

Automotive Course Outline

9 Power Mechanics, All schools Semester 2, Turtle River School Division

Teacher: Mr. Johnston Email: ljohnston@trsd.ca

Course Overview:

1. Health and Safety
2. Basic tools, equipment, materials, diagnosis
3. Sustainability, employability, technological progression
4. Practical (shop work)

No prerequisites required

Resources:

A combination of textbook theory work, research videos reviewed by me, and the use of my vehicle will be used to cover a lot of the bases for this course. More practical work will be provided by the tools and equipment available in our shop, along with demonstrations done by me on how they are used. Depending on vehicle availability demonstrations will be done on a vehicle, and students will be expected to try as well.

Supply List:

Note book, pencil case with all required utensils (pencil, pen, erasers)

Classroom Rules and Expectations:

1. Respectful language and behavior to peers and the teacher
2. Listening to the person talking and do the instructions given by the instructor for the daily task without attitude
3. Come prepared to class with all necessary supplies
4. No cellphone use will be permitted, unless the laptops are unavailable and they can be used for research purposes only. Students will have 3 warnings, after the third warning the cellphone will be held in my desk until the end of class.
5. Always handle tools and equipment with care and respect

Assignment Guidelines:

Assignments are to be handed in on the due date I assign. Students can have extra time to finish any assignments during the due date class if they were absent or it does not interfere with the assignment or project that day.

Late assignments will appear as zero until they are completed and handed in. If a student or students continuously hand in late assignments the parents, or parent will be notified.

No tolerance for plagiarizing, if caught the student will receive a zero and will have to re-due the assignment.

Students that miss classes and fall behind will receive some assistance from me to help them catch up to the pace of the rest of the class, but will have to try their best on their own at home as well, and not rely solely on my help.

Units of Study:

1. Health and Safety

Outcomes: Learn what is PPE and when it is required to be used. Refresh and refine their understanding of the Workplace Health and Safety Act and all aspects of the act how it effects them.

2. Tools, Equipment, Materials, and Diagnosis

Outcomes: Learn the names of all the hand, power tools, and equipment in the shop and what jobs they are used for. Along with the safety precautions for said tools being used at the time in class that day. Demonstrate what kinds of materials are found in the shop and how they are to be used for specific jobs, along with how we come to a diagnosis on a vehicle using the process of elimination.

3. Sustainability, Employability, Technological Progression

Outcomes: Define what sustainability is, and what it means in the automotive industry. Demonstrate accountability for your actions, regular attendance and punctuality, adaptability, teamwork, initiative, and the ability to communicate respectfully and effectively. Demonstrate awareness of emerging trends and evolutions in the industry. Along with discovering the past and how we got where we are today

Assessment Guidelines:

- Teacher to student understanding, see how the student is learning the information and how it is being processed to allow the teacher to modify further instruction in the future.
- Student to teacher goals and self-confidence to develop determination to better themselves as a student.
- Final grades and marks for students will be a direct reflection of the end result of the students understanding of that specific unit of study and its outcomes and goals.

Assessment Process:

Practical (hands on)- Daily Participation, tool use, time management, assignments, attendance **30%**

Theory- Tool identification, safety, assignments **70%**

Overall percent out of **100**

Evaluation:

Evaluation will be done using rubrics and checklists as follows

1. Teacher evaluation (how instruction is taken and applied to daily projects)
2. Peer evaluation (teamwork capability)
3. Individual evaluation (growth as an individual student)