

**Transportation Systems
Career Field**

**Collision Painting &
Refinishing**

Subject Code 177012

Eric Eisel, Penta Career Center

Phil Stockwell, Penta Career Center



Rigorous Assessment Items Aligned to the Four Depth of Knowledge Levels for Ohio CT Courses in

Agricultural and Environmental Systems

Construction Technologies

Human Services

Health Science

Transportation Systems

Sponsored by Northwest Ohio Tech Prep, Northwest Ohio HSTW, The University of Toledo CTE Teacher Prep Program, and Ohio ACTE



Teachers and administrators from five schools throughout Northwest Ohio engaged in a three day workshop focusing on the creation of rigorous assessment items aligned to the four Depth of Knowledge (DOK) Levels as defined by Ohio's Career Field Technical Content Standards for at least one course in their career field. Rigorous assessment items were developed to assist teachers in the creation of student assessments aligned to the state standards, thus ensuring an increase in student performance on the correlating WebXams.

Schools engaged in the initiative:

Penta Career Center, Perrysburg, Ohio

Christina Kerns, Supervisor of Curriculum and Instruction, Workshop Facilitator
Nicole Costello, Small Animal Care Teacher
Eric Eisel, Auto Collision Teacher
Tracy Graf, Hair Design Teacher
Shelley Rogers, Medical Technologies Teacher
David Stacklin, Agriculture Teacher
Phil Stockwell, Supervisor of Agriculture and Transportation
Jason Vida, Construction Carpentry Teacher

Oregon City Schools, Oregon, Ohio

Steve Bialorucki, Director, Career & Technology Education
Jodi Eckman, Cosmetology Teacher
Meredith Wolfe, Agriculture Teacher

Sylvania City Schools, Sylvania, Ohio

Holly Fair, Cosmetology Teacher
Julie Sanford, Secondary/CTE Assistant Director
Bryan Smith, Ag Business Teacher

Toledo Public Schools, Toledo, Ohio

Bryan Ellis, Urban Agriculture Teacher
Steve Oswanski, Small Animal Management Teacher

Washington Local Schools, Toledo, Ohio

Kimberlee Farnham, Cosmetology Teacher
Leslie Fish, Cosmetology Teacher
Phil Kraus, Construction Carpentry Technology Teacher
Deb Heban, Director, Career & Technical Education

Post-Secondary Support:

Kathleen Crates, The University of Findlay
Paul Hubaker, Northwest Ohio Tech Prep
Eric Landversicht, The University of Toledo
Kathy Wilson, Northwest Ohio Tech Prep



Courses Aligned to the Four DOK Levels:

Agricultural and Environmental Systems Career Field

1. **Agriculture, Food and Natural Resources 010105** (A0, A1, A2, A3, A5, and A6 Pathways)
David Stacklin, Penta Career Center, Agriculture Teacher and Meredith Wolfe, Oregon City Schools, Agriculture Teacher
2. **Greenhouse & Nursery Management 010610** (A0 and A5 Pathways)
Bryan Ellis, Toledo Public Schools, Urban Agriculture Teacher and Bryan Smith, Sylvania City Schools, Ag Business Teacher
3. **Zoo and Aquarium 010940** (A2 Pathway)
Nicole Costello, Penta Career Center, Small Animal Care Teacher and Steve Oswanski, Toledo Public Schools, Small Animal Management Teacher

Construction Technologies Career Field

1. **Structural Coverings and Finishes 178004** (Structural Systems DD Pathway)
Phil Kraus, Washington Local Schools, Construction Carpentry Technology Teacher and Jason Vida, Penta Career Center, Construction Carpentry Teacher

Human Services Career Field

1. **Advanced Hair Cutting and Styling 174130** (Cosmetology M1 Pathway)
Tracy Graf, Penta Career Center, Hair Design Teacher, Kimberlee Farnham, Washington Local Schools, Cosmetology Teacher, and Steve Bialorucki, Oregon City Schools, Director, Career & Technology Education
2. **Advanced Chemical Services 174140** (Cosmetology M1 Pathway)
Tracy Graf, Penta Career Center, Hair Design Teacher, Kimberlee Farnham, Washington Local Schools, Cosmetology Teacher, and Steve Bialorucki, Oregon City Schools, Director, Career & Technology Education
3. **Microbiology and Infection Control 174115** (Cosmetology M1 Pathway)
Jodi Eckman, Oregon City Schools, Cosmetology Teacher, Holly Fair, Sylvania City Schools, Cosmetology Teacher and Leslie Fish, Washington Local Schools, Cosmetology Teacher

