Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Adapted Home Maintenance Curriculum

Course Description: A study of the identification of building maintenance occupations and related fields, practices, safety procedures, equipment, tools, and instruments coupled with hands on learning to complete a variety of projects. Additionally, transitional readiness skill areas will be addressed across the area(s) of employability, communication, self-advocacy, daily living and social strategies.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
4 weeks	Identification	Topic 1: Measuring Tools Topic 2: Hand Tools Topic 3: Power Tools Topic 4: Anchors
4 weeks	Procedures	Topic 1: Birdhouse Topic 2: Towel Holder Topic 3: Bird Feeder Topic 4: Family Celebration Board Topic 5: Concrete Project

Unit 1: Identification

Subject: Adapted Home Maintenance
Grade: 9-12
Name of Unit: Orientation to Building Maintenance
Length of Unit: 4 weeks
Overview of Unit: Students will work towards orienting themselves towards the *identification* of building maintenance occupations and related fields, practices, safety procedures, equipment, tools, and instruments.

Priority Standards for unit:

- AO1 Identify building maintenance occupations and related fields
- AO2 Identify safe work site procedures/practices, including fall protection and confined spaces
- A03 Identify emergency first aid procedures, including MSDS (material safety data sheets)
- A04 Identify fire safety equipment
- A05 Identify hand tools
- A06 Identify power tools
- A07 Identify measuring instruments
- A12 Identify anchors and fasteners

Primary Supporting Standards for unit:

- K04 Demonstrate interpersonal skills
- K05 Demonstrate etiquette and courtesy
- K06 Demonstrate effectiveness in oral and/or written communication
- K07 Develop and maintain a code of professional ethics
- K08 Maintain a good professional appearance
- K09 Perform basic tasks related to securing and terminating employment

Secondary Supporting Standards for unit:

- *Employability* looks at general work habits, time on task and direction following.
- *Social Strategies* looks at appropriate social behaviors and language that cross into multiple settings and partners.
- *Self-advocacy* looks at basic skills for showing preferences, making decisions and taking responsibility for self.
- *Daily Living* looks at general daily living functions, such as performing basic cleaning, cooking and self-help skills, following schedules and managing money.
- *Communication* looks at general communication functions, such as response to interactions, conversational turn-taking skills and communication posture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
building maintenance occupations and related fields	Identify	Remember	1
safe work site procedures/practices, including fall protection and confined spaces	Identify	Remember	1
emergency first aid procedures, including MSDS (material safety data sheets)	Identify	Remember	1
fire safety equipment	Identify	Remember	1
hand tools	Identify	Remember	1
power tools	Identify	Remember	1
measuring instruments	Identify	Remember	1
anchors and fasteners	Identify	Remember	1

Essential Questions:

1. What are the essential building maintenance occupations and related fields, practices, safety procedures, equipment, tools, instruments for students to orientate themselves towards building maintenance?
2. What leadership competencies are essential for students to prepare themselves for transition into postsecondary life?

Enduring Understanding/Big Ideas:

1. Identify:
    a. occupations and related fields
    b. practices
    c. safety procedures
    d. equipment
    e. tools
    f. instruments
2. Demonstrate:
    a. interpersonal skills
    b. etiquette courtesy
    c. oral and/or written communication
    d. code of professional ethics
    e. professional appearance
    f. securing and/or terminating employment
3. Observational:

a. employability
b. social strategies
c. self-advocacy
d. daily living
e. communication

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● measuring tools	● tape measure ● square ● yard stick ● ruler

● hand tools	● wood clamp
	● bar clamp
	● screw driver
	  ○ phillips
	  ○ straight
	● drill bit
	● air nozzle & chuck

● power tools	● drill (cordless) ● impact (hammer drill) ● palm sander
● anchors	● screws ● nails ● lag screw ● t-nut ● wood glue ● hot glue

Resources for Vocabulary Development:

- Schoology
- SymbolStix Prime
- Boardmaker
- Augmentative and Alternative Communication (AAC)
- Touchchat
- https://www.rulergame.net/

Measuring Tools

Engaging Experience 1

Title: Measuring Tools

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

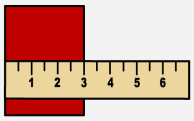
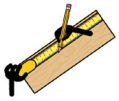
Detailed Description/Instructions: see full lesson plan in topics folder

