Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: L1500 SHOP MATH
Number: L1500 **Hours:** 30.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to understand English and metric (SI) measurement systems and perform conversion between the two, demonstrate understanding of fractional and decimal math and conversions between fractions and decimals, demonstrate ability to solve formulas and equations using basic algebra.

Student will also know and be able to identify and use properties of basic geometry system, demonstrate understanding of angular relationships, perform addition and subtraction of angular measurement, demonstrate ability to locate and identify points on the Cartesian coordinate system, demonstrate ability to use the Pythagorean Theorem, and demonstrate the ability to solve right triangles using sine, cosine, and tangent functions.

Tasks:

1501- Perform mathematical operations with fractions.

1502- Formulate metric conversions.

1503- Calculate speeds and feeds.

1504- Calculate angles and dimensions using right angle trigonometry.

1505- Calculate indexing patterns.

1506- Apply fundamentals of geometry.

1507- Calculate tapers using degrees, TPI, & TPF.

1508- Plot points using a coordinate system.

Supporting Anchor/Standards:

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.
3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.
3.4.12.A3 Demonstrate how technological progress promotes the advancement of science, technology, engineering and mathematics (STEM).
3.4.12.C2 Apply the concept that engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
3.4.12.D2 Verify that engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.

Supporting Anchor/Standards:

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
CC.2.1.CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.
CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.

HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.
CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.
CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.
CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.
CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.
CC.2.2.HS.D.5 Use polynomial identities to solve problems.
CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.
CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.
CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.
CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.
CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.
CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.
CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.
CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.
CC.2.2.HS.C.5 Construct and compare linear, quadratic and exponential models to solve problems.
CC.2.2.HS.C.6 Interpret functions in terms of the situation they model.
CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.
CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.
CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane.
CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.
CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.
CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures.
CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.
CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.
CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.
CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.
CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.
CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.
CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.
CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.

Connecting Anchor/Standard:

- CC.2.2.7.B.3Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

  Supporting Anchor/Standards:

  CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
  CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.
  CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
  CC.2.1.7.D.1Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
  CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.
  CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
  CC.2.3.8.A.3Understand and apply the Pythagorean Theorem to solve problems.

Instructional Activities:

Knowledge:
Perform mathematical operations with fractions
Formulate metric conversions
Calculate speeds and feeds
Calculate angles and dimensions using right angle trigonometry
Calculate indexing patterns
Apply fundamentals of geometry
Calculate tapers using degrees, TPI, & TPF
Plot points using a coordinate system

Skill:
Perform mathematical operations with fractions
Formulate metric conversions
Calculate speeds and feeds
Calculate angles and dimensions using right angle trigonometry
Calculate indexing patterns
Apply fundamentals of geometry
Calculate tapers using degrees, TPI, & TPF
Plot points using a coordinate system

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. www.nims-skills.org Sine-bar Cage Blocks Machinist Ready Reference Manual Machinist Handbook Calculator Safety Glasses Shop Coat Work ShoesHyperlinks:

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 100 ORIENTATION / SAFETY
Number: 100 **Hours:** 10.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to list the requirements and where to obtain information for the various machining technology occupations and state the industry and employer expectations of an employee.

Student will also know and be able to determine the importance of shop safety, recognize and correct unsafe work practices and apply safe working practices while working in the shop.

Tasks:

PA101 - Follow Occupational Safety and Health Administration (OSHA) regulations.

PA103 - Follow safety procedures.

PA106 - Follow Safety Data Sheets (SDS).

108- Identify and explain location of MSDS

109- Identify and explain potential hazardous trade materials.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical

text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12
Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Career Education and Work Academic Standards
  13.2 Career Acquisition (Getting A Job)

Supporting Anchor/Standards:

Standard - 13.2.11.B
Apply research skills in searching for a job.

CareerLinks
Internet (i.e. O*NET)
Networking
Newspapers
Professional associations
Resource books (that is Occupational Outlook Handbook, PA Career Guide)

Standard - 13.2.11.C
Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:

Job application
Letter of appreciation following an interview
Letter of introduction
Postsecondary education/training applications
Request for letter of recommendation
Resume

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

Instructional Activities:

Knowledge:
Read and study the online Student / Parent Hand Book
Participate in the Student Hand book Assembly by answering questions, taking notes, etc
Listen to and observe the oral presentation and demonstration
Fill out and complete all forms

Skill:
Define OSHA and describe its purpose
Define NIOSH and describe its purpose
Describe appropriate clothing for a machining environment
Identify appropriate PPE used in a machining environment
Describe the proper housekeeping for a machining environment
Describe the purpose of lockout/tagout procedures
Define the terms NFPA and HMIS
Identify and interpret NFPA and HMIS labeling systems
Define the term MSDS
Identify and interpret MSDS terms
Interpret MSDS information
Select the proper fire extinguisher application

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time

Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Student / Parent Hand Book Test
Worksheets
Quizzes
Pre/Post Test
Careersafeonline OSHA 10Hr. Safety course
Notebook
Competency List
Time Cards
NIMS level 1 credential

Resources/Equipment:

MCTI Student / Parent Hand Book Hoffman, P.J., Hopewell, E.S., (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, Third edition Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. NIMS

study guidesHyperlinks: https://www.youtube.com/watch?v=EvBMa7UJx38https://www.nims-skills.org/web/nims/home

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 200 PERFORMING LAYOUT WORK
Number: 200 **Hours:** 40.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to explain why layouts are needed, identify common layout tools, safely use layout tools, and make a layout.

