

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**Wood Technology 2**  
**Grade 10-12**

**2024**

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**Wood Technology 2**  
**Grade 10-12**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Wood Technology 2 is a semester-long elective course available to 10th, 11th, and 12th graders upon successful completion of Wood Technology 1. The course is offered through the Technology Education Department and provides interested students with the knowledge and understandings necessary to operate wood working tools and materials to create and produce a final product. This course is being offered to any students who are interested in the field of Woodworking and would like to learn more about the process of creating wood products.

Through hands-on learning, students will develop an understanding of the tools and skills that work together to result in a final product that is both useful and aesthetically pleasing. Instruction will be given on hand tools, machine tools and other woodworking equipment that students will be permitted to use. This instruction will be given in the form of lectures, notes and demonstrations. “Hands-on” laboratory experiences constructing projects will allow students to develop valuable woodworking skills.

## COURSE GOALS

The following course goals derive from the 2012 Connecticut Technology Education Standards.

<b>WM.02</b>	<b>Describe and demonstrate the procedures related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.</b>
WM.02.01	Demonstrate safe material handling practices
WM.02.02	Demonstrate and explain knowledge of workplace safety procedures.
WM.02.03	Demonstrate and explain knowledge of personal safety practices pertaining to eye wear, footwear, clothing, and personal protective equipment (PPE) used in wood technology.

WM.02.05	Demonstrate knowledge of proper use, storage, and disposal of hazardous materials following OSHA's proper safety practices for a woodworking facility.
WM.02.06	Obtain, read and follow SDS (Safety Data Sheets) information.
<b>WM.03</b>	<b>Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.</b>
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding "T" bevel, and compass.
WM.03.02	Identify proper use and function of the following portable power tools: circular saw, drill, jig/saber saw, finishing sanders, and routers.
WM.03.03	Identify proper use and function of the following fastening tools: hammer, Phillip head screw driver, and slotted/flat head screw driver
WM.03.04	Demonstrate and explain knowledge of proper use and storage of portable power tools.
WM.03.05	Demonstrate and explain knowledge of proper use and storage of basic hand tools.
WM.03.07	Identify proper use and function of stationary saws.
WM.03.08	Identify the proper use and function specialty machinery (e.g. drill presses. jointers. surface planers. table saws. power miter saws. band saws. scroll saws. and stationary sanders.
WM.03.09	Identify proper use and function of the table and miter saws.
WM.03.10 WM.03.12	Explain and demonstrate correct use of planers.

WM.03.14	Identify functions and demonstrate use of wood lathes.  Select appropriate tools, procedures, and/or equipment.
<b>WM.04</b>	<b>Explain and be able to demonstrate the methods involved in turning raw materials into useable products.</b>
WM.04.04	Interpret a design to facilitate replication
WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.06	Identify the difference between both nominal and actual dimensions
WM.04.08	Measure accurately to a sixteenth of an inch.
WM.04.09	Estimate materials quantities in both board feet and linear feet.
WM.04.11	Consider the natural characteristics of grain, knots, and checks when laying out a board.
WM.04.13	Identify and select the proper cutting process based on grain direction.
WM.04.14	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.16	Identify characteristics and applications of the following coniferous softwoods: pine, cedar, and fir.
WM.04.17	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.18	Identify characteristics and applications of the following engineered lumber: plywood and medium density fiberboard.

WM.04.20	Identify, describe purpose of and use woodworking adhesives.
WM.04.21	Identify and describe the purpose of the following clamping devices: bar clamp, c-clamp, parallel/hand screw clamp, and spring clamps.
WM.04.22	Identify and apply various wood finishes for interior and exterior, with brush or wipe on, for the following: paint, stain, and clear coat.
<b>WM.05</b>	<b>Describe and demonstrate the attributes of wood design.</b>
WM.05.01	Utilize the design process; including defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
WM.05.03	Design and create cabinet and wood products
WM.05.04	Develop a production plan, including the layout, bill of materials, and cost analysis, for the production of cabinets or wood products.
<b>BC.04</b>	<b>Understand and be able to demonstrate the methods involved in turning materials into useable structures and products.</b>
BC.04.11	Identify various types of joints.
BC.04.13	Identify and assemble the following types of joints: butt, miter, dado, rabbet, and lap.
BC.04.15	Identify, describe purpose of and use woodworking adhesives.

