PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION  
Career Cluster: Manufacturing  

Program Name: Cabinetmaking and Millwork/Millwright  
CIP: 480703  
National Standard: Architectural Woodworkers Institute (AWI) and Associated General Contractors of America (AGC)  
Effective 8/14  

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<th>Competencies (statement that provides the overview and defines the instructional area)</th>
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<th>Rating Scale - Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)</th>
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| 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. | 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. | 1 2 3 4 |
| 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. | 1 2 3 4 |
| 4. Discuss and identify the properties of wood. | 1 2 3 4 |

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**Framework:**  
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### Competencies

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</table>

| 5. Explain the process used for converting a tree to various wood products. (Reference AWI Standards)  
AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry. | | 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. | 1 2 3 4 |
| Understand the design and construction of furniture to reinforce basic joining techniques | 7. Produce a turned product.  
AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry. | 1 2 3 4 |
| | 8. Construct a piece of furniture based on the frame and panel construction technique. | 1 2 3 4 |
| | 9. Construct a piece of furniture using cross-grain construction. | 1 2 3 4 |

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<tr>
<td>Understand various finishes and their application to furniture in order to insure proper application and safety</td>
<td>10. Identify types of materials used in finishing a furniture piece. ie: stains and sprays.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11. Identify the health hazards and the regulations associated with the products used in finishing.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>12. Apply finish using a variety of methods. ie: wax, shellac, wipe-out, varnish.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understand the manufacture of durable goods.</td>
<td>13. Describe current production systems used to manufacture durable goods.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>14. Identify lines of communication and decision-making in a typical production system.</td>
<td></td>
<td>1 2 3 4</td>
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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. | 1 2 3 4 |
| | 16. Apply designing and planning skills to assist in the development of a prototype. (Auto CAD) | 1 2 3 4 |
| | 17. Determine the manufacturing and marketing potential of a product. | 1 2 3 4 |
| 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. | 1 2 3 4 |
| | 19. Create a production flow chart and/or a facility layout. | 1 2 3 4 |

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| 20. Calculate costs of a project to compare to the market value of a similar product. | 1 2 3 4 |
| 21. Develop a system to schedule and manage work and to control materials and completed products. | 1 2 3 4 |
| 22. Demonstrate effective management skills to operate an efficient production system. | 1 2 3 4 |
| 23. Prepare a maintenance schedule for a piece of equipment. | 1 2 3 4 |
| 24. Apply established maintenance procedures to assess and maintain hand and power tools. | 1 2 3 4 |
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| **Student will:** | **Understanding the fundamental concepts of business ownership.** | **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.  
**26.** Identify the resources needed for venture startup and operation.  
**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. | **Student will:** | **Rating Scale:** | **1** | **2** | **3** | **4** |

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<tr>
<td>28. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).</td>
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28  1  2  3  4  |
| **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. |  
29  1  2  3  4  |
| | 30. Develop, practice and demonstrate cabinetmaking and millwork skills through participation in community projects. |  
30  1  2  3  4  |

