> <li>3. Discuss importance of the following personal skills in the classroom environment:               <ol style="list-style-type: none"> <li>a. positive attitude</li> <li>b. self-confidence</li> <li>c. honesty</li> <li>d. perseverance</li> <li>e. self-management/work ethic</li> <li>f. pride in product/work</li> <li>g. dependability</li> </ol> </li> <li>4. Discuss importance of the continued development of the following personal traits and skills to older adults:               <ol style="list-style-type: none"> <li>a. establishing goals for self-improvement and further education/training</li> <li>b. prioritizing tasks and meeting deadlines</li> <li>c. initiative and leadership</li> <li>d. importance of lifelong learning in a world of constantly changing technology</li> </ol> </li> <li>5. Discuss importance of the continued development of the following interpersonal skills to older adults:               <ol style="list-style-type: none"> <li>a. identifying and discussing the behaviors of an effective team</li> <li>b. explaining the central importance of mutual respect in interpersonal relations</li> <li>c. discussing and demonstrating strategies for conflict resolution and negotiation, and explaining their importance within the classroom environment.</li> <li>d. working cooperatively, sharing responsibilities, accepting supervision and assuming leadership roles</li> <li>e. demonstrating cooperative working relationships and proper etiquette across gender and cultural groups</li> </ol> </li> </ol> <p>COMPETENCIES Resources: Allocates Time Interpersonal: Negotiates/ Works with Diversity Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems</p> <p>FOUNDATION Basic Skills: Reading/ Writing/ Listening/ Speaking Thinking Skills: Decision Making/ Problem Solving Personal Qualities: Responsibility</p>

<p><b>B. SAFETY</b></p> <p>Understand occupational safety issues, including avoidance of physical hazards.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss and implement good safety practices, including the following: <ol style="list-style-type: none"> <li>a. personal</li> <li>b. lab</li> <li>c. fire</li> <li>d. electrical</li> <li>e. equipment</li> <li>f. tools</li> <li>g. interpretation of Material Safety Data Sheets (MSDSs)</li> <li>h. Environmental Protection Agency (EPA)</li> <li>i. Occupational Safety and Health Administration (OSHA)</li> <li>j. American Red Cross Standards (ARC)</li> </ol> </li> <li>2. Apply sound ergonomic principles in organizing one's workspace.</li> <li>3. Identify safe classroom/shop attire and safety equipment.</li> <li>4. Demonstrate the operation of all power machines, using proper safety precautions.</li> <li>5. Demonstrate principle operations of electric and pneumatic power hand tools, using proper safety precautions.</li> <li>6. Demonstrate principle operations of various hand tools, using proper safety precautions.</li> <li>7. Describe equipment repair care procedures.</li> <li>8. Describe shop procedures for earthquake safety.</li> <li>9. Identify personal health restrictions.</li> <li>10. Sign health assessment/liability form.</li> <li>11. Pass the safety test with 100% accuracy.</li> </ol> <p>COMPETENCIES  Resources: Allocates Time/ Allocates Materials and Facilities  Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information  Systems: Understands Systems/ Monitors and Corrects Performance  Technology: Selects Technology/ Applies Technology to Task/ Maintains and Troubleshoots Equipment</p> <p>FOUNDATION  Basic Skills: Reading/ Writing/ Listening/ Speaking  Thinking Skills: Decision Making/ Problem Solving  Personal Qualities: Responsibility</p>
<p><b>C. BASIC HAND TOOLS</b></p> <p>Identify basic hand tools used in woodworking.</p>	<ol style="list-style-type: none"> <li>1. Identify woodworking hand tools.</li> <li>2. Describe the use and care of each hand tool.</li> <li>3. Describe the proper storage for each hand tool.</li> <li>4. Identify woodworking power hand tools.</li> <li>5. Describe the uses of portable drill motors.</li> <li>6. Describe the uses of a portable router.</li> <li>7. Describe the uses of a portable disc sander.</li> <li>8. Describe the uses of a portable belt sander.</li> <li>9. Describe the uses of pneumatic sanders.</li> <li>10. Describe the uses of pneumatic nail guns and staplers.</li> <li>11. Describe the uses of a veneer trimmer.</li> </ol> <p>COMPETENCIES  Resources: Allocates Materials and Facilities  Information: Acquires and Evaluates Information  Systems: Understands Systems  Technology: Selects Technology</p>