The following course goals derive from the Common Core State Standards Initiative:

**CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**CCSS.Math.Practice.MP6 Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

The following course goals derive from the 2024 ISTE standards:

<b>1.4 Innovative Designer</b>	<b>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</b>
1.4.a Design Process	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4.d Open-Ended Problems	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems
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### **COURSE ENDURING UNDERSTANDINGS**

Students will understand that...

- It is important to follow shop safety procedures.
- It is important to follow plans when constructing projects.
- It is important to use machines properly and safely.
- Each machine and tool has a specific purpose.
- They have the ability to achieve success in creation of projects.
- Precision in measurement is crucial for creating high-quality wood products, that attention to detail and craftsmanship are key to producing durable and aesthetically pleasing work.
- Successful woodworking projects require careful planning, including the design process, material selection, and time management, to bring a concept to completion effectively.
- Problem-solving skills are essential in woodworking, as unexpected challenges often arise that require creative and innovative solutions.
- Effective collaboration and communication are important when working on group projects, sharing workshop space, and ensuring the successful completion of tasks.

### **COURSE ESSENTIAL QUESTIONS**

- Why is it important that everyone understands and follows the safety procedures in and around the shop?
- Why do we need to be able to read a ruler?
- How do you safely use hand tools and/or power tools to create a final product?
- Why is it important to use the proper tool for the job?
- How do woodworking machines better facilitate construction?
- What is the process for taking raw materials and plans to create a finished product?
- What are the important decisions a woodworker needs to make when creating a finished product?
- How do plans help you create a woodworking project?
- Why is it important to follow a set of plans when creating a final product?



## COURSE KNOWLEDGE & SKILLS

- Students will know . . .
  - How to read plans
  - how to read a scale
  - how to properly and safely use tools for their intended purpose
  - how to correctly set up and use machines for their intended purpose
  - how to prepare stock for use in a project
  - how to assemble and finish wood projects
  
- Students will be able to . . .
  - select projects and interpret plans appropriate for their skill level
  - determine which tool to use for a particular job
  - identify and solve problems encountered when creating projects
  - work and think independently
  - work and think collaboratively

## COURSE SYLLABUS

### Course Name

Wood Technology 2

### Level

Elective

### Prerequisites

Successful completion of Wood Technology 1

### General Description of the Course

Wood Technology 2 is designed for students looking to further hone their woodworking knowledge and skills. Students will start with a reintroduction to proper use and safety of tools and explore more advanced woodworking techniques. Students will have the opportunity to construct projects of their own design.

### Assured Assessments

Formative Assessments:

- Plan reading quiz
- Teacher Check-ins
- Student final project Build Worksheet

Summative Assessments:

- Safety Test
- Measuring Test
- Cell Phone Holder Project
- Step Stool Project
- Independent Project

## UNIT 1 Shop Safety

### Unit Goals

At the completion of this unit, students will:

<b>WM.02</b>	<b>Describe and demonstrate the procedures related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.</b>
WM.02.01	Demonstrate safe material handling practices
WM.02.02	Demonstrate and explain knowledge of workplace safety procedures.
WM.02.03	Demonstrate and explain knowledge of personal safety practices pertaining to eye wear, footwear, clothing, and personal protective equipment (PPE) used in wood technology.
WM.02.05	Demonstrate knowledge of proper use, storage, and disposal of hazardous materials following OSHA's proper safety practices for a woodworking facility.
WM.02.06	Obtain, read and follow SDS (Safety Data Sheets) information.

### Unit Essential Questions

- Why is it important that everyone understands and follows the safety procedures in and around the shop?

### Unit Scope and Sequence

- Locations of emergency equipment.
- Fire escape route.
- SDS with specific detail about the chemical properties, health and safety hazards of each chemical product.
- Proper use of personal safety practices and personal protective equipment (PPE).

## **Unit Assured Assessments**

Summative Assessments:

- Written assessment covering key points on shop safety.

