



CW High School

Woodworking II

1. Cabinet and Furniture Construction (5 days) (8.60%)

Learning Targets

1.1 I can identify and explain the major parts of cabinet based furniture.

Learning Target	Descriptor	Definition
4	Proficient	I can identify and explain the major parts of cabinet based furniture.
3	Developing	I can identify and explain some of the major parts of cabinet based furniture.
2	Basic	I can identify and explain a few major parts of cabinet based furniture.
1	Minimal	I can identify or only explain a few major parts of cabinet based furniture.
0	No Evidence	No evidence shown.

2. Proper operation of equipment in a Woodworking Lab (5 days) (5.40%)

Learning Targets


2.1 I can explain and demonstrate how to safely operate all features of a Radial Arm Saw.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate how to safely operate all features of a Radial Arm Saw.
3	Developing	I can explain and demonstrate how to safely operate most features of a Radial Arm Saw.
2	Basic	I can explain and demonstrate how to safely operate a few features of a Radial Arm Saw.
1	Minimal	I can only explain or only demonstrate how to safely operate a few features of a Radial Arm Saw.
0	No Evidence	No evidence shown.

2.2 I can explain and demonstrate how to safely operate all features of a Jointer.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate how to safely operate all features of a Jointer.
3	Developing	I can explain and demonstrate how to safely operate most features of a Jointer.
2	Basic	I can explain and demonstrate how to safely operate some features of a Jointer.
1	Minimal	I can only explain or only demonstrate how to safely operate a few features of a Jointer.
0	No Evidence	No evidence shown.

2.3 I can explain and demonstrate how to safely operate all features of a SAW STOP Table Saw.



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Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate how to safely operate all features of a SAW STOP Table Saw.
3	Developing	I can explain and demonstrate how to safely operate some features of a SAW STOP Table Saw.
2	Basic	I can explain and demonstrate how to safely operate most features of a SAW STOP Table Saw.
1	Minimal	I can only explain or only demonstrate how to safely operate all features of a SAW STOP Table Saw.
0	No Evidence	No evidence shown.

2.4 I can explain and demonstrate how to safely operate all features of a Planer.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate how to safely operate all features of a Planer.
3	Developing	I can explain and demonstrate how to safely operate most features of a Planer.
2	Basic	I can explain and demonstrate how to safely operate a few features of a Planer.
1	Minimal	I can only explain or only demonstrate how to safely operate a few features of a Planer.
0	No Evidence	No evidence shown.

2.5 I can explain and demonstrate how to safely operate all features of a Miter Saw.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate how to safely operate all features of a Miter Saw.
3	Developing	I can explain and demonstrate how to safely operate most features of a Miter Saw.
2	Basic	I can explain and demonstrate how to safely operate a few features of a Miter Saw.
1	Minimal	I can only explain or only demonstrate how to safely operate all features of a Miter Saw.
0	No Evidence	No evidence shown.



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3. Creating Joinery for Cabinets and Furniture (8.60%)

Learning Targets

3.1 I can explain and demonstrate the full process of making a Pocket Screw Joint

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate the full process of making a Pocket Screw Joint
3	Developing	I can explain and demonstrate most of the process of making a Pocket Screw Joint
2	Basic	I can explain and demonstrate a few of the processes in making a Pocket Screw Joint.
1	Minimal	I can only explain or only demonstrate a few of the processes in making a Pocket Screw Joint
0	No Evidence	No evidence shown.

3.2 I can explain and demonstrate the steps in making a Mortise and Tenon Joint.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate the steps in making a Mortise and Tenon Joint.
3	Developing	I can explain and demonstrate most of the steps in making a Mortise and Tenon Joint.
2	Basic	I can explain and demonstrate a few of the steps in making a Mortise and Tenon Joint.
1	Minimal	I can only explain or only demonstrate a few of the steps in making a Mortise and Tenon Joint.
0	No Evidence	No evidence shown.

3.3 I can explain and demonstrate the steps in making accurate, to a plan, Cope and Stick Joinery.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate the steps in making accurate, to a plan, Cope and Stick Joinery.
3	Developing	I can explain and demonstrate some of the the steps in making accurate, to a plan, Cope and Stick Joinery.
2	Basic	I can explain and demonstrate a few of the steps in making accurate, to a plan, Cope and Stick Joinery.
1	Minimal	I can only explain or only demonstrate a few of the steps in making accurate, to a plan, Cope and Stick Joinery.
0	No Evidence	No evidence shown.

4. Project Plan of Procedure (5 days) (8.60%)

Learning Targets



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4.1 I can explain and create a full and comprehensive bill of materials to calculate the amount of materials needed for a project.

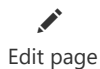
Learning Target	Descriptor	Definition
4	Proficient	I can explain and create a full and comprehensive bill of materials to calculate the amount of materials needed for a project.
3	Developing	I can explain and create a partial bill of materials to calculate the amount of materials needed for a project.
2	Basic	I can explain and create a partial bill of materials but can only calculate a portion of the materials needed for a project.
1	Minimal	I can only explain or only create a partial bill of materials and cannot calculate a portion of the materials needed for a project.
0	No Evidence	No evidence shown.