<p>(4 hours)</p>	<p>FOUNDATION  Basic Skills: Reading/ Writing/ Listening/ Speaking  Thinking Skills: Decision Making/ Problem Solving  Personal Qualities: Self-Management/ Responsibility</p>
<p>D. LUMBER, MATERIAL, AND PLANNING</p> <p>Recognize types of wood the procedures for ordering wood; Understand planning of woodworking projects.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe various types of lumber used for specific projects.</li> <li>2. Discuss the cost of lumber for different types of wood.</li> <li>3. Discuss how to properly plan projects.</li> <li>4. Explain how to measure and lay out projects.</li> <li>5. Explain how to order lumber.</li> <li>6. Discuss materials list.</li> <li>7. Discuss cutting and processing lumber.</li> </ol> <p>COMPETENCIES  Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Money  Information: Organizes and Maintains Information/ Interprets and Communicates Information  Systems: Understands Systems  Technology: Selects Technology/ Applies Technology to Task</p> <p>FOUNDATION  Basic Skills: Reading/ Writing/ Arithmetic/Mathematics/ Listening/ Speaking  Thinking Skills: Problem Solving  Personal Qualities: Self-Management</p>
<p>E. WOODWORKING PROCESS</p> <p>Construct a project using basic hand tools.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss and select the type of project that requires many handskills.</li> <li>2. Compile a materials list.</li> <li>3. Select common power hand tools and equipment.</li> <li>4. Discuss how to lay out the project on lumber.</li> <li>5. Demonstrate how to lay out and cut joints using hand tools.</li> <li>6. Demonstrate how to lay out the project on lumber.</li> <li>7. Demonstrate how to make the different wood joints.</li> <li>8. Demonstrate the process used in making basic wood joints.</li> </ol> <p>COMPETENCIES  Resources: Allocates Time/ Allocates Materials and Facilities  Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information  Systems: Understands Systems  Technology: Selects Technology/ Applies Technology to Task</p> <p>FOUNDATION  Basic Skills: Reading/ Writing/ Listening/ Speaking  Thinking Skills: Decision Making/ Problem Solving/ Seeing Things in the Mind's Eye  Personal Qualities: Self-Management</p>

<p><b>F. BASIC MACHINE PROCESS</b></p> <p>Demonstrate methods of operating woodworking machines safely when constructing projects.</p> <p>(14 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate how to use power tools and machines safely.</li> <li>2. Demonstrate how to use jointer to straighten and surface boards before cutting them on the saw.</li> <li>3. Demonstrate how to use table saw to rip and crosscut.</li> <li>4. Demonstrate how to use compound miter saw.</li> <li>5. Demonstrate how to use drill press.</li> <li>6. Demonstrate how to use band saw.</li> <li>7. Demonstrate how to use a planer.</li> <li>8. Demonstrate how to use a jig saw and scroll saw.</li> <li>9. Demonstrate how to use a lathe.</li> <li>10. Demonstrate how to use portable power tools.</li> </ol> <p>COMPETENCIES  Resources: Allocates Materials and Facilities  Information: Interprets and Communicates Information  Systems: Understands Systems/ Monitors and Corrects Performance  Technology: Applies Technology to Task</p> <p>FOUNDATION  Basic Skills: Reading/ Writing/ Listening/ Speaking  Thinking Skills: Decision Making/ Problem Solving  Personal Qualities: Self-Management</p>
<p><b>G. WOOD FINISHING</b></p> <p>Learn to finish wood articles with stain and a protective clear finishing material.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate how to prepare projects for finishing.</li> <li>2. Demonstrate machine sanding and hand sanding.</li> <li>3. Explain the various grits of sandpaper.</li> <li>4. Explain the difference between water-based and oil based stains.</li> <li>5. Demonstrate how to apply stain.</li> <li>6. Discuss differences in oil, varnish, shellac, and lacquer finishes.</li> <li>7. Discuss different methods of applying finishes.</li> <li>8. Demonstrate the use and care of brushes.</li> </ol> <p>COMPETENCIES  Resources: Allocates Materials and Facilities  Information: Interprets and Communicates Information  Systems: Understands Systems/ Monitors and Corrects Performance  Technology: Applies Technology to Task/ Maintains and Troubleshoots Equipment</p> <p>FOUNDATION  Basic Skills: Reading/ Writing/ Listening/ Speaking  Thinking Skills: Decision Making/ Problem Solving  Personal Qualities: Self-Management</p>