## **Resources**

### Core

- Safety Data Sheets
- Safety worksheets
- [Power Tool Institute: Power Tool Accidents: They can be prevented video](#)

### Supplemental

- Note taking worksheets
- Power Tool Institute: [Power Tool Safety — It's In Your Hands](#)
- Power Tool Institute: [La Seguridad de la Herramienta Eléctrica - Está En Sus Manos](#)

## **Key Vocabulary**

- SDS
- PPE

## **Time Allotment**

- Approximately 1 Week

## UNIT 2 Measurement

### Unit Goals

At the completion of this unit, students will:

<b>WM.04</b>	<b>Explain and be able to demonstrate the methods involved in turning raw materials into useful products.</b>
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding “T” bevel, and compass.
WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.08	Measure accurately to a sixteenth of an inch.
CCSS.Math.Practice.MP6	Attend to precision.

### Unit Essential Questions

- Why do we need to be able to accurately read a ruler?

### Unit Scope and Sequence

- Provide unit material at varied reading levels using multiple resources
- Teach the sixteen parts of an inch using 3-foot-long scale model of an inch as a visual
- 1/16”, 1/8”, 1/4”, 1/2”
- Division of measurements
- Using a square for measuring and marking

### Unit Assured Assessments

Summative Assessments:

- Written quiz that aligns with the teacher-constructed note-taking guide

### Resources

Core

- Measuring Handouts

#### Supplemental

- [The Ruler Game](#)

#### **Key Vocabulary**

- **Nominal Measurement**
- **Actual Size**

#### **Time Allotment**

Approximately 1 Week

## UNIT 3

### Hand Tools & Power Tools

#### Unit Goals

At the completion of this unit, students will:

<b>WM.03</b>	<b>Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.</b>
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding “T” bevel, and compass.
WM.03.02	Identify proper use and function of the following portable power tools: circular saw, drill, jig/saber saw, finishing sanders, and routers.
WM.03.03	Identify proper use and function of the following fastening tools: hammer, Phillip head screw driver, and slotted/flat head screw driver
WM.03.04	Demonstrate and explain knowledge of proper use and storage of portable power tools.
WM.03.05	Demonstrate and explain knowledge of proper use and storage of basic hand tools.
WM.03.14	Select appropriate tools, procedures, and/or equipment.

#### Unit Essential Questions

- How do you safely use hand tools and/or power tools to create a final product?
- Why is it important to use the proper tool for the job?

#### Unit Scope and Sequence

- Cordless screw gun/drill
- Jigsaw
- Circular Saw

## **Unit Assured Assessments**

Summative Assessments:

- Safety quizzes for hand tools and hand held power tools

## **Resources**

### Core

- Safety worksheets

### Supplemental

- [Power Tool Institute Circular Saw Safety](#)
- [Power Tool Institute Español - Seguridad con la Sierra Circular](#)

## **Key Vocabulary**

- Crosscutting
- Ripping
- Sandpaper Grit
- Mitre Cuts
- Drill chuck
- Sliding T Bevel
- Compass
- Combination Square

## **Time Allotment**

Approximately 1 Week

## UNIT 4 Woodworking Machinery

### Unit Goals

At the completion of this unit, students will:

<b>WM.03</b>	<b>Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.</b>
WM.03.07	Identify proper use and function of stationary saws.
WM.03.08	Identify the proper use and function specialty machinery (e.g. drill presses. jointers. surface planers. table saws. power miter saws. band saws. scroll saws. and stationary sanders.
WM.03.09	Identify proper use and function of the table and miter saws.
WM.03.10	Explain and demonstrate correct use of planers.
WM.03.12	Identify functions and demonstrate use of wood lathes.
WM.03.14	Select appropriate tools, procedures, and/or equipment.

### Unit Essential Questions

- How do woodworking machines better facilitate construction?