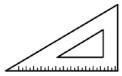
Bloom's Levels: Remember

Webb's DOK: 1

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Measuring Tools

PRIMARY PROJECT	
Introduction 	
• A measuring tool is a device for measuring a physical quantity.	
What We Know	
• A tape measure is a length of tape or thin flexible metal, marked at intervals for measuring.	
• A measuring square is a ruler used to make precise right-angles & as a cutting & drawing guide - features preset measurements.	
• A yardstick is a measuring rod a yard long, typically divided into inches.	
• A ruler is a straight strip or cylinder of plastic, wood, metal, or other rigid material, typically marked at regular intervals, to draw straight lines or measure distances.	
What We Can Do	
• We can use measuring tools as a device for measuring a physical quantity to help us build things.	
✓ **What We Need**	

	• tape measure	
	• measuring square	
	• yard stick	
	• ruler	
What We Need to Do		
1	I do - tell students what they need to know and showing them how to do the things that they need to be able to do	
2	We do - doing tasks together	
3	You do - students practicing what you have already taught them by themselves	

Hand Tools

Engaging Experience 1

Title: Hand Tools

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan in topics folder

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Hand Tools

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction	
• Hands tools are held in the hand and operated without electricity or power.	
What We Know	
• A clamp is a device, such as a brace or band, that holds things together.	
• A tool with a flattened, cross-shaped, or star-shaped tip that fits into the head of a screw to turn it.	
• Drill bits are cutting tools used to remove material to create holes, almost always of circular cross-section.	
• A nozzle is often a pipe or tube that can be used to direct or modify the flow of air.	
What We Can Do	
• We can get hand tools into our hands to fix or make things ourselves.	
✓ **What We Need**	

	• wood or bar clamp	
	• screwdriver (phillips & straight) *	
	• drill bit	
	• air nozzle & chuck	
What We Need to Do		
1	I do - tell students what they need to know and showing them how to do the things that they need to be able to do	
2	We do - doing tasks together	
3	You do - students practicing what you have already taught them by themselves	

Power Tools

Engaging Experience 1

Title: Power Tools

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan in topics folder

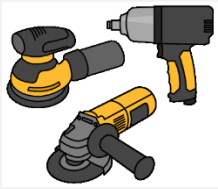
Bloom's Levels: Remember

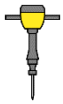
Webb's DOK: 1

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Power Tools

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction 	
• A tool which requires a power source. The most common types of power tools use electric motors. Internal combustion engines and compressed air are also commonly used.	
What We Know	
• A cordless drill is an electric drill which uses rechargeable batteries.	
• A hammer drill is a power drill that works by delivering a rapid succession of blows, used chiefly for drilling in masonry or rock.	
• A palm sander is a sander in which the sanding surface moves in a very tight orbital motion, driven at high speed by an electric motor.	
What We Can Do	
• We can use power tools to fix or make things ourselves.	
✓ **What We Need**	

	• drill (cordless)	
	• impact (hammer drill) *	
	• palm sander	
What We Need to Do		
1	I do - tell students what they need to know and showing them how to do the things that they need to be able to do	
2	We do - doing tasks together	
3	You do - students practicing what you have already taught them by themselves	

Anchors

Engaging Experience 1

Title: Anchors

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan in topics folder

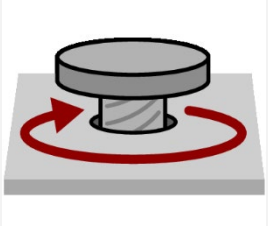
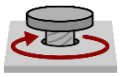
Bloom's Levels: Remember

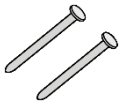
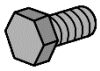
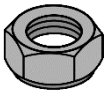
Webb's DOK: 1

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Anchors

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction 	
• Anchors come in the form of a sharp-pointed screws or nails.	
What We Know	
• A screw is a short, slender, sharp-pointed metal pin is used to join things together by being rotated so that it pierces wood or other material and is held tightly in place.	
• A nails is a small metal spike with a broadened flat head, driven typically into wood with a hammer to join things together or to serve as a peg or hook.	
• A heavy wood screw with a square or hexagonal head.	
• Wood or hot glue is an adhesive used to tightly bond things together. Many substances have been used as glues.	
What We Can Do	
• We can use anchor materials to tightly hold things together.	

✓	**What We Need**	
	• Screws *	
	• Nails *	
	• lag screw *	
	• T-nut	
	• wood glue *	
	• hot glue *	
What We Need to Do		
1	I do - tell students what they need to know and showing them how to do the things that they need to be able to do	
2	We do - doing tasks together	
3	You do - students practicing what you have already taught them by themselves	

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) After the initial identification unit, which covers measuring tools, hand tools, power tools, and anchors, students will have a series of lessons which go beyond identification to utilization of tools and supplies that culminate in a finished product as shown below. Each student will take ownership with varying levels of supports to promote independence with an intended audience of students taking ownership and self-awareness in working on tasks to completion. In addition to stakeholders inclusive of students, families, and staff having functional finished products.