Health Science Career Field

1. **Patient Centered Care 072050** (Allied Health and Nursing JM Pathway)
Deb Heban, Washington Local Schools, Director, Career & Technical Education and Shelley Rogers, Penta Career Center, Medical Technologies Teacher

Transportation Systems Career Field

1. **Collision Painting & Refinishing 177012** (Ground Transportation T9 Pathway)
Eric Eisel, Penta Career Center, Auto Collision Teacher and Phil Stockwell, Penta Career Center, Supervisor of Agriculture and Transportation

Program Specific Descriptors for Each DOK Level
Auto Collision Program
Collision Painting & Refinishing

DOK LEVEL 1

Students will do many things at this level: correctly identify tools and their purpose; explain general facility safety procedures (fire, eye wash, shower, weather, etc.); safely operate tools and shop equipment; display a basic understanding of panel preparation and recognize defects; and describe mixing procedures and application of paints.

DOK LEVEL 2

At this level of learning, students will: demonstrate proper selection of tools given a repair scenario; describe situations that present potential safety risks within the shop; distinguish which process/procedure to use to properly prepare a paint surface; explain the cause of paint defects; and perform basic mixing and application of paint.

DOK LEVEL 3

At this level of learning, students will: perform specific repairs with limited supervision; identify potential safety concerns and take preventative/corrective action; and perform multi-step procedures that encompass surface preparation and paint application.

DOK LEVEL 4

At this deepest level of learning, students will: analyze damaged vehicles and create repair plans; perform all repairs needed to return the vehicles to pre-accident condition; and properly address and navigate all potential safety situations linked to the repairs.

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.1 Use Occupational Safety and Health Administration (OSHA)- defined procedures for identifying employer and employee responsibilities, situations that require working in confined spaces, and safety labeling

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will list major hazards of working in confined spaces and list tools, materials, and equipment needed to do so safely. Students will also list OSHA procedures for working in these situations.</p>	<p>DOK LEVEL 2 RBT LEVEL <u>3</u> Question <u>x</u> Activity <u>x</u> Project ____</p> <p>Students will be given five (5) work scenarios focused on confined spaces, ventilation, and OSHA regulations. Students will explain which course of action they would use in each scenario and the potential hazards of not performing these tasks.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Students will set up confined work spaces with ventilation and OSHA procedures in mind. They will give written or verbal justification for their workspace setup. Students will then complete the required repair/task using their safety setup with teacher approval.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>x</u></p> <p>Student will apply OSHA safety procedures and utilize proper safeguards when completing customer repairs. Student will select proper procedures when setting up work area, get teacher approval, and then work to safely complete customer repair.</p>

Notes: _____

Resources Needed: _____

Program: _____ Automotive Collision Repair _____ **Course:** _____ Collision Painting and Refinishing _____

Name(s): _____ Eric Eisel _____

Competency: _____ 2.1.2 Identify and communicate hazards associated with slippery surfaces and lighting. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will list the hazards associated with slippery work surfaces and improper lighting.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Project ____</p> <p>Given a picture or a work scenario, students will identify possible hazards associated with slippery surfaces and lighting.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will create/look at unsafe workplace scenarios. They will design ways to remedy and address slippery surfaces, correct unsafe/improper lighting, and other safety risks. Students will present their course of action to the class and explain problem areas and their solutions. Students will critique/monitor each others safety plan.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs they will apply knowledge of hazardous and slippery work surfaces and improper lighting to their work area. Students will be expected to adjust and remedy these situations as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.6 Identify and eliminate workplace clutter and maintain clearance and boundaries

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Given a picture or a staged work area students will list items, tools, etc. that contribute to a cluttered work area.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will explain verbally or via writing where tools, debris/waste, equipment, and instructional materials belong. They will articulate the proper way to sign-out items and return items needed to perform a task.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>As students work on shop assignments, they will access tools and equipment properly and maintain an uncluttered work area. Students will properly dispose of waste and follow procedures for signing-out and returning tools and equipment. Tool box checks and work area checks will be done routinely. Students will also maintain work area clearance.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs they will apply knowledge of workspace clutter and clearance/boundaries to their work area. Students will be expected to adjust and remedy these situations as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.7 Identify symptoms of exposure to health-threatening environments (e.g. temperature, chemical, biological, noise, vibrations, harshness [NVH] hazards).