### Unit Scope and Sequence

- Compound Miter Saw
- Jointer
- Surface Planer
- Table Saw
- Band Saw
- Scroll Saw
- Drill Press
- Lathe
- Stationary Sander



## Unit Assured Assessments

Summative Assessments:

Machine Safety Quiz

Patio Chair Project

## Resources

### Core

- [Patio Chair Plans](#)
- Machine Safety Handouts
- [Wood Technology 2 Project Rubric](#)
- [Wood Technology 2 Project Reflection](#)
- [Patio Chair Build Worksheet](#)
- [Patio Chair Info Sheet](#)

### Supplemental

- [Power Tool Institute Miter Saw Safety](#)
- [Power Tool Institute Español - Seguridad Para la Sierra de Inglete](#)
- [Power Tool Institute Table Saw Safety](#)
- [Power Tool Institute Español - La Mesa Vio La Seguridad](#)

## Key Vocabulary

- Crosscutting
- Ripping/resawing
- Anti-kickback pawls
- Fence
- Relief cuts
- Tangent Cuts
- Jointing
- Planing
- Dado
- Rabbet
- RPMs
- Mitre Cuts
- Minimum cutting radius
- Calipers
- Centres
- Drive Centre
- Live Centre
- Gouges
- Face Plates
- Tool Rests

## Time Allotment

Approximately 5 Weeks

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Patio Chair
Communication	
Collaboration	Patio Chair

## UNIT 5 Woodworking Materials

### Unit Goals

At the completion of this unit, students will:

<b>WM.04</b>	<b>Explain and be able to demonstrate the methods involved in turning raw materials into useable products.</b>
WM.04.06	Identify the difference between both nominal and actual dimensions.
WM.04.09	Estimate materials quantities in both board feet and linear feet.
WM.04.16	Identify characteristics and applications of the following coniferous softwoods: pine, cedar, and fir.
WM.04.11	Consider the natural characteristics of grain, knots, and checks when laying out a board.
WM.04.17	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.18	Identify characteristics and applications of the following engineered lumber: plywood and medium density fiberboard.

### Unit Essential Questions

- How do different materials affect project construction?

### **Unit Scope and Sequence**

- Hardwoods vs. Softwoods
- Engineered lumber
- Board feet

### **Unit Assured Assessments**

Summative Assessments:  
Woodworking Materials Quiz

### **Resources**

#### Core

- [Woodworking materials powerpoint](#)

#### Supplemental

- [Common Lumber Defects](#)

### **Key Vocabulary**

- Nominal Dimensions
- Actual Dimensions
- Hardwood
- Softwood
- Board Feet
- Linear Feet
- Lumber Grades
- Plywood
- Medium Density Fiberboard
- Kiln Dried Lumber
- Air Dried Lumber
- Green Lumber
- Flat Grain
- Plane Sawed
- Edge Grain
- Quarter Sawed
- Checks
- Knot
- Shake

### **Time Allotment**

Approximately 1 Week

**UNIT 6**  
Construction Technique

**Unit Goals**

At the completion of this unit, students will:

<b>BC.04</b>	<b>Understand and be able to demonstrate the methods involved in turning materials into useable structures and products.</b>
BC.04.11	Identify various types of joints.
BC.04.13	Identify and assemble the following types of joints: butt, miter, dado, rabbet, and lap.
BC.04.15	Identify, describe purpose of and use woodworking adhesives.
WM.04.04	Interpret a design to facilitate replication
WM.04.13	Identify and select the proper cutting process based on grain direction.
WM.04.14	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.20	Identify, describe purpose of and use woodworking adhesives.
WM.04.21	Identify and describe the purpose of the following clamping devices: bar clamp, c-clamp, parallel/hand screw clamp, and spring clamps.
WM.04.22	Identify and apply various wood finishes for interior and exterior, with brush or wipe on, for the following: paint, stain, and clear coat.
<b>1.4 Innovative Designer</b>	<b>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</b>
1.4.a Design Process	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

#### 1.4.d Open-Ended Problems

Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems

#### **Unit Essential Questions**

- What are the necessary woodworking techniques for project construction?