Tasks:

PA201 - Perform layout work.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12
Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
ALGEBRA
Standard 2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.
GEOMETRY
Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
Standard 2.3.HS.A.13 Analyze relationships between two dimensional and three dimensional objects.

Instructional Activities:

Knowledge:
Participate in the theory lesson by answering questions, taking notes, etc.
Listen to and observe the oral presentation and demonstration
Participate in a study group
Participate in assigned project work
Complete computer assisted instruction assignments
Read and study the chapter paying attention to the illustrations
Participate in the discussion and demonstration of the layout tools they will be using
Complete the "Test Your Knowledge Questions".

Maintain a Notebook
Be able to answer or discuss the following question:
Explain why layouts are necessary

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Develop a Process Plan
Demonstrate Safe use of layout tools
Prepare metal for layout
Demonstrate proper use of various layout tools
Demonstrate steps in making a simple layout
Layout angles
Demonstrate the proper use of parallels, V-blocks, and angle plate
in layout work
Demonstrate the proper way to use and care for Vernier type layout tools
Care of the surface plate
Observe safety rules when making layouts

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time

Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Layout of part project
Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Writing Activities
Group Projects
Project based assessment
NIMS Level I benchwork and layout

Resources/Equipment:

www.nims-skills.org NIMS credentialing study guides/pretest Reproducible Masters: Typical Layout Problem Steps in Making the Layout Test Your Knowledge Questions Sections of clean metal to demonstrate layout techniques Safety Glasses Shop Coat Work Shoes Fire extinguisher MSDS Sheets

Ear Plugs Hand tools Layout dye Scribers Hermaphrodite caliper Divider Surface gage Selection of squares Combination set Layout ink (Dykem) Radius pages Angle Plate 6" caliper (vernier, dial, or electronic caliper) Files Pencil type scriber C-clamps Magnifying glass Center Punch Layout dividers Ball penn hammers Workbench with precision surface plate Height gage with scribe Circle Template Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York.Hyperlinks: https://www.nims-skills.org/web/nims/home

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 300 PART INSPECTION
Number: 300 **Hours:** 20.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to define quality assurance, discuss the purpose of a process plan and describe its major parts, define and discuss the purpose of quality control, discuss the purpose of an inspection plan and describe its key points, define SPC and its purpose, identify and discuss the features of X-bar and R-charts, explain the care of precision measuring tools, describe the process of precision measuring tool calibration, and read precision measuring tools.

Tasks:

PA301 - Use precision measuring instruments.

PA302 - Calibrate precision measuring instruments.

PA303 - Create quality control procedures.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and

comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

  Supporting Anchor/Standards:

  TEXT TYPES AND PURPOSE GRADES 9-10-11-12
  Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
  Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
  PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
  Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
  Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
  RESEARCH GRADES 9-10-11-12
  Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
  Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
  Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
  RANGE OF WRITING GRADES 9-10-11-12
  Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

  Supporting Anchor/Standards:

  NUMBERS AND OPERATIONS
  Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
  Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
  Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
  Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
  ALGEBRA
  Standard 2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.
  GEOMETRY
  Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
  Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
  Standard 2.3.HS.A.13 Analyze relationships between two dimensional and three dimensional objects.

Instructional Activities:

Knowledge:
Read and study textbook pages and pay particular attention to the illustrations
Participate in the review of the
Complete the "Test Your Knowledge Questions"
Participate in the discussion
Maintain Notebook

Define quality assurance
Discuss the purpose of a process plan and describe its major parts
Define and discuss the purpose of quality control
Discuss the purpose of an inspection plan and describe its key points
Define SPC and its purpose
Identify and discuss the features of X-bar and R-charts
Explain the care of precision measuring tools
Describe the process of precision measuring tool calibration
Read precision measuring tools

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Identify and use of precision measuring instruments:
Micrometers
Dial indicator
Vernier caliper
Depth micrometers
Height Gauge
Demonstrate precision measuring tool calibration:
Micrometers
Dial indicator
Vernier caliper
Depth micrometers
Height Gauge
Inspect project work for adherence to blue-print specification

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Create a chart
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)

No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Writing Activities
Group Projects

Project based assessment
NIMS Level I Measurement material and safety

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Instructor's Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. www.nims-skills.org NIMS credentialing study guides/pretest Mastercam Cad/Cam Software http://www.mastercam.com/default.aspx www.nims-skills.org NIMS credentialing study guides/pretest Reproducible Masters: Typical Layout Problem Steps in Making the Layout Test Your Knowledge Questions Sections of clean metal to demonstrate layout techniques Safety Glasses Shop Coat Work Shoes Fire extinguisher MSDS Sheets Ear Plugs Hand tools Layout dye Scribers Hermaphrodite caliper Divider Surface gage Selection of squares Combination set Micrometers Steel Rules Dial Indicators Vernier calipersHyperlinks: www.nims-skills.org

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 400 BENCH WORK
Number: 400 **Hours:** 50.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to identify the most commonly used machine shop hand tools, select the proper hand tool for the job, maintain hand tools properly and explain and demonstrate how to use hand tools safely.

