Cabinetry and Millwork Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Trades and Industry (T&I) Cabinetry and Millwork Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
* Copyright:

# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard 1.0: Lab Organization and Safety Skills

### Performance Standard CMW.1.1 General Safety

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.1.1.1 Describe general shop safety rules, procedures and housekeeping duties. |  |
| CTE CMW.1.1.2 Demonstrate knowledge of OSHA/EPA and their role in workplace safety. |  |
| CTE CMW.1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE). |  |
| CTE CMW.1.1.4 Utilize safe procedures for handling of tools and equipment. |  |
| CTE CMW.1.1.5 Operate lab equipment according to safety guidelines. |  |
| CTE CMW.1.1.6 Identify and use proper lifting procedures and proper use of support equipment. |  |
| CTE CMW.1.1.7 Utilize proper ventilation procedures for working within the lab/shop area. |  |
| CTE CMW.1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment. |  |
| CTE CMW.1.1.9 Identify the location and use of eye wash stations. |  |
| CTE CMW.1.1.10 Identify the location of the posted evacuation routes. |  |
| CTE CMW.1.1.11 Identify and wear appropriate clothing for lab/shop activities. |  |
| CTE CMW.1.1.12 Secure hair and jewelry for lab/shop activities. |  |
| CTE CMW.1.1.13 Locate and interpret safety data sheets (SDS). |  |
| CTE CMW.1.1.14 Follow verbal instructions to complete work assignments. |  |
| CTE CMW.1.1.15 Follow written instructions to complete work assignments. |  |
| CTE CMW.1.1.16 Recommend attendance of OSHA 10-hr safety course. |  |
| CTE CMW.1.1.17 Review worker’s rights and responsibilities. |  |

## Standard 2.0: Manual and Power Tools

### Performance Standard CMW.2.1 Hand Tools

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.2.1.1 Identify hand tools and their appropriate usage.  |  |
| CTE CMW.2.1.2 Demonstrate the proper techniques when using hand tools. |  |
| CTE CMW.2.1.3 Demonstrate safe handling and use of appropriate tools. |  |
| CTE CMW.2.1.4 Demonstrate proper cleaning, storage, and maintenance of tools. |  |

### Performance Standard CMW 2.2 Power Tools and Equipment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.2.2.1 Identify power tools and their appropriate usage. |  |
| CTE CMW.2.2.2 Identify equipment and their appropriate usage. |  |
| CTE CMW.2.2.3 Demonstrate the proper techniques when using power tools and equipment. |  |
| CTE CMW.2.2.4 Demonstrate safe handling and use of appropriate power tools and equipment. |  |
| CTE CMW.2.2.5 Demonstrate proper cleaning, storage, and maintenance of power tools and equipment. |  |
| CTE CMW.2.2.6 Determine cut speeds and feed rates. |  |

## Standard 3.0: Fundamental Design

### Performance Standard CMW 3.1 Elements of Design

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.3.1.1 Explain the history and characteristics of cabinetry and furniture design styles. |  |
| CTE CMW.3.1.2 Identify needs and wants in cabinets and furniture in everyday living. |  |
| CTE CMW.3.1.3 Describe the relationship between the function and form of a cabinet or piece of furniture. |  |
| CTE CMW.3.1.4 Identify various cabinet styles and components. |  |
| CTE CMW.3.1.5 Identify common sizes in relation to furniture and cabinets. |  |
| CTE CMW.3.1.6 Discuss elements of design (e.g., shapes, textures, lines, colors). |  |
| CTE CMW.3.1.7 Discuss principles of design (e.g., harmony, symmetry, repetitions, balance, proportion). |  |
| CTE CMW.3.1.8 Identify and describe Americans with Disabilities Act (ADA) requirements when applicable. |  |
| CTE CMW.3.1.9 Utilize client requirements and specifications to create a finished product. |  |

### Performance Standard CMW.3.2 Print Reading Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.3.2.1 Interpret basic elements of a working drawing (e.g., annotation, dimensions, line types). |  |
| CTE CMW 3.2.2 Identify and define industry standard terminology. |  |
| CTE CMW.3.2.3 Describe various types of drawings (e.g., working, assembly, pictorial, orthographic, isometric, schematic). |  |
| CTE CMW.3.2.4 Understand dimensioning, sectional drawings, fasteners, tables, charts, and assembly drawings. |  |
| CTE CMW.3.2.5 Develop a materials list from a working drawing. |  |
| CTE CMW.3.2.6 Develop a construction plan of procedure. |  |
| CTE CMW.3.2.7 Develop a cut list from a working drawing. |  |

### Performance Standard CMW.3.3 Measuring and Scaling Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.3.3.1 Identify industry standard units of measure (e.g., standard, decimal, metric). |  |
| CTE CMW.3.3.2 Define industry standard measurement terms (e.g., linear, square ft., tolerance, squareness, concentricity, perpendicular, parallel). |  |
| CTE CMW.3.3.3 Demonstrate proper use of precision measuring tools (e.g., micrometer, dial-indicator, caliper). |  |
| CTE CMW.3.3.4 Measure to the nearest 1/16th inch with a tape measure. |  |
| CTE CMW.3.3.5 Demonstrate the use of geometric shapes (e.g., arcs, circles, angles, compound angles, tapers). |  |