#### **Unit Scope and Sequence**

- Woodworking joints
- Gluing and clamping
- Finishing techniques

#### **Unit Assured Assessments**

Summative Assessments:

- Wood joint quiz
- Wood finish quiz

#### **Resources**

##### Core

- Guided Notes

#### **Key Vocabulary**

- Adhesion
- Bar clamp
- F clamp
- C clamp
- Butt Joint
- Lap Joint
- Dado Joint
- Rabbet Joint
- Wood Stain
- Polyurethane
- Varnish
- Mineral Oil
- Lacquer
- Shellac

#### **Time Allotment**

Approximately 1 Week

## UNIT 7 Student Project

### Unit Goals

At the completion of this unit, students will:

<b>WM.05</b>	<b>Describe and demonstrate the attributes of wood design.</b>
WM.05.01	Utilize the design process; including defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
WM.05.03	Design and create cabinet and wood products
WM.05.04	Develop a production plan, including the layout, bill of materials, and cost analysis, for the production of cabinets or wood products.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.

### Unit Essential Questions

- How do you break down a plan into usable information for planning, budgeting, constructing and finishing a project?

### Unit Focus Questions

- How do you create a budget from a plan?
- What information is important in a cut list?
- How do you estimate the amount of material needed in a project?
- Why is a layout important?
- How do you calculate board feet?

### Unit Scope and Sequence

- Project selection
- Plan interpretation
- Cut list
- Stock preparation
- Construction techniques

- Finishing techniques

**Unit Assured Assessments**

Summative Assessments:

- Final Student Project

Formative Assessments:

- Teacher Check-ins
- Student Project Build Worksheet

**Resources**

Core

- Student Project Plan
- [Student Project Build Worksheet](#)
- [Student Project Cut List Sheet](#)
- [Wood Technology 2 Project Rubric](#)
- [Wood Technology 2 Project Reflection](#)

**Key Vocabulary**

- Cut list
- Board foot

**Time Allotment**

Approximately 10 Weeks

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Student Final Project
Communication	
Collaboration	Student Final Project

## **CREDIT**

One-half credit in CTE

## **PREREQUISITES**

Successful completion of Wood Technology 1

## **CURRENT REFERENCES**

- Umstatt, William D., and Charles W. Davis. *Modern Cabinetmaking*. Tinley Park, IL, Goodheart-Willcox, 2000.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School Vision of the Graduate Rubrics
- [Wood Technology 2 Project Build Sheet](#)
- [Patio Chair Info Sheet](#)

## **OTHER RESOURCES**

- [Patio Chair Project](#)
- Safety Videos
  - [Power Tool Safety — It's In Your Hands](#)
  - [La Seguridad de la Herramienta Eléctrica - Está En Sus Manos](#)
  - [Power Tool Institute Circular Saw Safety](#)
  - [Power Tool Institute Español - Seguridad con la Sierra Circular](#)
  - [Power Tool Institute Miter Saw Safety](#)
  - [Power Tool Institute Español - Seguridad Para la Sierra de Inglete](#)
  - [Power Tool Institute Table Saw Safety](#)
  - [Power Tool Institute Español - La Mesa Vio La Seguridad](#)
- [The Ruler Game](#)



**Skill Rubric: Communication 9-12 (currently under revision)**

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
<p><b>PURPOSE</b></p> <p>Expresses ideas in alignment with the intended purpose.</p>	<p>Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.</p> <p>Does not or partially expresses ideas in alignment with purpose.</p>	<p>Purpose is identified and articulated but may be occasionally unclear.</p> <p>Expresses ideas with purpose.</p>	<p>Purpose is identified and clearly articulated and enhanced.</p> <p>Clearly expresses ideas in alignment with the intended purpose.</p> <p>Makes connections beyond the intended purpose.</p>	
<p><b>AUDIENCE</b></p> <p>Demonstrates an awareness of the intended audience.</p>	<p>Demonstrates little to no awareness of the audience.</p> <p>Language and content is inappropriate and/or ineffective for the audience.</p>	<p>Demonstrates an awareness of the audience.</p> <p>Language and content is appropriate and helps the audience understand the topic/position.</p>	<p>Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.</p> <p>Language and content is appropriate and precise which helps the intended audience further understand the topic/position.</p>	
<p><b>ORGANIZATION</b></p> <p>Organizes and supports ideas in alignment with the intended purpose.</p>	<p>The organizational structure is not and/or minimally effective for the purpose.</p> <p>The topic/position is not focused and/or minimally supported by details.</p>	<p>Effective organizational structure supports the purpose.</p> <p>The topic/position is focused, well thought out, and supported by accurate and effective details.</p>	<p>Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.</p> <p>Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.</p>	
<p><b>LISTENING</b></p> <p>Receives and responds to ideas in alignment with the intended purpose.</p>	<p>Limited to no ability to listen to others.</p> <p>Unable to ask relevant questions.</p> <p>Can not paraphrase/restate the message.</p>	<p>Listens to, evaluates, and responds to others.</p> <p>Asks relevant questions.</p> <p>Demonstrates understanding by accurately paraphrasing/restating the message.</p>	<p>Actively listens to, evaluates and responds to others.</p> <p>Asks relevant questions that indicate an interest to learn more and understand further.</p> <p>Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.</p>	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

