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**

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| **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**

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| **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** |