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will match exposure symptoms to health-threatening environments.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity <u>x</u> Project ____</p> <p>Students will be given ten (10) scenarios that present symptoms of exposure to health-threatening environments. Students will have to identify the threatening environment.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project <u>x</u></p> <p>As students plan to complete lab based activities and projects they will identify potential health-threatening scenarios and supply a safety plan to address the following scenarios: earplugs while hammering, respirator while painting, safety shield while grinding, etc.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>As students work through customer repairs, they will apply knowledge of health-threatening environments and symptoms of exposure to their work area. Students will be expected to plan for, adjust, and remedy these situations as they arise. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.8 Identify procedures for handling, storage, and disposal of hazardous materials.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>Students will identify hazardous materials present in lab. They will also identify the locations/procedures to store and dispose of hazardous materials.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Students will be given 15 items in lab. They will classify these items as hazardous/non-hazardous. They will explain why it is hazardous and how it should be handled, stored, and disposed of properly.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ^x Project ^x</p> <p>Students performing tasks in lab will follow procedures for accessing, handling, using, storing, and disposing of hazardous materials. Students will provide a safety plan and/or verbalize how these materials will be used and properly dealt with. Evidence will be cited to support their claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>As students work through customer repairs, they will apply knowledge of handling, storage, and disposal, of hazardous materials to their work area. Students will be expected to adjust and remedy these situations as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.9 Identify the locations of emergency flush showers, eyewash fountains, Material Safety Data Sheets (MSDSs), fire alarms, and exits.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will correctly identify the following safety stations: flush showers, eyewash fountains, MSDS sheets, fire alarms, and emergency exits.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will identify safety stations and provide several scenarios/hazards that would necessitate the use of this station.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Students will be given several emergency situations. Students will be required to explain what safety stations they would use to address the emergency and how they would prevent this situation from occurring in the first place. Students must cite evidence to support their claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>x</u> Project <u>x</u></p> <p>As students work through customer repairs, they will apply knowledge of safety stations and utilize them if necessary. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.10 Describe the interactions of incompatible substances in measuring and mixing chemicals

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>Students will list substances/combinations that are incompatible when mixing and measuring.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>Students will be presented with different mixtures, measurements, and combinations of substances. They will provide rationale for why these pairings are acceptable or not. They will organize their information in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Students will plan for and handle incompatible substances properly when working on lab activities and projects. Students will use MSDS sheets and other resources to determine a course of action and present that to the teacher prior to moving forward with these substances.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ^x</p> <p>As students work through customer repairs, they will apply knowledge of incompatible substances to their routines and tasks. Students will be expected to adjust and remedy any situations as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.11 Select and operate fire extinguishers based on the class of fire

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will list the classes of fires and fire extinguishers.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will match the class of fires with the appropriate type of fire extinguisher. They will explain the steps in using a fire extinguisher.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Students will describe different classes of fires and what types of fire extinguisher to use on each. Students will demonstrate/explain the proper technique for using a fire extinguisher.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>x</u></p> <p>As students work through customer repairs, they will apply knowledge of classes of fires and the correct selection and use of fire extinguishers if the need shall arise. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.12 Conduct safety inspection of workspace.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will list possible safety hazards that they might encounter in their workspace.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will complete a safety inspection of their workspace using a classroom checklist.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will complete a workspace safety checklist, recommend corrective action, and complete corrective action steps when approved by instructor.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs, they will apply knowledge of workspace safety. Students will be expected to adjust and remedy these unsafe situations as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.13 Identify the types of ergonomic workflow and the need for them

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will define ergonomics and provide examples of ergonomics in the shop/industry.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will identify examples of ergonomic workflow and potential risks of not using specific ergonomic concepts.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will set up their ergonomic workflow during activities to minimize stress and maximize productivity. Students will be asked to provide rationale for setting up their workspace.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs, they will apply knowledge of ergonomic workflow to their work area. Students will be expected to adjust and remedy any ergonomic issues as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.1.14 Inspect air and exhaust systems, intake filters, fans, and other mechanical components

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will identify components of the air and filter system in the lab.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will explain the functions of the various components of the air intake, filter, and exhaust system.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will correctly operate and perform preventative maintenance on the air intake, filter, and exhaust system.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs, they will apply knowledge of the air intake, filter, and exhaust system to their daily activities. Students will be expected to adjust and remedy any situations as they arise. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.2.1 Interpret personal safety rights according to the employee Right to Know plan