### Performance Standard CMW.3.4 Freehand Technical Sketching Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.3.4.1 Identify industry standard units of measure (e.g., standard, decimal, metric). |  |
| CTE CMW.3.4.2 Define industry standard measurement terms (e.g., linear, square ft., tolerance, squareness, concentricity, perpendicular, parallel). |  |
| CTE CMW.3.4.3 Demonstrate proper use of precision measuring tools (e.g., micrometer, dial-indicator, caliper). |  |
| CTE CMW.3.4.4 Demonstrate the use of geometric shapes (e.g., arcs, circles, angles, compound angles, tapers). |  |

### Performance Standard CMW.3.5 Computer Design Technologies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.3.5.1 Introduction to current software programs. |  |
| CTE CMW.3.5.2 Design and create a model. |  |
| CTE CMW.3.5.3 Create shop drawings. |  |
| CTE CMW.3.5.4 Modify and adjust standards within a software program. |  |

### Performance Standard CMW.3.6 Mathematical Concepts

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.3.6.1 Convert between customary and metric systems. |  |
| CTE CMW.3.6.2 Identify and convert standards and metric designation. |  |
| CTE CMW.3.6.3 Add, subtract, multiply and divide fractions, decimals, and whole numbers. |  |
| CTE CMW.3.6.4 Convert fractions to decimals. |  |
| CTE CMW.3.6.5 Determine the cost of materials needed for a furniture/cabinetmaking project. |  |

### Performance Standard CMW.3.7 Layout Principles and Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.3.7.1 Interpret drawing, sketch or specification information. |  |
| CTE CMW.3.7.2 Prepare work area for layout. |  |
| CTE CMW.3.7.3 Select appropriate materials to complete work assignment. |  |
| CTE CMW.3.7.4 Use layout and marking tools as required. |  |
| CTE CMW.3.7.5 Layout parts using measurement practices.  |  |

## Standard 4.0: Materials and Hardware

### Performance Standard CMW.4.1 Identify Material Properties and Science

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.4.1.1 Identify and describe the major materials and their characteristics used in furniture and cabinetmaking (e.g., hardwood, softwood, composites, laminates, veneers, edge treatment). |  |
| CTE CMW.4.1.2 Define material terminology (e.g., air dry, kiln dry, defects, lumber grade, face grades, sanded). |  |
| CTE CMW.4.1.3 Differentiate between the various types of material properties and their applications. |  |
| CTE CMW.4.1.4 Discuss the impact of material usage on the environment. |  |
| CTE CMW.4.1.5 Discuss the impact of the environment and climate on materials. |  |
| CTE CMW.4.1.6 Explain how production is affected by the availability, quality, and quantity of resources. |  |
| CTE CMW.4.1.7 Differentiate between raw materials, standard stock, and finished products. |  |

### Performance Standard CMW.4.2 Fasteners and Methods

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.4.2.1 Identify and discuss various fasteners (e.g., type, purpose, application). |  |
| CTE CMW.4.2.2 Categorize fastening methods by appropriate applications. |  |
| CTE CMW.4.2.3 Discuss fastening methods for various materials (e.g., toenailing, countersinking, pocket screws, dowels, biscuits, dominos). |  |

### Performance Standard CMW.4.3 Adhesives and Methods

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.4.3.1 Identify and discuss various adhesives (e.g., glues, contact adhesives, edge bending adhesives). |  |
| CTE CMW.4.3.2 List and define common terminology (e.g., open assembly time, closed assembly time, cure time, 1-piece flow, slip, and shelf life). |  |
| CTE CMW.4.3.3 Discuss adhesive methods for various materials. |  |
| CTE CMW.4.3.4 Compare characteristics of adhesives that affect the assembly time, cure time and strength of the product. |  |
| CTE CMW.4.3.5 Demonstrate the proper cleanup procedures for specific adhesives. |  |

### Performance Standard CMW.4.4 Hardware

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.4.4.1 Identify and describe common types of hardware and their applications. |  |
| CTE CMW.4.4.2 Select the hardware for the appropriate application. |  |
| CTE CMW.4.4.3 Select the hardware for the appropriate application. |  |

## Standard 5.0: Manufacturing Processes

### Performance Standard CMW.5.1 Manufacturing

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.1.1 Identify and describe the current manufacturing processes (e.g., layout, milling, joinery, sanding, assembly, finishing, installation). |  |

### Performance Standard CMW.5.2 Milling Operations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.2.1 Identify terms used with milling tools (e.g., kerf, set, grain, drilling, boring, counter boring, countersinking). |  |
| CTE CMW.5.2.2 Select the proper milling tools for specific operations (e.g., table saw, drill press, joiner, lathe, band saw, jigsaw, routers). |  |
| CTE CMW.5.2.3 Demonstrate the steps to square a board. |  |
| CTE CMW.5.2.4 Demonstrate cutting and handling techniques used for lumber and sheet goods. |  |
| CTE CMW.5.2.5 Demonstrate the use of a jig, template, and fixture. |  |
| CTE CMW.5.2.6 Demonstrate safety operating procedures, (e.g., feather boards, holders, and power feeders). |  |