<p>I. HOME AND FURNITURE REPAIR</p> <p>Apply woodworking skills to basic home and furniture repair.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate how to glue and clamp wood articles when repairing them.</li> <li>2. Describe how to strip off old wood finish.</li> <li>3. Describe the application of stain to previously stripped furniture.</li> <li>4. Describe the application of finish on furniture.</li> </ol> <p>COMPETENCIES  Resources: Allocates Materials and Facilities  Information: Interprets and Communicates Information  Systems: Understands Systems/ Monitors and Corrects Performance  Technology: Applies Technology to Task</p> <p>FOUNDATION  Basic Skills: Listening/ Speaking  Thinking Skills: Problem Solving  Personal Qualities: Self-Management</p>
<p>J. COMMUNITY INTERACTION</p> <p>Access information about woodworking; develop community interaction to share information.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify informational resources used to develop woodworking skills: <ol style="list-style-type: none"> <li>a. professional organizations</li> <li>b. community organizations</li> <li>c. local trade advisories</li> <li>d. internet websites</li> </ol> </li> <li>2. Identify consumer resources for materials used in woodworking.</li> <li>3. Identify community forums where woodworking processes are discussed and demonstrated; and where finished projects are displayed.</li> <li>4. Discuss the benefits of the mentor/mentee relationship.</li> <li>5. List ways that skills developed in this course can be shared with other members of the community.</li> </ol> <p>Resources: Allocates Time/ Allocates Human Resources  Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Negotiates/ Works with Diversity  Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information  Systems: Understands Systems</p> <p>FOUNDATION  Basic Skills: Reading/ Writing/ Listening/ Speaking  Thinking Skills: Decision Making/ Problem Solving  Personal Qualities: Responsibility/ Sociability</p>

## ***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS***

### **Definitions of SCANS Competencies**

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
  - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
  - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
  - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
  - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
  - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
  - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
  - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
  - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
  - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
  - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
  - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
  - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
  - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS***  
***(continued)***

- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
  - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
  - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

**Definitions of SCANS Foundation Skills**

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
  - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
  - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
  - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
  - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
  - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
  - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
  - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
  - Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
  - Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
  - Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

- Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
  - Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
  - Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
  - Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
  - Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

**SAMPLE LESSON PLAN**  
*for the*  
***Fine and Applied Arts/Woodworking Course***

COMPETENCY AREAS	MINIMAL COMPETENCIES
B. SAFETY	4. Demonstrate the operation of all power machines, using proper safety precautions.
G. BASIC MACHINE PROCESSES	3. Demonstrate how to use table saw to rip and crosscut.
STAGE OF LESSON	LESSON PLAN
INTRODUCTION	<ol style="list-style-type: none"> <li>1. Teacher will identify the focus of today's class, which will be the operation of the table saw including safety, position of the guard, fence, miter gauge, splitter, and brake.</li> <li>2. Teacher will hand out worksheet for the table saw.</li> </ol>
PRESENTATION	<ol style="list-style-type: none"> <li>1. Teacher will discuss all safety rules that must be observed when working with the table saw.</li> <li>2. Students will fill in safety rules on worksheet while teacher demonstrates table saw.</li> <li>3. Teacher will demonstrate blade changing procedure.</li> <li>4. Teacher will demonstrate use of miter and positioning of fence.</li> <li>5. Teacher will demonstrate ripping and crosscutting.</li> <li>6. Teacher will demonstrate dadoing and rabbeting.</li> </ol>
GUIDED PRACTICE	<ol style="list-style-type: none"> <li>1. Students will begin work on individual projects.</li> <li>2. Teacher will give individual instruction as needed.</li> <li>3. Teacher will observe and promote safety practices.</li> </ol>
EVALUATION	<ol style="list-style-type: none"> <li>1. Observation of students following safety rules.</li> <li>2. Observation of students working on their individual projects.</li> </ol>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Umstatted, William D. and Charles W. Davis. Modern Cabinetmaking. Goodheart-Wilcox Publisher. ISBN: 1-56637-503-7. 2000.