Tasks:

PA401 - Apply bench work safety procedures.

PA402 - Cut material with a hand hacksaw.

PA403 - File work to specifications.

PA404 - Cut threads with hand taps and dies.

PA406 - Select and use hand tools.

PA407 - Use a hand arbor and hydraulic press.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
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CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
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Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent

understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12
Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:
Participate in the theory lesson by answering questions, taking notes, etc.
Listen to and observe the oral presentation and demonstration
Participate in a study group
Participate in assigned project work
Complete computer assisted instruction assignments
Read and study the chapter paying attention to the illustrations

Participate in the discussion and demonstration of the layout tools they will be using
Complete the "Test Your Knowledge Questions"
Maintain a Notebook.
Identify Files
Be able to answer or discuss the following question :
Explain why layouts are necessary

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Demonstrate safe use of layout tools
Demonstrate how to prepare metal for layout
Demonstrate proper use of various bench work tools
Complete steps needed in making a simple layout
Laying out angles:
45 Degrees
60 Degrees
90 Degrees
Demonstrate proper use of center punch
Demonstrate proper use of divider
Demonstrate proper use of Combination set
Demonstrate proper use of Hermaphrodite caliper
Demonstrate proper use of surface Gage
Demonstrate proper use of hand drill
Demonstrate proper use of taps:
Inch
Metric
Demonstrate proper use of dies:
Inch
Metric
Demonstrate proper use of arbor press
Demonstrate proper use of files:
Single cut
Double cut
Curved tooth
Rasp
Demonstrate the use of parallels, V-blocks, and angle plate in layout work
Proper way to use and care for bench work tools
Care of the surface plate
Observe safety rules to be observed when performing bench work
Proper use of bench work tools

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Layout of part project
Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Writing Activities
Group Projects
Project based assessment
NIMS Level I CNC

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. NIMS credentialing study guides/pretest Mastercam Cad/Cam Software http://www.mastercam.com/default.aspx Reproducible Masters: Typical Layout Problem Steps in Making the Layout Test Your Knowledge Questions Sections of clean metal to demonstrate layout techniques Hand tools Layout dye Scribers Hermaphrodite caliper Divider Surface gage Selection of squares Combination set Hammer Files Hacksaw Punches Demonstration on precision layout work, have the following equipment available: Vernier height gage right angle plate parallels V-blocks straight edge Vernier bevel protractor surface plate Workbench ViseHyperlinks: www.nims-skills.org

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 500 DRILL PRESSES
Number: 500 **Hours:** 56.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to select and safely use the correct drills and drilling machine for a given job, make safe setups on a drill press, explain the safety rules that pertain to drilling operations, list various drill series, and sharpen a twist drill.

Tasks:

PA501 - Apply drill press safety procedures.

PA502 - Operate drill press work holding devices.

PA505 - Select correct drill sizes for drill press application.

PA507 - Demonstrate counterboring, spotfacing, reaming, and countersinking.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

  Supporting Anchor/Standards:

  TEXT TYPES AND PURPOSE GRADES 9-10-11-12
  Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
  Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
  PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
  Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
  Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
  RESEARCH GRADES 9-10-11-12

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

  Supporting Anchor/Standards:

  NUMBERS AND OPERATIONS
  Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
  Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
  Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
  Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
  GEOMETRY
  Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
  Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
  Standard 2.3.HS.A.13 Analyze relationships between two dimensional and three dimensional objects.

Instructional Activities:

Knowledge:
Read and study the chapter
Review the assignment
Complete "Test Your Knowledge Questions."
Maintain Notebook
Define a machine tool
Identify types of drilling machines
Identify variety of drill press machining operations
Identify types of drills and drill sizes
Identify parts of a drill
Identify cutting speeds and feeds and their importance

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Demonstrate how drills are mounted in a drill press
Demonstrate use of work-holding devices and setups
Set cutting speeds and feeds and their importance
Demonstrate the following:
Centering round stock in a V-block

Sharpening a twist drill
Methods of safely clamping work on a drill press table
Demonstrate a variety of drill press machining operations:
Drilling
Countersinking
Counterboring
Reaming
Tapping
Spotface
How drill press size is determined
Pre-drill and tap holes
Demonstrate counterboring, spotfacing & countersinking
Pre-drill & ream various size holes

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
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Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
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Checklists

Enrichment:
Upon completion students will move to the next task/assignment
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Special Adaptations:

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Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
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De-Escalation Opportunities
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Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
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Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Layout of part project
Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
Project based assessment
NIMS Level I Drill Press

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. www.nims-skills.org An assortment of drilling equipment: Drills Fraction Drills Letter Drills Taps Counter sinks Drill gage Center finder Center Drill Sleeve Socket Drift Vises Parallels Reamers Spotface tool Counterbores Cutting fluid Raw material should be available for students to use NIMS credentialing study guides/pretest Mastercam Cad/Cam Software http://www.mastercam.com/default.aspx Test Your Knowledge Questions Reproducible Masters: How a

Drill Cuts Parts of a Twist Drill Clamping Work for Drilling Sharpening a Drill Centering Round Stock Counterbored Hole Spotfaced Hole Safety Glasses Shop Coat Work Shoes Ear PlugsHyperlinks: www.nims-skills.org

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 600 GRINDING MACHINES
Number: 600 **Hours:** 41.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to identify the various types of offhand grinders, dress and true a grinding wheel, prepare a grinder for safe operation, use an offhand grinder safely, list safety rules for offhand grinding, explain how precision grinders operate, identify the various-types of precision grinding machines, select, dress, and true grinding wheels, safely operate a surface grinder using various work-holding devices, solve common surface grinding problems, and list safety rules related to precision grinding.

