Unit: Cutting Board

Learning Goals:

In this unit:

1. ***Students will design a cutting board that uses multiple kinds of wood.***
2. ***Students will learn to use the hand tools to shape and clean up inside and outside curves.***

**Rigorous Learning Goal/Scale 1**

|  |  |
| --- | --- |
| **Course:** | **Woodworking 1 – Cutting Board Unit** |
| **Score 4**  Additional Success with the complex content and concepts—inferences, novel applications | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**   * ***Students will be able to utilize multiple species of wood to create a cutting board with an interesting design.***   **Student makes no major errors or omissions regarding the score 4 content** |
| **Score 3**  Mastery of complex content and concepts of learning goal | **TARGET LEARNING GOAL: The student will**   * ***Design and build a cutting board that uses at least 4 different pieces of wood.***   **Student makes no major errors or omissions regarding the score 3 content** |
| **Score 2**  Success with simpler content—vocabulary, foundational skills | **The student will recognize or recall specific vocabulary or basic content, such as:**   * ***Inlay, juice groove, salad bowl finish engineering drawings, cut list, sanding grits, planer.***   **The student will perform basic skills or process, such as:**   * ***Design a cutting board with at least 4 pieces of wood.*** * ***Sanding/shaping*** * ***Gluing*** * ***Food safe finishing***   **Student makes no major errors or omissions regarding the score 2 content** |
| **Score 1**  Partial success with help | **With help, student achieves partial success at score 2 content and/or score 3 content** |
| **Score 0**  No success even with help | **Even with help, no success** |

**Rigorous Learning Goal/Scale 2**

|  |  |
| --- | --- |
| **Course:** | **Woodworking 1 – Cutting Board Unit** |
| **Score 4**  Additional Success with the complex content and concepts—inferences, novel applications | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**   * ***Student will use different hand tools to help in fitting inlay pieces into each other to create more complex cutting board designs.***   **Student makes no major errors or omissions regarding the score 4 content** |
| **Score 3**  Mastery of complex content and concepts of learning goal | **TARGET LEARNING GOAL: The student will**   * ***Use chisels and files to help define specific designs.***   **Student makes no major errors or omissions regarding the score 3 content** |
| **Score 2**  Success with simpler content—vocabulary, foundational skills | **The student will recognize or recall specific vocabulary or basic content, such as:**   * ***Spindle sander, file, rasp, sandpaper, inlay, scroll saw***   **The student will perform basic skills or process, such as:**   * ***Sand inside curves*** * ***Sand outside curves*** * ***Fit corresponding parts together***   **Student makes no major errors or omissions regarding the score 2 content** |
| **Score 1**  Partial success with help | **With help, student achieves partial success at score 2 content and/or score 3 content** |
| **Score 0**  No success even with help | **Even with help, no success** |