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<td><strong>Understand the necessary employability skills in order to achieve success in today’s workplace</strong></td>
<td>31. Decision-Making &amp; 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.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td><strong>For Example:</strong> - 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</td>
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<td>32. Self–Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.</td>
<td>AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.</td>
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<td>For Example: - 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</td>
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<td>33. Communication Skills:</td>
<td>Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</td>
<td>1 2 3 4</td>
</tr>
<tr>
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<td>For Example:</td>
<td>For Example:</td>
</tr>
<tr>
<td></td>
<td>- be given a work order that contains written instructions of</td>
<td>- be given a work order that contains written instructions of</td>
</tr>
<tr>
<td></td>
<td>a specific job and complete the work order</td>
<td>a specific job and complete the work order</td>
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<tr>
<td></td>
<td>- create a power point presentation</td>
<td>- create a power point presentation</td>
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<tr>
<td></td>
<td>- participate in a debate</td>
<td>- participate in a debate</td>
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<tr>
<td></td>
<td>- perform mock interviews</td>
<td>- perform mock interviews</td>
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<td></td>
<td>- develop a topic</td>
<td>- develop a topic</td>
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<tr>
<td></td>
<td>- include details to support a main point</td>
<td>- include details to support a main point</td>
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<tr>
<td></td>
<td>- use appropriate grammar and sentence structure</td>
<td>- use appropriate grammar and sentence structure</td>
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<tr>
<td></td>
<td>- organize writing and/or presentation materials</td>
<td>- organize writing and/or presentation materials</td>
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<tr>
<td></td>
<td>- use constructive feedback to improve skill</td>
<td>- use constructive feedback to improve skill</td>
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<tr>
<td></td>
<td>- participate in discussion and conversation by listening,</td>
<td>- participate in discussion and conversation by listening, entering in,</td>
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<tr>
<td></td>
<td>entering in, taking turns, responding to others’ remarks,</td>
<td>entering in, taking turns, responding to others’ remarks,</td>
</tr>
<tr>
<td></td>
<td>asking questions, summarizing and closing, as appropriate to</td>
<td>asking questions, summarizing and closing, as appropriate to the given context</td>
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<tr>
<td></td>
<td>the given context</td>
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<tr>
<td></td>
<td>- use varied vocabulary for clarity and effectiveness</td>
<td>- use varied vocabulary for clarity and effectiveness</td>
</tr>
<tr>
<td></td>
<td>- support his/her ideas in a public forum using the</td>
<td>- support his/her ideas in a public forum using the appropriate</td>
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<tr>
<td></td>
<td>appropriate visual/audio aides</td>
<td>visual/audio aides</td>
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<tr>
<td></td>
<td>- select and use the appropriate media and method(s) to</td>
<td>- select and use the appropriate media and method(s) to communicate</td>
</tr>
<tr>
<td></td>
<td>communicate the subject effectively</td>
<td>the subject effectively</td>
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<tr>
<td></td>
<td>- adapt writing, speaking, and/or visual presentations</td>
<td>- adapt writing, speaking, and/or visual presentations</td>
</tr>
<tr>
<td></td>
<td>effectively to a particular audience</td>
<td>effectively to a particular audience</td>
</tr>
<tr>
<td></td>
<td>- act on or respond appropriately to verbal and non-verbal</td>
<td>- act on or respond appropriately to verbal and non-verbal cues from the audience</td>
</tr>
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<td></td>
<td>cues from the audience</td>
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#### 34. Ability to Work with Others:
Demonstrate and apply the necessary skills in order to work effectively with others.

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<td>- role play a situation in which there is a conflict which must be resolved</td>
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<tr>
<td>- compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards</td>
</tr>
<tr>
<td>- conduct an interview with a manager and share report with classmates</td>
</tr>
<tr>
<td>- demonstrate knowledge of individual strengths she/he brings to a group</td>
</tr>
<tr>
<td>- demonstrate knowledge of and respect for cultural and individual differences</td>
</tr>
<tr>
<td>- demonstrate beginning skills in conflict management by outlining the issues involved and others’ points of view</td>
</tr>
<tr>
<td>- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others</td>
</tr>
<tr>
<td>- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback</td>
</tr>
<tr>
<td>- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes</td>
</tr>
<tr>
<td>- apply his/her individual strengths to enhance a group’s performance</td>
</tr>
<tr>
<td>- assume responsibilities within a group</td>
</tr>
<tr>
<td>- demonstrate the use of group skills in a way that enhances a group’s performance</td>
</tr>
<tr>
<td>- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome</td>
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| 35. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology. | **For Example:**  
- 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 |

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### Program Competency Profile for Career Technical Education

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**Program Name:** Cabinetmaking and Millwork/Millwright  
**CIP:** 480703  
**National Standard:** Architectural Woodworkers Institute (AWI) and Associated General Contractors of America (AGC)  
**Effective:** 8/13

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Knowledge, Content and Skills</th>
<th>Rating Scale - Sample Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement that provides the overview and defines the instructional area</td>
<td>what a student needs to know and be able to do and upon which they will be assessed</td>
<td>Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency</td>
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<tr>
<td>Student will:</td>
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<td>36. Mathematical Concepts:</td>
<td>Demonstrate mathematical and computation skills as applied to real world situations.</td>
<td>1 2 3 4</td>
<td></td>
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<td>For Example:</td>
<td>- keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite</td>
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<td>- compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals</td>
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<td>- collect, interpret, organize and display relevant data for solving a mathematics problem</td>
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<td>- translate real world problems into mathematical representations</td>
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<td>- express and present mathematical ideas clearly in everyday written and oral language</td>
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<td>- express in written and oral language how mathematics connects to other contexts outside the mathematics classroom</td>
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<td>- 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</td>
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<td>- 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</td>
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**Key: Rating Scale:**  
1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4 = MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)  
**Framework:**  
Targeted= Framework aligns to competency  
Related= Framework supports competency  
* = NECAP Assessment Expectation
# PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

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## Competencies

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### 37. General Safety:
Demonstrate and apply safe practices and procedures in the workplace.

- 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

### 38. Career Development:
Demonstrate personal/career development skills by completing a career plan.

- 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

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