\_\_ / 12

**Skill Rubric: Collaboration 9-12 (currently under revision)**

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
<p><b>PLANNING</b></p> <p>Works effectively with and is receptive to the ideas/contributions of group members.</p>	<p>Does not or lacks a discussion on the strengths of each group member.</p> <p>Does not define group roles.</p>	<p>Assigns roles and defines contributions of those in the group.</p> <p>Suggests ways the group can approach the task.</p>	<p>Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group.</p> <p>Plans the approach to the task and anticipates challenges and resolutions.</p>	
<p><b>COMMUNICATION</b></p> <p>Thinks with the group and acknowledges multiple perspectives.</p>	<p>Does not or rarely listens to the thinking of the group.</p> <p>Provides little to no feedback.</p>	<p>Utilizes the thinking of the group in order to work toward the completion of the task.</p> <p>Provides feedback.</p>	<p>Synthesizes and expresses the multiple perspectives of the group in order to complete the task.</p> <p>Provides feedback that improves the quality of the task.</p>	
<p><b>CONTRIBUTION</b></p> <p>Works with others to complete a task and shares the credit.</p>	<p>Little or no contribution to the task.</p>	<p>Shares work, reviews others' contributions and offers general feedback.</p>	<p>Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.</p>	
<p><b>REFLECTION</b></p> <p>Monitors individual and collective contributions of each group member throughout the completion of the task.</p>	<p>Little or no reflection on ways to adjust the group's collaboration process throughout the task/product.</p> <p>Focuses only on individual contributions to the task.</p>	<p>Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.</p>	<p>Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.</p>	

**SCORING**

Beginning: 4 - 6

**Meets: 7 - 8 GOAL**

Exceeds: 10 - 12

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**Skill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)**

<b>Indicator of Attainment</b>	<b>Beginning 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>	<b>Score</b>
<p><b>UNDERSTANDING</b></p> <p>Identifies the problem, question or issue being addressed.</p>	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
<p><b>PLANNING</b></p> <p>Applies systematic thinking and selects strategies to address the problem, question or issue.</p>	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
<p><b>QUESTIONING</b></p> <p>Analyzes relevant information related to the problem, question or issue.</p>	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	<p>Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.</p> <p>Describes why different approaches to a problem or situation could yield the same or similar results.</p>	
<p><b>REFLECTION</b></p> <p>Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.</p>	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	<p>Solution is thorough, accurate, and evidence-based.</p> <p>Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.</p>	

**SCORING**

Beginning: 4 - 6

**Meets: 7 - 8 GOAL**

Exceeds: 10 - 12

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**Draft Rubrics/Frameworks (9-12)**

1. [Self-Efficacy](#)
2. [Growth Mindset](#)
3. [Innovation](#)
4. [Emotional Intelligence](#)
5. [Integrity](#)

**DRAFT Self-Efficacy 9-12**

**PORTRAIT OF A GRADUATE  
- GRADES 9-12**

*Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.*

<b>Reflective Opportunities</b>	<p><b>A secondary student may demonstrate self-efficacy by:</b></p> <ul style="list-style-type: none"> <li>● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success.</li> <li>● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test.</li> <li>● Participating in class discourse despite being unsure of the answer</li> <li>● Tackling new challenges with a positive attitude</li> <li>● Using positive self talk while playing sports even when losing</li> <li>● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past.</li> <li>● Setting personal goals and celebrating successes</li> <li>● Confidently participating in class discussions</li> <li>● Willingly accepting feedback from students and peers</li> <li>● Standing up for yourself or a peer after observing name calling</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	

