**Flexible Instruction Day 1**

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| Name of Instructor: Mr. Jesse Witters |
| Program Title: Flexible Instruction Day 1 |
| Course Title: HVAC/R |
| Unit Title: EPA Section 608 preparatory Manual |
| Lesson Title: EPA Section 608 preparatory Manual and questions |
| Lesson Performance Objective: Students will read and understand the manual and answer comprehension questions, and cite where they found their answers. |
| Time (length of lesson): 30 minutes |
| Equipment and Materials needed: EPA Section 608 preparatory Manual, core section A worksheet, writing utensil |
| Technical Standard(s):  703  Locate and describe components of the basic refrigeration cycle.  704  Evaluate refrigerants using temperature and pressure charts for various refrigerants.  1108  Apply knowledge of EPA Section 608 regulations. |
| Academic Standard(s):  CC.3.5.11-12.G.  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  CC.1.2.11–12.J  Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.2.11–12.L  Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| Introduction: Students will be given the EPA Section 608 preparatory Manual and Core Section A worksheet |
| Body: Students will read and review Manual. Students will refer to the Manual to answer questions 1-10 on the Core Section A worksheet, and cite where the answers were found. |
| Summary: Students have displayed knowledge of the components of, uses for, and proper disposal of CFC’s and HCFC’s |
| Student Assessment: Core Section A worksheet numbers 1-10. |
| Universal Design for Learning (UDL)  Multiple Means of Engagement:students will work independently on assignment. I will be available for one on one instruction if needed.  Multiple Means of Representation: Written and on-line manual and worksheet.  Multiple Means of Expression: Students will answer multiple choice questions, and show where they found the answers. |

**Flexible Instruction Day 2**

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| Name of Instructor: Mr. Jesse Witters |
| Program Title: Flexible Instruction Day 2 |
| Course Title: HVAC/R |
| Unit Title: EPA Section 608 preparatory Manual |
| Lesson Title: EPA Section 608 preparatory Manual and questions |
| Lesson Performance Objective: Students will read and understand the manual and answer comprehension questions, and cite where they found their answers. |
| Time (length of lesson): 30 minutes |
| Equipment and Materials needed: EPA Section 608 preparatory Manual, core section A worksheet, writing utensil |
| Technical Standard(s):  703  Locate and describe components of the basic refrigeration cycle.  704  Evaluate refrigerants using temperature and pressure charts for various refrigerants.  1108  Apply knowledge of EPA Section 608 regulations. |
| Academic Standard(s):  CC.3.5.11-12.G.  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  CC.1.2.11–12.J  Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.2.11–12.L  Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| Introduction: Students will be given the EPA Section 608 preparatory Manual and Core Section A worksheet |
| Body: Students will read and review Manual. Students will refer to the Manual to answer questions 11-25 on the Core Section A worksheet, and cite where the answers were found. |
| Summary: Students have displayed knowledge of the Clean air act, along with proper handling, storage, and shipping of refrigerants. |
| Student Assessment: Core Section A worksheet numbers 11-25. |
| Universal Design for Learning (UDL)  Multiple Means of Engagement:students will work independently on assignment. I will be available for one on one instruction if needed.  Multiple Means of Representation: Written and on-line manual and worksheet.  Multiple Means of Expression: Students will answer multiple choice questions, and show where they found the answers. |