Wagner, Willis H. and Clois E. Kicklighter. Modern Woodworking: Tools, Materials, and Processes. Goodheart-Wilcox Publisher. ISBN: 1-56637-618-1. 2000.

### **TEACHER RESOURCE BOOKS**

The Art of Woodworking Series. Time-Life Books.

Build-It-Better-Yourself Woodworking Projects Series. Rodale Press.

Flexner, Bob. Understanding Wood Finishing. Rodale Press. ISBN: 0-762-10199-1. 1999.

Thompson, Roland. Thompson's Woodworking Safety Handbook. Thompson's Safety Handbooks, Inc. ISBN: 0-96994-710-0. 1995.

### **PERIODICALS**

"American Woodworker". Reader's Digest Publications, Inc.

"Fine Woodworking". Taunton's Press, Inc.

"Popular Woodworking". F & W Publications, Inc.

"Shop Notes". August Home Publishing Company.

"Wood". Meredith Publishing Group.

"Woodsmith". August Home Publishing Company.

"Woodworker's Journal". Rockler Press.

"Woodworker's Journal eZine".

"Workbench". August Home Publishing Company.

***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***  
***(continued)***

**MULTIMEDIA AND TECHNOLOGY**

Safety First Woodworking Safety. Video. Cambridge Education. 1995. [www.cambridgeeducational.com](http://www.cambridgeeducational.com)

Multimedia Woodshop Safety. CD-ROM. 1996. Cambridge Education. 1995.  
[www.cambridgeeducational.com](http://www.cambridgeeducational.com)

Taunton Woodworking Resource Library. 14 video set. Cambridge Education.  
[www.cambridgeeducational.com](http://www.cambridgeeducational.com)

Woodworking Equipment Video Safety Series:

“Stationary Woodworking Equipment”. 10 video set.

“Portable Woodworking Equipment”. 5 video set.

**WEB SITES**

Administration on Aging. <http://www.aoa.gov>

AARP. <http://www.aarp.org>

California Department on Aging. <http://www.aging.state.ca.us>

[internetwoodworking.com](http://internetwoodworking.com)

The Resource Directory for Older People. A Cooperative Effort of the National Administration on Aging and the Administration on Aging. [www.aoa.dhhs.gov/siteindex.html](http://www.aoa.dhhs.gov/siteindex.html)

UCLA GeroNet. <http://www.geronet.med.ucla.edu>

**RESOURCE PERSONS**

Subject area specialist

Mentor teachers

# *TEACHING STRATEGIES and EVALUATION*

## **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multimedia presentations
- C. Cooperative learning techniques
- D. Field trips
- E. Guest speakers
- F. Shop demonstration and participation
- G. Projects
- H. Individualized Instruction

## **EVALUATION**

- A. Teacher developed tests (pre- and post-tests can be created using the competencies in this course outline)
- B. Projects
- C. Safety Test
- D. Performance tests
- E. Class participation
- F. Self-evaluation
- G. Teacher evaluation

## ***MODEL STANDARDS for PROGRAMS for OLDER ADULTS***

### **Program Standards for Programs for Older Adults**

Programs are designed to meet the varied needs of the aging population in California ranging from retraining for a second or third career to assistance with activities of daily living. The goal of the older adult program is to educate individuals by providing lifelong learning opportunities.

Program standards for older adult programs need to be examined from the viewpoint of determining what elements are essential, and how these are to be included in all older adult educational programs.

#### **Program Standard 1**

The focus of the program is for older adults.

#### **Program Standard 2**

Program meets the needs of the subpopulations within the older adult category.

#### **Program 3**

There is a collaboration and coordination of program offerings among all providers of older adult programs.

#### **Program Standard 4**

Student enrollment and participation are voluntary in older adult classes.

#### **Program Standard 5**

Program is directed and coordinated by faculty and administrators who meet the state and/or local requirements.

#### **Program Standard 6**

Program reflects the diversity of the community including ethnic, racial, economic, language, linguistic, religious, educational, and sexual orientations or gender differences. Programs and instructors are sensitive to individual differences and the ways they affect the learning process.