**Growth Mindset 9-12**

**PORTRAIT OF A GRADUATE  
- GRADES 9-12**

*Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.*

<b>Reflective Opportunities</b>	<p><b>A secondary school student may demonstrate a growth mindset by...</b></p> <ul style="list-style-type: none"> <li>● Analyzing errors on assessments with the intent to expand their learning</li> <li>● Exhibiting grit in task completion regardless of obstacles</li> <li>● Setting, adapting, and completing short term and long term goals</li> <li>● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies</li> <li>● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task</li> <li>● Taking breaks when needed in order accomplish small components towards the larger goal</li> <li>● Identify the leverage aspects of a task that will move completion forward</li> <li>● Exhibiting flexibility and adaptability while going through the process of goal setting</li> <li>● Develop a path to succeed by evaluating one's own abilities</li> <li>● Shows drive and motivation with an end goal in mind.</li> <li>● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	

**Innovation 9-12**

**PORTRAIT OF A GRADUATE  
- GRADES 9-12**

*Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative*

<p><b>Reflective Opportunities</b></p>	<p><b>Behavioral Examples:</b> A secondary school student may demonstrate innovation/creativity/curiosity by...</p> <ul style="list-style-type: none"> <li>● Giving a presentation that has a high degree of creativity.</li> <li>● Trying a unique, different method to solve a problem instead of the one shown by the teacher</li> <li>● Incorporating new technology, such as creating a podcast, to enhance their final project in class.</li> <li>● Independently researching a topic from class that was of particular interest</li> <li>● Expressing excitement about the opportunity to do/try something new</li> <li>● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response</li> <li>● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry</li> <li>● Asking questions to intellectually challenge teachers and peers</li> <li>● Designing or improving new processes or approaches</li> <li>● Generating ideas for how to approach the group project</li> </ul>	<p><b>Areas of Growth</b></p>
	<p><b>Feedback to Students</b></p>	
	<p><b>Goals (growth areas) for Future Learning</b></p>	

**PORTRAIT OF A GRADUATE  
- GRADES 9-12**

*Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.*

<p><b>Reflective Opportunities</b></p>	<p><b>A secondary school student may demonstrate emotional intelligence by...</b></p> <ul style="list-style-type: none"> <li>● Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level.</li> <li>● Working with classmates cooperatively despite differences.</li> <li>● Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad.</li> <li>● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own)</li> <li>● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance)</li> <li>● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions</li> <li>● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions).</li> <li>● Building relationships despite differences (has friends with different abilities and backgrounds)</li> <li>● Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively)</li> <li>● Accepting responsibility for actions after making a mistake</li> <li>● Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions.</li> <li>● Handling setbacks and adapting when things don't go according to plan.</li> <li>● Following through with commitments showing reliability and trustworthiness with peers and adults.</li> <li>● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.</li> </ul>	<p><b>Areas of Growth</b></p>
	<p><b>Feedback to Students</b></p>	
	<p><b>Goals (growth areas) for Future Learning</b></p>	

**PORTRAIT OF A GRADUATE  
GRADES 9-12**

*Definition: Integrity is doing the right thing even when it's hard or when no one is looking.*

<p><b>Reflective Opportunities</b></p>	<p><b>A secondary school student may demonstrate integrity by...</b></p> <ul style="list-style-type: none"> <li>● Showing up on time to class and doing homework in a timely manner</li> <li>● Noticing when another student drops her/his books in the hallway, and helps to pick them up</li> <li>● Returning a wallet that is found in the parking lot with the content intact</li> <li>● Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning)</li> <li>● Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal.</li> <li>● Respecting her peer who is wearing a sari</li> <li>● Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak</li> <li>● Advocating for a peer after observing another student calling someone names</li> <li>● Volunteering to help at practice for the Unified basketball team.</li> <li>● Taking pride in their work and behaviors</li> <li>● Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning.</li> <li>● Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity</li> <li>● Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others</li> </ul>	<p><b>Areas of Growth</b></p>
	<p><b>Feedback to Students</b></p>	
	<p><b>Goals (growth areas) for Future Learning</b></p>	