1. Bird House
    a. Measuring Tools (ruler, tape measure, square, yard stick)
    b. Hand Tools (screwdriver, wood clamp, bar clamp, air chuck)
    c. Power Tools (cordless & impact drills, palm sander)
    d. Anchors (t-nut, lag screw, & screws)
2. Towel Holder
    a. Measuring Tools (ruler, tape measure, square, yard stick)
    b. Hand Tools (screwdriver, wood clamp, bar clamp, air chuck)
    c. Power Tools (cordless & impact drills, palm sander)
    d. Anchors (t-nut, lag screw, & screws)
3. Bird Feeder
    a. Measuring Tools (ruler, tape measure, square, yard stick)
    b. Hand Tools (screwdriver, wood clamp, bar clamp, air chuck)
    c. Power Tools (cordless & impact drills, palm sander)
    d. Anchors (t-nut, lag screw, & screws)
4. Family Celebration Board (12 month calendar)
    a. Measuring Tools (tape measure)
    b. Hand Tools (cordless drill)
    c. Power Tools (CNC Shopbot aka router)
    d. Anchors (screw hook)
5. Concrete Project (Pavers, Flower Pots, Benches)
    a. Measuring Tools (tape measure)
    b. Hand Tools (trowel)
    c. Power Tools (mixer)

Rubric for Engaging Scenario:

- Minimal Prompts: (3 points) Student responds to natural cues during the activity with only periodic direct verbal, physical or gestural prompts to demonstrate the skill.

- Moderate Prompts: (2 points) Student responds to some natural cues with verbal, physical or gestural prompts required approximately 50-75% of the time for demonstration of the skill.
- Full Prompting: (1 point) Student demonstrates only minimal skill performance without direct verbal, physical or gestural prompts for interaction.
- No Response: (0 points) Student does not show any response or refuses to respond, even with natural cues and/or physical, verbal or gestural cues.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Measuring Tools	Measuring Tools	I do - tell students what they need to know and showing them how to do the things that they need to be able to do We do - doing tasks together You do - students practicing what you have already taught them by themselves	1-2 class periods
Hand Tools	Hand Tools	I do - tell students what they need to know and showing them how to do the things that they need to be able to do We do - doing tasks together You do - students practicing what you have already taught them by themselves	1-2 class periods
Power Tools	Power Tools	I do - tell students what they need to know and showing them how to do the things that they need to be able to do We do - doing tasks together You do - students practicing what you have already taught them by themselves	1-2 class periods
Anchors	Anchors	I do - tell students what they need to know and showing them how to do the things that they need to be able to do We do - doing tasks together You do - students practicing what you have already taught them by themselves	1-2 class periods

Unit 2: Procedures

Subject: Adapted Home Maintenance
Grade: 9-12
Name of Unit: Performing Procedures
Length of Unit: 4 weeks
Overview of Unit: Students will perform and/or demonstrate procedures related to exterior and interior carpentry practices, finishing, electrical, and clean and properly store finishing equipment and materials

Priority Standards for unit:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary Supporting Standards for unit:

- K04 Demonstrate interpersonal skills
- K05 Demonstrate etiquette and courtesy
- K06 Demonstrate effectiveness in oral and/or written communication
- K07 Develop and maintain a code of professional ethics
- K08 Maintain a good professional appearance
- K09 Perform basic tasks related to securing and terminating employment

Secondary Supporting Standards for unit:

- *Employability* looks at general work habits, time on task and direction following.
- *Social Strategies* looks at appropriate social behaviors and language that cross into multiple settings and partners.
- *Self-advocacy* looks at basic skills for showing preferences, making decisions and taking responsibility for self.
- *Daily Living* looks at general daily living functions, such as performing basic cleaning, cooking and self-help skills, following schedules and managing money.
- *Communication* looks at general communication functions, such as response to interactions, conversational turn-taking skills and communication posture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
carpentry safety practices	Demonstrate	Apply	3
procedures	Install	Apply	3

surface for finish	Prepare	Apply	3
finishing materials	Apply	Apply	3
finishing equipment and materials	Clean	Apply	2
electrical safety practices	Demonstrate	Apply	3

Essential Questions:

1. What are the essential procedures related to exterior and interior carpentry practices, finishing, and electrical students will need to demonstrate?
2. What leadership competencies are essential for students to prepare themselves for transition into postsecondary life?

