

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Manufacturing

Program Name: Cabinetmaking and Millwork/Millwright CIP: 480703

Effective 8/09

National Standard: Architectural Woodworkers Institute (AWI) and Associated General Contractors of America (AGC)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
Understand the nomenclature and function of the tools used in millwork and cabinetry in order to ensure a safe work environment	1. Demonstrate the safe use and care of woodworker’s hand tools. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	S:SPS1:8:4.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
2. Demonstrate the safe use and care of woodworker’s power tools. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	S:SPS1:8:4.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand and utilize fundamental woodworking terms and practices in order to convert the raw material into a useable product	3. Demonstrate the proper procedure for squaring a piece of stock.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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4. Discuss and identify the properties of wood.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	5. Explain the process used for converting a tree to various wood products. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
Understand the design and construction of furniture and fixtures from solid wood to produce a quality product	6. Construct a wooden product using basic joinery techniques.	S:SPS3:8:3.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	7. Produce a turned product. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the design and construction of furniture to reinforce basic joining techniques	8. Construct a piece of furniture based on the frame and panel construction technique.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	9. Construct a piece of furniture using the leg and rail technique.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand various finishes and their application to furniture in order to insure proper application and safety	10. Identify types of materials used in finishing a furniture piece.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	11. Identify the health hazards and the regulations associated with the products used in finishing.	S:LS4:6:3.1:R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
12. Apply finish using a variety of methods.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the manufacture of durable goods to insure satisfaction of customer and/or manufacturer	13. Describe current production systems used to manufacture durable goods.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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14. Identify lines of communication and decision-making in a typical production system.	S:SPS3:8:1.1/T S:SPS3:8:1.2/R S:SPS3:8:1.3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the research, design, and construction of a product suitable for mass production and marketing that are critical to business operation	15. List and describe the steps involved in developing a product for manufacture. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:4:3.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	16. Apply designing and planning skills to assist in the development of a prototype.	S:SPS3:8:2.3/R, S:SPS3:6:3.2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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17. Determine the manufacturing and marketing potential of a product.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand production system, the necessary work cells and floor plan in order to produce a given product and reinforce a quality business model	18. Analyze a product to determine the necessary production processes and tools.	S:SPS3:8:3.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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19. Create a production flow chart and/or a facility layout.	S:SPS4:4:3.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	20. Calculate costs of a project to compare to the market value of a similar product.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand and apply basic shop drawing and estimating skills in order to build a product and insure shop efficiency and safety	21. Develop a system to schedule and manage work and to control materials and completed products.	S:SPS4:12:7.2/R S:SPS1:4:2.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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22. Demonstrate effective management skills to operate an efficient production system.	S:SPS3:6:1.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the importance of a tool maintenance program to insure efficiency and safety of the workplace	23. Prepare a maintenance schedule for a piece of equipment.	S:SPS1:4:3.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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24. Apply established maintenance procedures to assess and maintain hand and power tools.	S:SPS1:4:3.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy	25. Discuss and assess venture creation possibilities and identify the steps in planning the venture. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 2. Management: Discuss the different forms of management and ownership within the industry. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	26. Identify the resources needed for venture startup and operation.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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27. Discuss the options in planning the venture’s future (growth, development, demise). AAI 6. Labor Issues: Explain the employees’ and employers’ rights and responsibilities in this industry. AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	28. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the importance of personal growth and leadership to enhance career success	29. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.	S:SPS4:4:8:8.2/T S:SPS4:12:8.1,2/R S:SPS4:12:9:9.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	30. Develop, practice and demonstrate cabinetmaking and millwork skills through participation in community projects.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>Understand the necessary employability skills in order to achieve success in today's workplace</p>	<p>31. Decision-Making & Problem-Solving: Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.</p>	<p>S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1-2/R S:SPS4:8:7.1/R S:SPS4:8:8.1/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:7.1,2/T</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - create an outline - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen 	1	2	3	4
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	<p>32. Self-Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.</p>	<p>S:SPS3:8:1,4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself 	1	2	3	4
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	<p>33. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>	<p>S:SPS3:8:1,4/R S:SPS4:8:2.1/T S:SPS4:8:5.1/T S:SPS4:12:2.1-3/T S:SPS4:12:5.1,2/T S:SPS4:12:6.2/T</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews - develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides - select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience 	1	2	3	4
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	<p>34. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.</p>	<p>S:SPS4:8:6.1-3/R S:SPS4:8:9.1/R S:SPS3:8:1.1-4/T S:SPS4:12:6.1,2/T S:SPS4:12:8.1/T S:SPS4:12:9.1/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards - conduct an interview with a manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome 	1	2	3	4
1	2	3	4				

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Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Manufacturing

Program Name: Cabinetmaking and Millwork/Millwright CIP: 480703

Effective 8/09

National Standard: Architectural Woodworkers Institute (AWI) and Associated General Contractors of America (AGC)

<p>Competencies (statement that provides the overview and defines the instructional area) Student will:</p>	<p>Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:</p>	<p>NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M</p>	<p>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:</p>
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	<p>35. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p>	<p>S:LS5:12:1.1/R S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1,2/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:9.1/T S:SPS4:12.5.2,3/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media 	1	2	3	4
1	2	3	4				

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	<p>36. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.</p>	<p>S:ESS4:8:1.2/R S:ESS4:8:2.2/R S:PS4:8:2.1/R S:SPS4:8.7.1/R S:SPS1:11.4.1/T S:SPS4:12.1.3/R S:SPS4:12.4.2/T S:SPS4:12.8.2/T</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events 	1	2	3	4
1	2	3	4				

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	<p>37. General Safety: Demonstrate and apply safe practices and procedures in the workplace.</p>	<p>S:SPS4:12:4.2/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>: For Example: - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing</p>	1	2	3	4
1	2	3	4				
	<p>38. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>	<p>S:SPS4:12:7.2/R</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices - explain various career opportunities in related fields.</p>	1	2	3	4
1	2	3	4				

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