Tasks:

PA601 - Apply pedestal and surface grinding safety procedures.

PA602 - Identify parts of pedestal grinder.

PA603 - Test, mount and dress grinding wheels.

PA604 - Grind and sharpen tools.

PA608 - Identify parts of surface grinder.

PA609 - Grind surfaces flat and parallel using a magnetic chuck.

PA610 - Grind work surfaces square with a vise or angle plate.

PA611 - Grind precision angles using a sine plate or sine bar.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- 3.5.9-12.QQ Implement quality control as a planned process to ensure that a product, service, or system meets established criteria.

  Supporting Anchor/Standards:
  3.5.9-12.QQ Implement quality control as a planned process to ensure that a product, service, or system meets established criteria.

  3.5.9-12.P Apply a broad range of design skills to a design thinking process

  3.5.9-12.U Evaluate and define the purpose of a design

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

  Supporting Anchor/Standards:
  TEXT TYPES AND PURPOSE GRADES 9-10-11-12
  Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
  Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
  PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
  Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate

to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
ALGEBRA
Standard 2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.
GEOMETRY
Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
Standard 2.3.HS.A.13 Analyze relationships between two dimensional and three dimensional objects.

Instructional Activities:

Knowledge:
Read and study textbook pages and pay particular attention to the illustrations.
Participate in the review of the assignment.
Complete the "Test Your Knowledge Questions."
Maintain Notebook.
Participate in the discussion about the following:
The principles of precision grinding and why it is done
Types of surface grinders
How surface grinders operate
The advantages and disadvantages of each type
How they operate
The grinding wheel marking system
How to determine whether a grinding wheel requires dressing
Why a demagnetizer is use
Read and study textbook pages on Grinding Wheels and Cutting Fluids
How to mount grinding wheels
Types of cutting fluids
Why cutting fluids are required for most grinding operations
How cutting fluids are applied
Read and study textbook pages on Grinding Applications
Preparing a surface grinder for operation.
The procedure for dressing a grinding wheel

Why a magnetic chuck is “ground-in”
Why a piece of oiled paper is placed between the work and the magnetic chuck
The sequence for starting a surface grinder
How to use a paper strip to position the grinding wheel
Grinding edges square and parallel with face sides
Proper way to clean the surface grinder
Creep grinding
Grinding problems and how to correct them
Grinding safety

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Set up a surface grinder to demonstrate its operation
Prepare a surface for examination
Demonstrate how to check a grinding wheel for soundness
Prepare a surface grinder for operation
Demonstrate how to dress the grinding wheel, and check the machine for safe operation
Complete worksheets to be completed
Complete textbook reading
Grinding safety
Grind various single point lathe face and turning tools
Sharpen various size twist drills
Grind 30 degree external and internal threading tools
Demonstrate the procedure for dressing a grinding wheel
Mix and apply cutting fluid

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Create a chart
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)

No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Students must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Practice grinding safety procedures
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Worksheets
Quizzes
Pre/Post Test
Project based assessment
Notebook
Nims Level I Grinding

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Instructor's Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. www.nims-skills.org NIMS credentialing study guides/pretest Mastercam Cad/Cam Software http://www.mastercam.com/default.aspx A selection of grinding wheels should be available for examination and to demonstrate how to check a grinding wheel for soundness Reproducible Masters: Planer-Type Surface Grinders Rotary-Type Surface Grinders Grinding Wheel Marking System Grinding Wheel Shapes Mounting Grinding Wheels Creep Grinding Traverse Grinding Plunge Grinding Centerless Grinding Test Your Knowledge Questions Color Transparencies (Binder/CD only) Test Your Knowledge Questions, Workbook: pages Instructor's Resource: pages Guide for Lesson Planning Reproducible Masters: Grinding Machine Operation Adjusting Grinder Tool Rest Using Wheel Dressers Test Your Knowledge Questions Color Transparency (Binder/CD only)Hyperlinks: www.nims-skills.org

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 700 LATHES
Number: 700 **Hours:** 62.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to describe and demonstrate how to properly operate a lathe, identify the various parts of a lathe, safely set up and operate a lathe using various work-holding devices, sharpen lathe cutting tools, describe how a taper is turned on a lathe, calculate tailstock set over for turning a taper, and safely set up and operate a lathe for taper turning.

Tasks:

PA701 - Apply lathe safety procedures.

PA702 - Indicate work piece in 4-jaw chucks.

PA703 - Align centers.

PA704 - Face workpiece.

PA706 - Turn inside and outside diameters to shoulders.

PA707 - Turn tapers.

PA708 - Demonstrate knurling.

PA709 - Part off and groove workpiece.

PA710 - Cut internal and external threads.

PA712 - File and polish workpiece.

PA714 - Perform boring operations.

PA715 - Install and remove tool holders.

PA716 - Select and apply work holding devices.

