MODULE OVERVIEW

This module provides an introduction to the materials, tools, and methods used in cabinetmaking. Practice projects are included to help trainees learn the various joining techniques used by cabinetmakers, while providing practice on stationary power tools.

PREREQUISITES

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed *Core Curriculum* and *Carpentry Fundamentals Level One*.

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Recognize the common types of woods used to make cabinets.
2. Correctly and safely use stationary power tools.
3. Identify and cut the various types of joints used in cabinetmaking.
4. Build a cabinet from a set of drawings.
5. Install plastic laminate on a countertop core.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to do the following:

1. Use stationary power tools to make joints commonly used by cabinetmakers.
2. Build a cabinet from a set of drawings.
3. Install plastic laminate on a countertop core.

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen

Transparencies

Blank acetate sheets

Transparency pens

Whiteboard/chalkboard

Markers/chalk

Pencils and scratch paper

Appropriate personal protective equipment

Examples of woods, plywood, particleboard, and other materials used in cabinet construction

Examples of cabinet doors and drawers

Shaper cutting heads

Samples of cuts made with a shaper

Assortment of cabinet door, drawer, and shelf hardware

Examples of joints commonly used by cabinetmakers

Examples of plastic laminate and solid-surface materials used for countertops

Countertop base and backsplash

Contact cement

Dowels or similar objects to prevent contact between laminate and countertop cemented surfaces

Scrap lumber, including:

- 1 × 4
- 1 × 6
- 2 × 4

Scrap piece of ¼" lauan plywood

Wood glue

Biscuits and dowels

Basic carpenter's tool box

Framing square

Level

Block plane

Assortment of clamps

Sawhorses

Router/laminate trimmer and assorted bits

Samples of various cuts that can be made with a router

J-rollers

Saber saw and blades

Belt sander and various abrasives

Rollers/brushes for applying contact cement

Biscuit jointer

Brad gun

Table saw and operator's manual

Radial arm saw and operator's manual

Several grades of sand paper

Semi-finished pieces

Compound miter saw and operator's manual

Jointer-planer and operator's manual

Router table

Disc sander

Thickness planer

Samples of wood stock before and after using a thickness planer

Drill press

Scroll saw or band saw

Wood sealers

Wood filler

Cabinet doors or cabinet door literature

Door hinges or literature

Door catches or literature

Door pulls and knobs or literature

Carpentry Levels 3 & 4 Video Package. Video 2: *Interior Carpentry: Ceilings/Cabinets* (*optional)*

TV/DVD/VCR player (*optional*)

Set of drawings from Appendix B, "Cabinetmaking Projects"

Module Examination*

Performance Profile Sheet*

*Located in the Test Booklet.

SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize basic site safety. This module may require trainees to visit job sites. Make sure that all trainees are briefed on site safety procedures.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Cabinet Makers Association website, *www.cabinetmakers.org*

Kitchen Cabinet Makers Association website, *www.kcma.org*

Mill's Pride Cabinetry website, *www.millspride.com*

Carpentry Levels 3 & 4 Video Package. Video 2: *Interior Carpentry: Ceilings/Cabinets*. NCCER, Upper Saddle River, NJ: Prentice Hall.

Hand and Power Tools, OSHA 3080, 2002. US Department of Labor. Washington, DC: US Government Printing Office.

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 30 hours are suggested to cover *Cabinetmaking*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	**Planned Time**
Session I. Introduction, Woods, Tools, and Joints	
A. Introduction	_____
B. Woods and Materials Used in Cabinet Construction	_____
Sessions II and III. Power Tools	
A. Shop Tools Used in Cabinetmaking	_____
B. Laboratory	_____
Trainees practice safely using stationary power tools.	
Sessions IV and V. Joints	
A. Joints	_____
B. Laboratory	_____
Trainees practice using stationary power tools to make joints commonly used by cabinetmakers. This laboratory corresponds to Performance Task 1.	
Sessions VI through VIII. Cabinet Construction	
A. Assembling the Cabinet	_____
B. Laboratory	_____
Trainees practice building a cabinet from a set of drawings. This laboratory corresponds to Performance Task 2.	
C. Sanding and Finishing	_____
Sessions IX and X. Countertops	
A. Plastic Laminate	_____
B. Laboratory	_____
Trainees practice installing plastic laminate on a countertop core. This laboratory corresponds to Performance Task 3.	
Session XI. Cabinet Doors, Drawers, and Hardware	
A. Cabinet Doors and Drawers	_____
B. Cabinet Door and Drawer Hardware	_____
C. Cabinet Shelves and Shelf Hardware	_____
D. Mass-Production Cabinetmaking	_____
Session XII. Review and Testing	
A. Module Review	_____
B. Module Examination	_____
1. Trainees must score 70% or higher to receive recognition from NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
C. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	