**Flexible Instruction Day 3**

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| Name of Instructor: Mr. Jesse Witters |
| Program Title: Flexible Instruction Day 3 |
| Course Title: HVAC/R |
| Unit Title: EPA Section 608 preparatory Manual |
| Lesson Title: EPA Section 608 preparatory Manual and questions |
| Lesson Performance Objective: Students will read and understand the manual and answer comprehension questions, and cite where they found their answers. |
| Time (length of lesson): 30 minutes |
| Equipment and Materials needed: EPA Section 608 preparatory Manual, Type I worksheet, writing utensil |
| Technical Standard(s):  703  Locate and describe components of the basic refrigeration cycle.  704  Evaluate refrigerants using temperature and pressure charts for various refrigerants.  1108  Apply knowledge of EPA Section 608 regulations. |
| Academic Standard(s):  CC.3.5.11-12.G.  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  CC.1.2.11–12.J  Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.2.11–12.L  Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| Introduction: Students will be given the EPA Section 608 preparatory Manual and Type I worksheet |
| Body: Students will read and review Manual. Students will refer to the Manual to answer questions 1-25 on the Type I worksheet, and cite where the answers were found. |
| Summary: Students have displayed knowledge of handling refrigerant during maintenance, service, or repair of small appliances. |
| Student Assessment: Type I worksheet numbers 1-25. |
| Universal Design for Learning (UDL)  Multiple Means of Engagement:students will work independently on assignment. I will be available for one on one instruction if needed.  Multiple Means of Representation: Written and on-line manual and worksheet.  Multiple Means of Expression: Students will answer multiple choice questions, and show where they found the answers. |

**Flexible Instruction Day 4**

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| Name of Instructor: Mr. Jesse Witters |
| Program Title: Flexible Instruction Day 4 |
| Course Title: HVAC/R |
| Unit Title: EPA Section 608 preparatory Manual |
| Lesson Title: EPA Section 608 preparatory Manual and questions |
| Lesson Performance Objective: Students will read and understand the manual and answer comprehension questions, and cite where they found their answers. |
| Time (length of lesson): 30 minutes |
| Equipment and Materials needed: EPA Section 608 preparatory Manual, Type II worksheet, writing utensil |
| Technical Standard(s):  703  Locate and describe components of the basic refrigeration cycle.  704  Evaluate refrigerants using temperature and pressure charts for various refrigerants.  1108  Apply knowledge of EPA Section 608 regulations. |
| Academic Standard(s):  CC.3.5.11-12.G.  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  CC.1.2.11–12.J  Acquire and use accurately, general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.2.11–12.L  Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| Introduction: Students will be given the EPA Section 608 preparatory Manual and Type II worksheet |
| Body: Students will read and review Manual. Students will refer to the Manual to answer questions 1-25 on the Type II worksheet, and cite where the answers were found. |
| Summary: Students have displayed knowledge of Maintaining, servicing, repairing or disposing of medium, high, and very high-pressure appliances. |
| Student Assessment: Type II worksheet numbers 1-25. |
| Universal Design for Learning (UDL)  Multiple Means of Engagement:students will work independently on assignment. I will be available for one on one instruction if needed.  Multiple Means of Representation: Written and on-line manual and worksheet.  Multiple Means of Expression: Students will answer multiple choice questions, and show where they found the answers. |

**Flexible Instruction Day 5**

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| Name of Instructor: Mr. Jesse Witters |
| Program Title: Flexible Instruction Day 5 |
| Course Title: HVAC/R |
| Unit Title: EPA Section 608 preparatory Manual |
| Lesson Title: EPA Section 608 preparatory Manual and questions |
| Lesson Performance Objective: Students will read and understand the manual and answer comprehension questions, and cite where they found their answers. |
| Time (length of lesson): 30 minutes |
| Equipment and Materials needed: EPA Section 608 preparatory Manual, Type III worksheet, writing utensil |
| Technical Standard(s):  703  Locate and describe components of the basic refrigeration cycle.  704  Evaluate refrigerants using temperature and pressure charts for various refrigerants.  1108  Apply knowledge of EPA Section 608 regulations. |
| Academic Standard(s):  CC.3.5.11-12.G.  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  CC.1.2.11–12.J  Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  CC.1.2.11–12.L  Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| Introduction: Students will be given the EPA Section 608 preparatory Manual and Type III worksheet |
| Body: Students will read and review Manual. Students will refer to the Manual to answer questions 1-25 on the Type III worksheet, and cite where the answers were found. |
| Summary: Students have displayed knowledge of maintaining, servicing, repairing, or disposing of low-pressure appliances. |
| Student Assessment: Type III worksheet numbers 1-25. |
| Universal Design for Learning (UDL)  Multiple Means of Engagement:students will work independently on assignment. I will be available for one on one instruction if needed.  Multiple Means of Representation: Written and on-line manual and worksheet.  Multiple Means of Expression: Students will answer multiple choice questions, and show where they found the answers. |