PA719 - Select gears for lathe operations.

PA720 - Perfrom drilling operations.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

  Supporting Anchor/Standards:
  KEY IDEAS/DETAILS GRADES 9-10-11-12
  Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
  Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
  Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
  CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

  Supporting Anchor/Standards:

  TEXT TYPES AND PURPOSE GRADES 9-10-11-12
  Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
  Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
  PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
  Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
  Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
  RESEARCH GRADES 9-10-11-12
  Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
  Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
  Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
  RANGE OF WRITING GRADES 9-10-11-12
  Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

  Supporting Anchor/Standards:

  NUMBERS AND OPERATIONS
  Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
  Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
  Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when

reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
GEOMETRY
Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
Standard 2.3.HS.A.13 Analyze relationships between two dimensional and three dimensional objects.

Instructional Activities:

Knowledge:
Describe the various forms of screw threads
Read and study textbook pages
Participate in the review of the reading assignment
Complete the "Test Your Knowledge Questions"
Maintain notebook.
Identify the major parts of the lathe
Lathe safety
Define a taper
Identify work holding devices

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Set up a lathe to demonstrate knurling
Examine the assortment of knurling tools
Set up lathes to demonstrate filing and polishing
Use of steady and follower rests
Set up lathe to demonstrate the operations.
Examine assortment of boring bars, cutting tools, taps, drills, reamers, and boring bar holders
Cut screw threads on a lathe
Perform:
Drilling on a lathe
Boring on a lathe
Knurling on a lathe
Reaming on a lathe
Demonstrate familiarity with industrial applications of the lathe
Demonstrate different types of knurls and tools
Demonstrate knurling on the lathe
Demonstrate facing on the lathe
Demonstrate part of on the lathe
Demonstrate grooving on the lathe
Demonstrate tapping on the lathe
Demonstrate cutting tapers on lathe tailstock offset
Demonstrate cutting tapers on lathe compound rest offset
Demonstrate cutting tapers on lathe tail stock offset
Demonstrate boring on lathe
Turn outside diameters
Turn inside diameters
Demonstrate use of steady rest and follower rest

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups

Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest
Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Layout of part project
Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
Project based assessment
NIMS Level I Drill Press

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. www.nims-skills.org NIMS credentialing study guides/pretest Mastercam Cad/Cam Software http://www.mastercam.com/default.aspx Reproducible Masters: Lathe Operation Lathe Measurement Parts of a Lathe High-Speed Steel Cutting Tools (nomenclature and shapes) Sharpening HSS Cutter Bits Using the Cutter Bit Gage Calculating Cutting Speeds Cutting Speed and Feed Problems Checking Center Alignment Facing in a Chuck Test Your Knowledge Questions Color Transparencies (Binder/CD only) Safety Glasses Shop Coat Work Shoes Fire extinguisher MSDS Sheets Ear Plugs Magnetic base for dial indicator Dial indicator tool posts, and inserts Thread cutting tool holder and thread tool Cutting Fluid Live and dead centers Drive plate and dog Knurling tool - medium (diamond) Lathe drill chuck Surface Plate True bar (for aligning centers)Hyperlinks: https://www.nims-skills.org/web/nims/home

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 800 MILLING MACHINES
Number: 800 **Hours:** 261.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to describe how milling machines operate and properly use a milling machine according to industry standards.

Tasks:

PA801 - Apply milling machine safety procedures.

PA802 - Tram a mill head.

PA803 - Mount and indicate vise.

PA804 - Mill angles.

PA805 - Mill keyways.

PA809 - Use an edge finder.

PA810 - Differentiate between climb milling and conventional milling.

PA811 - Use an adjustable boring head.

PA813 - Install and remove cutting tool holders.

PA814 - Select cutter tool for milling operations.

PA815 - Square part.

PA816 - Select cutting tool for drilling operations.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual

form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12
Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
ALGEBRA

Standard 2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.
GEOMETRY
Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.

Instructional Activities:

Knowledge:
Read and study textbook
Participate in the review of the assignment.
Complete the "Test Your Knowledge Questions"
Maintain Note book
Participate in discussion on the following:
How milling machines work
Types of milling machines
Difference between plain-type horizontal milling machine and universal-type horizontal milling machine
Methods of milling machine control
How to adjust cutting speed and feed
Milling operations
Milling safety practices
Face milling and peripheral milling
Milling cutter classification
Milling cutter material
End mills
Face milling cutters
Fly cutters
Arbor milling cutters
Miscellaneous milling cutters
Care of milling cutters
Methods of milling
How to safely handle milling cutters
Various types of arbors
Installing and removing cutter holding devices from the machines.
Using collets
Care of cutter holding and driving devices
The purpose of cutting fluids and their importance in maintaining optimum cutting action
The advantages and disadvantages of the
various types of vises
When a magnetic chuck should be used for milling operations
The use of the rotary and index tables
The dividing head and how it is set up and used

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Demonstrate the following:
Demonstrate face milling and peripheral milling
Demonstrate end mills
Identify face milling cutters
Demonstrate Fly cutting
Identify arbor milling cutters
Identification of milling cutters
Demonstrate care of milling cutters
Demonstrate methods of milling
Demonstrate how to safely handle milling cutters
Demonstrate how milling machines work
Identify the different types of milling machines
Explain the difference between plain-type horizontal milling machine and universal-type horizontal milling
Demonstrate methods of milling machine control