#### **Program Standard 7**

Program has sound repetition policy to ensure fairness, equity, and equal access for older adult students.

#### **Program Standard 8**

Courses are advertised and marketed specifically for older adults.

#### **Program Standard 9**

Classes are attended primarily by older adults.

#### **Program Standard 10**

There is a long term planning process for older adult programs that is a component of program evaluation.

#### **Program Standard 11**

Program includes standards for curriculum, instruction, and student assessment.

## ***MODEL STANDARDS for PROGRAMS for OLDER ADULTS (continued)***

### **Curricular Standards for Programs for Older Adults**

The standards outlined in this section are designed to provide direction to those involved in overall program planning, specifically, program coordinators, curriculum committees, and governing boards. Curriculum provides the structure that defines and supports instruction. These standards specify the instructional areas to be addressed as well as measures of successful implementation.

#### **Curricular Standard 1**

Curriculum for school districts and community colleges conforms to state law and statutes contained in the California Educational Code; regulations stipulated in the California Code of Regulations, Title V; Title XXII; and policies and guidelines established by the California Department of Education and the Chancellor's Office California Community Colleges. Other providers of older adult programs may use these standards as a guideline.

#### **Curricular Standard 2**

Curriculum meets all requirements of the local state course approval processes. Programs for older adults may be offered through local school districts and community colleges in the following categories and topic areas: Community Involvement, Creative Expression, Personal and Social Identity, Employment and Training, Health Physical and Mental, Life Transitions, and Resources and Entitlements.

#### **Curricular Standard 3**

Curriculum is developed around student needs by utilizing multiple resources such as research, community needs assessment, advisory committees, and long term planning.

#### **Curricular Standard 4**

Curriculum has a logical scope and sequence to target the developmental stages of older adults.

#### **Curricular Standard 5**

Curriculum planning takes into consideration the variety of physical and mental abilities of the older adult population being served and their motivation for participation.

#### **Curricular Standard 6**

Curriculum is educational with a series of learning activities with scope and sequence that foster learning of objectives in an organized plan to create a change in attitude or behavior.

#### **Curricular Standard 7**

Course outlines are written for each course to identify purpose, goals and objectives, learning activities, methodologies, instructional strategies, evaluation, length of course, and repetition policy.

#### **Curricular Standard 8**

Course outlines are updated as part of an ongoing process.

### **Instructional Standards for Programs for Older Adults**

The standards outlined in this section are designed as a guide for instructors in developing effective lesson planning and delivery of instruction for older adult programs.

#### **Instructional Standard 1**

Instructional Activities require that students take an active role in the learning process, transferring critical thinking to real problem solving situations in life.

## ***MODEL STANDARDS for PROGRAMS for OLDER ADULTS (continued)***

### **Instructional Standard 2**

Instructional strategies used in the classroom are developed to address varied learning styles and special needs of older adults.

### **Instructional Standard 3**

Instruction provides older adults with opportunities to enhance their individual growth.

### **Instructional Standard 4**

Incorporate educational technologies to improve quality of classroom instruction.

### **Instructional Standard 5**

Communication tasks in the classroom encourage cooperative learning to enhance competence.

### **Instructional Standard 6**

The learning environment is conducive to facilitating instruction for older adults.

## **Student Assessment Standards for Programs for Older Adults**

Student assessment is built into each course of study. The three major components are: Initial Assessment, Formative (On Going) Assessment, and Summative (Final) Assessment. The following standards show multiple measures used in the assessment process.

### **Student Assessment Standard 1**

Initial assessment is conducted prior to enrollment for students in classes requiring specific competencies relevant to course objectives. Assessment may be conducted by the instructor or staff member of an outside agency, or may be a self assessment. Ultimately, enrollment in classes is voluntary.

### **Student Assessment Standard 2**

Formative assessment is on-going. It measures student progress toward skill attainment and completion of course objectives. Results of these periodic assessments are shared with learner.

### **Student Assessment Standard 3**

Summative, or final assessment of course competency attainment is the basis of recommendation for course repetition, advancement to the next course level or completion of course objectives.

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## **Statement for Civil Rights**

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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