Enduring Understanding/Big Ideas:

1. Demonstrate and/or Perform:
    a. exterior and interior carpentry practices
    b. finishing surfaces
    c. electrical safety and basic skills
    d. clean and properly store finishing equipment and materials
2. Demonstrate:
    a. interpersonal skills
    b. etiquette courtesy
    c. oral and/or written communication
    d. code of professional ethics
    e. professional appearance
    f. securing and/or terminating employment
3. Observational:
    a. employability
    b. social strategies
    c. self-advocacy
    d. daily living
    e. communication

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● carpentry procedures	● drill ● fastener screws ● hammer ● nail ● wood clamp ● bar clamp ● wood glue

	• tape measure • jig fixture or holding device • drag (dust mop or broom) • vacuum
• finishing procedures	• hand sanding block • palm sander • oscillating sanding machine • stain, or finish • brush • rag
• electrical	• battery • charger • outlet • safety glasses

Resources for Vocabulary Development:

- Schoology
- SymbolStix Prime
- Boardmaker
- Augmentative and Alternative Communication (AAC)
- Touchchat
- https://www.rulergame.net/

Bird House

Engaging Experience 1

Title:

1. Bird House
2. Towel Holder
3. Bird Feeder
4. Family Celebration Board (12 month calendar)
5. Concrete Project (Pavers, Flower Pots, Benches)

Suggested Length of Time: 1 - 2 weeks

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan(s) in topics folder

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

HM_Bird_House

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction	
• This week's project is a box, typically made to resemble a house, provided for a bird to make its nest in.	
What We Know	
• Most birdhouses are built from wood or other natural materials as wood takes longer to heat on warm days.	
• Birdhouses need a hole for the bird to enter through and a roof to keep out rain.	
• Each species of bird requires a different type of birdhouse when it comes to the size and depth of the unit.	
• Some birds, such as tree swallows, require certain locations for the birdhouse.	
• A reason to encourage birds to move into the area is their interest in insects for food.	
What We Can Do	
• We can make a birdhouse.	

✓	**What We Need**	
	• wood (pre-cut)	
	• String *	
	• nails or screws or wood glue *	
	• painting supplies *	
What We Need to Do		
1	Choose your wood. (pre-cut)	
2	Assemble your birdhouse.	
3	Paint birdhouse.	

Towel Holder

Engaging Experience 1

Title: Towel Holder

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan(s) in topics folder

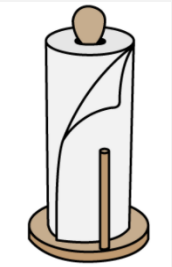
Bloom's Levels: Apply

Webb's DOK: 3

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

HM_Towel_Holder

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction 	
• This week's project is a paper-towel dispenser, which is a device that dispenses paper towels.	
What We Know	
• Holds one roll of paper towels for easy access anywhere on countertops.	
• Accommodates all sizes of paper towel rolls.	
• Paper towels are most commonly marketed to clean up spills, which is really not the best use of their talents.	
• While these absorbent paper sheets can be great at cleaning up spills, it's much better to use a washable kitchen towel, rather than wasting a sheet of paper.	
What We Can Do	
• We can make a paper towel holder.	

✓	**What We Need**	
	• wood (pre-cut)	
	• nails or screws or wood glue *	
	• painting supplies *	
What We Need to Do		
1	Choose your wood. (pre-cut)	
2	Assemble your paper towel holder.	
3	Paint paper towel holder.	

Bird Feeder

Engaging Experience 1

Title: Bird Feeder

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan(s) in topics folder

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

HM_Bird_Feeder

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction	
• This week's project is an outdoor container for bird feed, used to attract wild birds called a "bird feeder".	
What We Know	
• It's best for hummingbirds, year-round birds and migrating birds if you continue to feed in the fall.	
• It's super important to clean your feeders regularly.	
• Birds eat about 20% of their meals at feeders & won't starve if you go on vacation or down south for the winter.	
• Birdseed can go bad. Don't buy more than can be used in a few weeks.	
• The best bird foods do not include cheap filler grains that aren't eaten by the birds.	
What We Can Do	
• We can make a bird feeder.	

✓	**What We Need**	
	• wood (pre-cut)	
	• glass (plexi)	
	• string	
	• nails or screws or wood glue	
	• painting supplies	
What We Need to Do		
1	Choose your wood. (pre-cut)	
2	Assemble your bird feeder.	
3	Paint bird feeder.	