Demonstrate how to adjust cutting speed and feed
Demonstrate milling operations
Milling safety practices
Demonstrate face milling and peripheral milling
Demonstrate care of milling cutters
Methods of milling
Demonstrate how to safely handle milling cutters
Installing and removing cutter holding devices from the machines
Using collets
Demonstrate care of cutter holding and driving devices

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Layout of part project
Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
Project based assessment
NIMS Level I Milling

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. Horizontal Milling Machine Vertical Milling Machine Cutter Hand (right and left) Conventional and Climb Milling Cutting Speeds and Feeds Chart Rules for Determining Speed and Feed Test Your Knowledge Questions Workbook Instructor’s Resource Cutting Speed and Feed Problems Color Transparency Guide for Lesson Planning Research and Development Ideas Reproducible Masters: Mounting End Mills Using the Edge Finder Efficiency of Small Diameter Cutter Straddle Milling Types of Gears Gear Nomenclature Bevel Gear Nomenclature Shank Milling Cutter Arbor Milling Cutters R-8 ColletsHyperlinks: https://www.nims-skills.org/web/nims/home

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 900 POWER SAW
Number: 900 **Hours:** 29.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to correctly identify the various types of sawing and cutoff machines. Student will select the correct machine for the job to be done, safely and properly mount a blade and prepare the machine for use, position the work for the most efficient cutting, and safely operate sawing and cutoff machines.

Tasks:

PA907 - Identify parts of power saw

PA901 - Apply power saw safety procedures.

PA904 - Follow the 3 tooth rule.

PA905 - Saw work piece.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

  Supporting Anchor/Standards:

  TEXT TYPES AND PURPOSE GRADES 9-10-11-12
  Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
  Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
  PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
  Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
  Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
  RESEARCH GRADES 9-10-11-12
  Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
  Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
  Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
  RANGE OF WRITING GRADES 9-10-11-12
  Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

  Supporting Anchor/Standards:

  NUMBERS AND OPERATIONS
  Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
  Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
  Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
  Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
  ALGEBRA
  Standard 2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.
  GEOMETRY
  Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
  Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
  Standard 2.3.HS.A.13 Analyze relationships between two dimensional and three dimensional objects.

Instructional Activities:

Knowledge:
Read and study textbook pages and pay particular attention to the illustrations
Participate in the review of the assignment
Complete the "Test Your Knowledge Questions"
Participate in the discussion
Maintain Notebook
Identify the different types of saw blades
Identify the types of power saws

Power safety

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Students will demonstrate their ability to:
Replace a saw blade
Weld a saw blade
Make straight and angular cuts
Calculate and set speed for cutting

Remediation:
Re-teach major concepts
Review with teacher assistance
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Fishbowl
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
Project based assessment

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. Test Your Knowledge Questions Workbook Instructor’s Resource Guide for Lesson Planning Research and Development Ideas Reproducible Masters: Cutoff Saws Cutting Pressure Tooth Set and Tooth Shape Reverse Work after Replacing Blade Holding Work for Sawing Test Your Knowledge Questions Color Transparencies Vertical & Horizontal Band Saw Selection of Band saw BladesHyperlinks:

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 1000 MACHINES AND TOOLS
Number: 1000 **Hours:** 12.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to maintain a safe clean working environment; demonstrate proper care of tools and equipment; and maintain, repair, and clean hand tools and machine tools.

Tasks:

PA1001 - Lubricate and maintain machinery.

PA1002 - Clean and store equipment.

PA1003 - Inspect machine guards.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

  Supporting Anchor/Standards:

  TEXT TYPES AND PURPOSE GRADES 9-10-11-12
  Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
  Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
  PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
  Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
  Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
  RESEARCH GRADES 9-10-11-12
  Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
  Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
  Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
  RANGE OF WRITING GRADES 9-10-11-12
  Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

  Supporting Anchor/Standards:

  NUMBERS AND OPERATIONS
  Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
  Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
  Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
  Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:
Read and study textbook pages and pay particular attention to the illustrations
Participate in the review of the assignment.
Complete the "Test Your Knowledge Questions"
Participate in the discussion
Maintain Notebook

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Maintain a safe, clean work area
Check fluid levels in machines, add if necessary
Mix cutting fluid and coolant
Test coolant concentration with refractometer
Store tools in proper location
Preform the duties of tool crib attendant

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Study guides
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill
Review supply sources
Students can use CNC trade magazine to further their understanding of CNC Machine Operation/ Programing

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
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Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
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Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
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De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In

Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Project based assessment

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. Machine maintenance manuals Refractometer Way & Spindle oil WD 40 Water soluble cutting oil www.nims-skills.org NIMS credentialing study guides/pretest Hand and Machine tools in the Computerized Machine Technology ProgramHyperlinks:

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 1100 METALLURGY
Number: 1100 **Hours:** 20.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to describe the difference between ferrous and nonferrous metals, define an alloy and alloying element, explain how metals are classified, and describe the characteristics of metals.

Student will also know and be able to recognize the hazards that are posed when certain metals are machined, explain the characteristics of some reinforced composite materials, case harden low-carbon steel, explain why some metals are heat-treated, and list safety precautions that must be observed when heat-treating metals.