4.2 I can describe and create a complete and comprehensive Plan of Procedure that is needed to build my project.

Learning Target	Descriptor	Definition
4	Proficient	I can describe and create a complete and comprehensive Plan of Procedure that is needed to build my project.
3	Developing	I can describe and create a partial Plan of Procedure that is needed to build my project.
2	Basic	I can only describe or only create a partial Plan of Procedure that is needed to build my project.
1	Minimal	I can only describe or only create a partial Plan of Procedure that is missing steps needed to build my project.
0	No Evidence	No evidence shown.

4.3 I can predict a time frame for each process to complete the overall project.

Learning Target	Descriptor	Definition
4	Proficient	I can predict a time frame for each process to complete the overall project.
3	Developing	I can predict a time frame for most processes to complete the overall project.
2	Basic	I can predict a time frame for a few of the processes to complete the overall project.
1	Minimal	I can predict a time frame but is missing most processes to complete the overall project.
0	No Evidence	No evidence shown.



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5. Project Complexity (8.60%)

Learning Targets

5.1 I can implement at least four major joints in my project.

Learning Target	Descriptor	Definition
4	Proficient	I can implement at least four major joints in my project.
3	Developing	I can implement at least three major joints in my project.
2	Basic	I can implement at least two major joints in my project.
1	Minimal	I can implement at least one major joint in my project.
0	No Evidence	No evidence shown.

6. Project Assembly (15 days) (8.60%)

Learning Targets

6.1 I can create a project that fully follows the initial design in joinery and measurement.

Learning Target	Descriptor	Definition
4	Proficient	I can create a project that fully follows the initial design in joinery and measurement.
3	Developing	I can create a project that follows most of the initial design in joinery and measurement.
2	Basic	I can create a project that follows some of the initial design in joinery and measurement.
1	Minimal	I can create a project that follows very little of the initial design in joinery and measurement.
0	No Evidence	No evidence shown.



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7. Gluing Techniques (8.60%)

Learning Targets

7.1 I can demonstrate proper gluing techniques in clamping that avoids drips, gaps, and irregularities.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proper gluing techniques in clamping that avoids drips, gaps, and irregularities.
3	Developing	I can demonstrate proper gluing techniques in clamping that only avoids most drips, gaps, and irregularities.
2	Basic	I can demonstrate gluing techniques in clamping that only avoids a few drips, gaps, and irregularities.
1	Minimal	I can glue resulting in many drips, gaps, or irregularities.
0	No Evidence	No evidence shown.

8. Sanding Techniques (8.60%)

Learning Targets

8.1 I can demonstrate efficient sanding techniques utilizing sequential grades of grit resulting in a blemish free project.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate efficient sanding techniques utilizing sequential grades of grit resulting in a blemish free project.
3	Developing	I can demonstrate sanding techniques utilizing sequential grades of grit resulting in project with a few blemishes.
2	Basic	I can demonstrate sanding with some consideration of grades of grit resulting in project with some blemishes.
1	Minimal	I can sand without any consideration of grades of grit resulting in project with many blemishes.
0	No Evidence	No evidence shown.



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9. Staining (8.60%)

Learning Targets

9.1 I can demonstrate proper stain application without runs, drips or wiping marks. Color is even and all surfaces have been stained consistently.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proper stain application without runs, drips or wiping marks. Color is even and all surfaces have been stained consistently.
3	Developing	I can demonstrate stain application with a few runs, drips or wiping marks. Color may not be consistent.
2	Basic	I can apply stain but with many runs, drips or wiping marks. Color may not be consistent.
1	Minimal	I can apply stain but with many runs, drips or wiping marks. Color is not consistent.
0	No Evidence	No evidence shown.

10. Clear Coating (8.60%)

Learning Targets

10.1 I can demonstrate proper clear coat application without runs, drips or wiping marks, and all surfaces have been finished with at least 4 coats resulting in a smooth finish.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proper clear coat application without runs, drips or wiping marks, and all surfaces have been finished with at least 4 coats resulting in a smooth finish.
3	Developing	I can demonstrate proper clear coat application but with some runs, drips or wiping marks, and all surfaces have been finished with at least 3 coats resulting in a semi gloss finish.
2	Basic	I can clear coat but with some runs, drips or wiping marks, and all surfaces have been finished with only 2 coats resulting in a dry finish.
1	Minimal	I can clear coat but with many runs, drips or wiping marks, or all surfaces may not have been finished consistently resulting in a dry rough finish.
0	No Evidence	No evidence shown.



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11. Overall appearance of finished project (8.60%)

Learning Targets

11.1 I can see my project at an Expensive Custom Furniture store.

Learning Target	Descriptor	Definition
4	Proficient	I can see my project at an Expensive Custom Furniture store.
3	Developing	I can see my project at a typical Furniture store.
2	Basic	I can see my project at a Garage sale.
1	Minimal	I can see my project at an Assemble It Yourself store.
0	No Evidence	No evidence shown.

12. Reflection (2 days) (8.60%)

Learning Targets

12.1 I can create a comprehensive 750 word essay describing and reflecting on my process of design and construction.

Learning Target	Descriptor	Definition
4	Proficient	I can create a comprehensive 750 word essay describing and reflecting on my process of design and construction.
3	Developing	I can create a 600 word essay describing and reflecting on my process of design and construction.
2	Basic	I can create a 450 word essay describing and reflecting on my process of design and construction.
1	Minimal	I can create a 300 word essay describing and reflecting on my process of design and construction.
0	No Evidence	No evidence shown.

Submitted on 6/21/2021 by