### Performance Standard CMW.5.3 Computer Numerical Control (CNC)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.3.1 Discuss the applications of CNCs and CNC technology. |  |
| CTE CMW.5.3.2 Understand the programming and set up of CNCs. |  |
| CTE CMW.5.3.3 Discuss the outcomes of appropriate G codes/M codes. |  |
| CTE CMW.5.3.4 Discuss troubleshooting methods. |  |
| CTE CMW.5.3.5 Advantages and disadvantages of using CNCs. |  |

### Performance Standard CMW.5.4 Joinery Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.4.1 Identify terms used with joinery techniques (e.g., doweling, biscuits, floating tenon, tongue & groove, dados, miter, dovetail). |  |
| CTE CMW.5.4.2 Determine the appropriate joinery applications. |  |
| CTE CMW.5.4.3 Discuss the advantages and disadvantages of joinery types. |  |
| CTE CMW.5.4.4 Select the proper joinery tools and machinery for specific operations. |  |
| CTE CMW.5.4.5 Construct various joints (e.g., dado, miter, rabbet, butt). |  |

### Performance Standard CMW.5.5 Sanding

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.5.1 Identify terms used with sanding processes and techniques (e.g., grit, belt, disc, hand). |  |
| CTE CMW.5.5.2 Properly prepare a surface for a treatment or finish. |  |
| CTE CMW.5.5.3 Demonstrate proper application methods for different types of filler materials. |  |
| CTE CMW.5.5.4 Select the proper tool and abrasive for shaping and smoothing materials. |  |
| CTE CMW.5.5.5 Select the proper grit sizes and sequences for shaping and smoothing operations. |  |
| CTE CMW.5.5.6 Utilize the proper health and safety procedures when working with abrasives and fillers. |  |

### Performance Standard CMW.5.6 Assembly

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.6.1 Identify terms used with assembly procedures (e.g., dry fitting, clamping, gluing). |  |
| CTE CMW.5.6.2 Select the proper assembly tools for specific operations (e.g., c-clamps, bar clamps, pipe clamps). |  |
| CTE CMW.5.6.3 Demonstrate assembly and clamping procedures. |  |
| CTE CMW.5.6.4 Demonstrate common case construction techniques (e.g., face frame, frameless, etc.) |  |
| CTE CMW.5.6.5 Demonstrate common frame and panel construction techniques (e.g., stile, rail, panel). |  |
| CTE CMW.5.6.6 Demonstrate furniture construction techniques. |  |
| CTE CMW.5.6.7 Construct a project that includes a drawer and a door. |  |
| CTE CMW.5.6.8 Use specific quality control criteria to check the accuracy and squareness of a project. |  |
| CTE CMW.5.6.9 Demonstrate laminating techniques (e.g., plastic, veneers, edge treatment). |  |
| CTE CMW.5.6.10 Demonstrate molding and trim usage and installation. |  |

### Performance Standard CMW.5.7 Finishing

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.7.1 Identify terms and products used in finishing procedures (e.g., staining, clear coating, penetrating oils, sheen, sealer). |  |
| CTE CMW.5.7.2 Select the proper finishing tools and materials for specific operations. |  |
| CTE CMW.5.7.3 Demonstrate proper application methods for different types of finishes. |  |
| CTE CMW.5.7.4 Demonstrate clean up procedures for various types of finishing products and equipment. |  |
| CTE CMW.5.7.5 Utilize the proper health and safety procedures when working with finishes. |  |

### Performance Standard CMW.5.8 Installation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.5.8.1 Discuss cabinet layout and installation techniques. |  |
| CTE CMW.5.8.2 Discuss countertop layout, materials, and installation techniques. |  |
| CTE CMW.5.8.3 Check walls and floors for level and plumb. |  |
| CTE CMW.5.8.4 Determine fasteners for walls. |  |
| CTE CMW.5.8.5 Install upper and lower cabinets and other casework. |  |
| CTE CMW.5.8.6 Install countertops, including sink cutouts and back splash. |  |
| CTE CMW.5.8.7 Cut and install molding and trim. |  |
| CTE CMW.5.8.8 Adjust doors and drawers. |  |
| CTE CMW.5.8.9 Clean work site. |  |

## Standard 6.0: Cabinetry and Millwork Industry

### Performance Standard CMW.6.1 Career Exploration

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMW.6.1.1 Discuss the employment opportunities in the industry. |  |
| CTE CMW.6.1.2 Discuss economic impacts within the industry. |  |
| CTE CMW.6.1.3 Create an employment application and resume. |  |
| CTE CMW.6.1.4 Explore education and training for careers in the industry. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho T&I Cabinetry and Millwork Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/02/Cabinetry-Millwork-Program-Standards..pdf) [↑](#footnote-ref-1)