Tasks:

PA1101 - Identify metals classifications.

PA1102 - Identify metal property applications.

PA1103 - Identify heat-treating and annealing processes.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards
  3.5: Technology and Engineering Design Thinking in Technology and Engineering Education

Supporting Anchor/Standards:

Standard - 3.5.9-12.N
Students who demonstrate understanding can analyze and use relevant and appropriate design thinking processes to solve technological and engineering problems.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12
Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to

support analysis, reflection, and research.
RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
3.5.9-12.QQ Implement quality control as a planned process to ensure that a product, service, or system meets established criteria.

Instructional Activities:

Knowledge:
Identify & explain metals classifications
Identify & explain metal property applications
Identify & explain heat-treating processes
Explain why some metals are heat-treated

Skill:
Properly case harden mild steel
Use Rockwell Hardness Tester to correctly test the hardness of metal
Safely heat treat tool steel
Identify & explain metal property applications
Identify & explain metals classifications

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material

Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Project based assessment
Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
NIMS Level I Measurement material & safety

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor's Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. Heat treat oven Heat treat safety equipment Case hardening powder Selection of tool steel Oil bath Water bath www.nims-skills.orgHyperlinks: https://www.nims-skills.org/web/nims/home

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 1200 CHARTS AND REFERENCES
Number: 1200 **Hours:** 10.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to read and interpret information from reference books and reference charts to solve common shop problems and applications.

Tasks:

PA1201 - Use the decimal equivalent chart.

PA1202 - Calculate speeds and feeds.

PA1203 - Use tap and drill charts.

PA1204 - Use Machinery handbook and/or shop references to locate information.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

  Supporting Anchor/Standards:

  KEY IDEAS/DETAILS GRADES 9-10-11-12
  Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
  Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
  Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
  CRAFT & STRUCTURE GRADES 9-10-11-12
  Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
  Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
  Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
  INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
  Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
  Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
  Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
  INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
  Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
  Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
  Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
  RANGE OF READING GRADES 9-10-11-12
  Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

  Supporting Anchor/Standards:

  TEXT TYPES AND PURPOSE GRADES 9-10-11-12
  Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
  Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
  PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
  Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
  Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.
  RESEARCH GRADES 9-10-11-12
  Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
  Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
  Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
  RANGE OF WRITING GRADES 9-10-11-12
  Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

  Supporting Anchor/Standards:

  NUMBERS AND OPERATIONS
  Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
  Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
  Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
  Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:
Use the decimal equivalent chart
Utilize thread charts.
Demonstrate use of the Machinery's Handbook

Skill:
Use the decimal equivalent chart
Utilize thread charts
Demonstrate use of the Machinery's Handbook

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets

Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles

Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
Project based assessment

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. Machinery's Handbook Tap Drill Chart Feed & Speed Chart Thread Chart www.nims-skills.org Safety Glasses Shop Coat Work ShoesHyperlinks:

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 1300 BLUEPRINT READING
Number: 1300 **Hours:** 25.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to identify and interpret title block information and line types and its use and also describe the principle of orthographic projection.

Tasks:

PA1301 - Identify orthographic views and projections.

PA1303 - Identify the alphabet of lines and symbols.

PA1305 - Calculate material sizes.

PA1309 - Identify the GD&T symbols

PA1308 - Interpret title block information.

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12
Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12
Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
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RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:
Identify & explain views and projections
Identify & explain lines, dimensions, tolerances and fits
Calculate material sizes based upon job needs
Identify & interpret geometric dimensioning and tolerancing
Identify and interpret title block information
Identify line types and their uses
Describe the principle of orthographic projection
Identify the three basic views frequently used in engineering drawings
Identify and describe the use of basic symbols and notation used on engineering drawings
Identify isometric views
Identify and describe the use of basic symbols and notation used on engineering drawings
Define tolerance
Identify basic geometric dimensioning and tolerancing (GD&T) symbols

Skill:
Identify & explain views and projections
Demonstrate basic sketching and dimensioning
Identify & explain lines, dimensions, tolerances and fits
Calculate material sizes based upon job needs
Demonstrate understanding of unilateral, bilateral, and limit tolerance
Demonstrate understanding of allowances and classes of fit for cylindrical components

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Review games
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Upon completion students will move to the next task/assignment
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
Drill and Practice (Repetition of Material)
No Penalization for Spelling
Copy of Teacher/Student Notes/Skeleton Notes
Small Group Instruction
Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
Teacher Modeling
Use of Computer (Access to)
Positive Reinforcement
Have Student Repeat Directions
Wait Time
Access to School Counselor
Provide Frequent Feedback
Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
Communication Regarding Behavior & Consequences (PBS)
Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions

Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
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All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
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Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Wear safety glasses, work shoes, and shop coat
Remove all jewelry
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Layout of part project
Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
Project based assessment
NIMS Level I

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. www.nims-skills.org NIMS credentialing study guides/pretest Reproducible Masters: Test Your Knowledge Questions NIMS Evaluator's Resource Guide Sampling of assemble and sub-assembly drawings (blueprints) Safety Glasses Shop Coat Work ShoesHyperlinks: https://www.nims-skills.org/web/nims/home

Monroe Career & Technical Institute

Course: Precision Machine

Unit Name: 1400 CNC PROGRAMMING OPERATIONS
Number: 1400 **Hours:** 63.00
Dates: Spring 2025

Description/Objectives:

Student will know and be able to define the term “numerical control;” describe the difference between the incremental and absolute positioning methods; explain the operation of NC (numerical control), CNC (computer numerical control), and DNC (direct or distributed numerical control) systems; and point out how manual and computer-aided programming is done.