Family Celebration Board

Engaging Experience 1

Title: Family Celebration Board (12 month calendar)

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan(s) in topics folder

Bloom's Levels: Apply

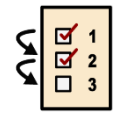
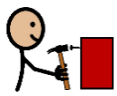
Webb's DOK: 3

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Family Celebration Board

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction	
• Family Celebration Board - Twelve Month Board	
What We Know	
• Can display birthdays, anniversaries, or holidays	
• Goal or incentive to create awareness of each of month	
• Build family pride and bonding.	
• Identify months in order.	
• Create awareness of each families unique cultures and differences.	
What We Can Do	
• We can make a celebration board with the tools we have.	
✓ **What We Need**	

	• computer (for designing)	
	• router (computerized numerical control - CNC)	
	• research (cultures, customs, and celebrations)	
	• hand tools and drills	
	• band saw for cutting shapes	
What We Need to Do		
1	cut (6” x 36” board)	
2	create (design or VCarve pro software)	
3	mount material (using clamps)	
4	machine router (computerized numerical control - CNC)	
5	sand and finish	
6	install (screw hook using drill)	
7	create & cutout designs to hang	

8	part hanging	
9	install birthday, holiday, date(s), etc.	

Concrete Project

Engaging Experience 1

Title: Concrete Project (Pavers, Flower Pots, Benches)

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- B01 Demonstrate carpentry safety practices
- E09 Install or replace procedures
- F02 Prepare surface for finish
- F09 Apply finishing materials
- F08 Clean and properly store finishing equipment and materials
- D01 Demonstrate electrical safety practices

Primary & Supporting:

- All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.

Detailed Description/Instructions: see full lesson plan(s) in topics folder

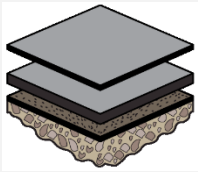
Bloom's Levels: Apply

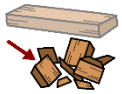
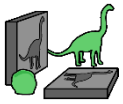
Webb's DOK: 3

Rubric: see full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Concrete Project(s)

asterisk indicates an icon within AAC device

PRIMARY PROJECT	
Introduction 	
• Concrete can be used to create molds or *shapes*. These *shapes* make things like pavers to walk on, flower pots to plant in, and benches to sit on.	
What We Know	
• Concrete is made from sand, cement, and rock.	
• Concrete is the #1 building materials used in construction.	
• Concrete will fill molds to make many *shapes*.	
• Concrete is durable and permanent.	
• The roads we drive on and sidewalks we walk on are made of concrete.	
What We Can Do	
• We can create lots of things with concrete using molds or *shapes*.	
✓ **What We Need**	

	• bags of cement (Portland 80lb)	
	• mixer	
	• concrete trowels	
	• material to create molds	
	• outside work area	
What We Need to Do		
1	research (things we can make with concrete)	
2	create <u>molds</u> or *shapes* (i.e. 2x4, plywood, etc.)	
3	prepare <u>molds</u> with reinforcement	
4	review “how to” videos with supplemental activities	
5	mix and pour concrete	
6	paint molds	
7	take video and/or photos	

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Situation: Home Maintenance Video Montage
- Challenge: Collective participation for all students in completing a series of projects through to completion, resulting in a finished product.
- Specific Roles: After orientation and identification to building maintenance, students will take on the role of active participants, while staff will facilitate through video recordings the evolution of the course from start to finish for both individual students and the collective whole. Both students and staff will collaborate on creating components of the video (i.e. choice-based) which is reflective of the culmination of experiences and so forth during the Home Maintenance course.
- Audience: all relevant stakeholders
- Product: Home Maintenance Video Montage for sharing with relevant stakeholders

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Bird House	Bird House	Choose your wood. (pre-cut) Assemble your birdhouse. Paint birdhouse.	1-2 weeks
Towel Holder	Towel Holder	Choose your wood. (pre-cut) Assemble your paper towel holder. Paint paper towel holder.	1-2 weeks
Bird Feeder	Bird Feeder	Choose your wood. (pre-cut) Assemble your bird feeder. Paint bird feeder.	1-2 weeks
Family Celebration Board	Family Celebration Borad	cut (6” x 36” board) create (design or VCarve pro software) mount material (using clamps) machine router (computerized numerical control - CNC) sand and finish install (screw hook using drill) create & cutout designs to hang part hanging install birthday, holiday, date(s), etc.	1-2 weeks
Concrete Project	Concrete Project	research (things we can make with concrete) create molds or shapes (i.e. 2x4, plywood, etc.) prepare molds with reinforcement review “how to” videos with supplemental activities mix and pour concrete paint molds take video and/or photos	1-2 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.