Tasks:

PA1401 - Apply CNC safety procedures.

PA1402 - Interpret G and M codes.

PA1404 - Use Cartesian coordinate systems.

PA1406 - Prove a CNC program.

PA1409 - Set part zero and tool offsets.

PA1410 - Transfer data files to and from a CNC machine.

PA1411 - Use CNC control functions.

PA1413 - Select and use workholding devices.

PA1414 - Identify parts of CNC lathe

PA1415 - Identify parts of CNC mill

Standards / Assessment Anchors
Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12
Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
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CRAFT & STRUCTURE GRADES 9-10-11-12
Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
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Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12
Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10-11-12
Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12
Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
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Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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RESEARCH GRADES 9-10-11-12
Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
RANGE OF WRITING GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

ALGEBRA
Standard 2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.
GEOMETRY
Standard 2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.
Standard 2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.
Standard 2.3.HS.A.13 Analyze relationships between two dimensional and three dimensional objects.

Instructional Activities:

Knowledge:
Read and study the textbook assignment
Participate in the review of the assignment using the reproducible masters as overhead transparencies and/or handouts
Complete "Test Your Knowledge Questions"
Participate in the discussion of the following:
Other NC applications
Setting up and programming the NC machine in the shop/lab
Demonstrating the NC machine in the shop/lab
Identify and describe basic CNC motion-control hardward
Describe the Cartesian coordinate system
Describe the polar coordinate system
Describe the absolute and incremental positioning system
Describe the purpose of G- and M-codes
Describe word address
Describe modal codes
Describe what a"block" is in CNC programming
Describe machine motion types

Skill:
Demonstrate proper cleanup of tools, equipment, and work area
Demonstrate that tools are returned to their proper storage locations
Demonstrate that equipment is returned to an appropriate condition and setting
Setting up and programming the NC machine in the shop/lab
Demonstrate the NC machine in the shop/lab
Describe the main components of a CNC program

Remediation:
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:
Students can use CNC trade magazine to further their understanding of CNC Machine Operation/ Programing
Repeat tasks to enhance skill

Special Adaptations:

Extended Time (assignments and/or testing)
Chunking of Assignments/Material
Preferential Seating
Directions/Comprehension Check (frequent checks for understanding)
Study Guide
Directions and/or Tests Read Aloud
Use of Calculator
Taking Tests in Alternate Setting (or if requested)
Verbal/Gestural Redirection (prompts to remain on task)
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Copy of Teacher/Student Notes/Skeleton Notes
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Variety of Assessment Methods
Use of Assistive Device (i.e. notepad, laptop, ect.)
Highly Structured Classroom
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Clear Language for Directions
Use of Multisensory Approach
Provide Opportunities to Retest

Frequent Review Sessions
Use a variety of Modalities when Introducing Skills/Concepts
Allow Oral Answers for Testing
Copies of Text for Home
Cue for Oral Response
De-Escalation Opportunities
Daily Classwork Check
Encourage Student to Check Work Before Turning In
Opportunities for Repeated Practice of MATH Skills
Provide repetition During Initial Instruction
Provide Verbal and Written Directions
All Vocabulary to be Defined Before Testing
Monitor Speed/Accuracy in which Student Completes Assignment
Encouragement to Participate in Positive Leadership Roles
Student Self-Evaluation for Behavior
Exempt from reading Aloud in Front of Peers

Safety:

Student must:
Handle material in a safe and work like manner
Use protective clothing and equipment
Use hand tools in a safe manner
Use adequate ventilation when working in enclosed area
Follow manufacturer’s directions when using any product, tool, equipment, etc.
Use proper safety precautions when using /operating hand tools
Use tools and equipment in a professional work like manner according to OSHA standards
Know and follow the established safety rules at all times

Assessment:

Job sheet
Quizzes
Pre/Post Test
Notebook
Competency List
Time Cards
Group Projects
Project based assessment
Worksheets
NIMS Level I CNC

Resources/Equipment:

Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2020). Precision Machining Technology Workbook. Delmar Cengage Learning. Clifton Park, NY. Hoffman, P.J., Hopewell, E.S., Janes, B., Sharp Jr., K.M. (2012). Precision Machining Technology. Instructor’s Resource Binder. Delmar Cengage Learning. Clifton Park, NY. Walker, John. 2004. Machining Fundamentals. The Goodheart-Willcox Company, Inc. New York, New York. www.nims-skills.org NIMS credentialing study guides/pretest Mastercam Cad/Cam Software http://www.mastercam.com/default.aspx Reproducible Masters: Direct Numerical Control (DNC) Distributed Numerical Control (DNC) The Cartesian Coordinate System Axes of Machine Movements NC Positioning Methods Contour or Continuous Path Machining Mirror Image Machining Test Your Knowledge Questions CNC Machining Centers Safety Glasses Shop Coat Work Shoes Fire extinguisher MSDS Sheets Ear Plugs Machinable waxHyperlinks: https://www.nims-skills.org/web/nims/home