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will define what a Union is and be able to explain what the Right to Know plan is.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will identify the pros and cons of a union shop. They will also list major tenets of the Right to Know Law.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will discuss and present different workplace scenarios and problems that they have researched or had themselves. They will apply the Right to Know Law to these issues and recommend further action/steps.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.2.2 Describe the risk factors associated with working under the influence of drugs and alcohol and how it increases the risk of accident, lowers productivity, raises insurance costs, and reduces profits

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will list risks of working under the influence of drugs and alcohol and how it could negatively impact productivity and performance.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will be given scenarios that depict an individual using drugs or alcohol on the job. Students will explain how these actions impact safety, but also the productivity of the individual.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will interview shop owners to discuss their policy on drugs and alcohol in the workplace. Students will share these policies with one another and compare them.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.2.3 Select, use, maintain, and dispose of Personal Protective Equipment (PPE) appropriate to job tasks, conditions, and materials

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____ Students will list PPEs that they can use on the job.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____ Students will match/link PPE and the task it should/can be used for.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____ During lab activities and tasks, students will select, properly use, maintain, and dispose of PPE. Students will justify what PPE they will use given the conditions and materials being used.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>x</u> As students work through customer repairs, they will apply knowledge of PPE and correctly choose, use, maintain and dispose of these items. Students will be expected to adjust and remedy any situations as they change or recognize a need. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.2.4 Identify workplace risk factors associated with repetitive motion and lifting, operating, and moving heavy objects

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>Students will list injuries that can occur due to repetitive motion, lifting, operating, and moving heavy objects.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>Students will match safe/correct procedures for lifting, operating, and moving heavy objects with different scenarios.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Students will use proper lifting techniques and safety aids in lab when lifting, moving, or operating heavy objects.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ^x</p> <p>As students work through customer repairs, they will apply knowledge of the risk factors of lifting, moving, or operating heavy objects. Students will be expected to adjust and correctly navigate these situations as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.2.5 Demonstrate appropriate body mechanics in lifting and moving heavy objects

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will list injuries that can occur due to repetitive motion, lifting, operating, and moving heavy objects.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will match safe/correct procedures for lifting, operating, and moving heavy objects with different scenarios.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Students will use proper lifting techniques and safety aids in lab when lifting, moving, or operating heavy objects.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>x</u></p> <p>As students work through customer repairs, they will apply knowledge of the risk factors of lifting, moving, or operating heavy objects. Students will be expected to adjust and correctly navigate these situations as they arise. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.3.1 Identify the types of hand tools, power tools, and stationary equipment and describe their function

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will identify types of hand tools, power tools, and stationary equipment used in lab.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will identify types of hand tools, power tools, and stationary equipment used in lab. Students will also supply two to three uses of that tool as it relates to Automotive Collision Repair.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will pass a safety quiz on operation of power and stationary equipment. Students will then complete practical activities as each tool is introduced into the class and operate each one safely and proficiently.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs, they will apply knowledge of safety stations and utilize them if necessary. The teacher will make safety a daily checkpoint through out this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.3.2 Identify potential hazards and limitations related to the use of hand tools, power tools, and stationary equipment

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will identify types of hand tools, power tools, and stationary equipment used in lab.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Students will identify types of hand tools, power tools, and stationary equipment used in lab. Students will also supply two to three uses of that tool as it relates to Automotive Collision Repair.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will pass a safety quiz on operation of power and stationary equipment. Students will then complete practical activities as each tool is introduced into the class and operate each one safely and proficiently. Students will share 2-3 potential hazards of each tool/station.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs they will apply knowledge of potential hazards associated with hand tools, power tools, and stationary equipment and plan accordingly. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.3.3 Operate power tools and stationary equipment in accordance with established procedures and safety standards

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will correctly ID power tools and stationary equipment.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will match power tools/stationary equipment to the type task/function it will perform.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will pass a safety test and practical activity using each piece of equipment. Students will be able to supply two to three uses/applications of each tool or piece of equipment as it applies to the Auto Collision lab.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs, they will apply knowledge of hand tools, power tools, and stationary equipment and plan their use accordingly. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.3.4 Ensure the presence and functionality of safety systems and hardware

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>Students will list the safety features on each piece of equipment.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Students will ID and match safety systems to each piece of equipment in lab.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Students will correctly use tools/equipment in lab. They will list safety features of each tool, and potential the hazards of that safety feature not being present.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ^x</p> <p>As students work through customer repairs, they will apply knowledge of potential hazards associated with hand tools, power tools, and stationary equipment and plan accordingly. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.3.5 Clean, lubricate, and adjust power tools and stationary equipment

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will identify the parts, pieces, and PM features of each piece of equipment and all power tools.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>For each piece of equipment/power tool students will explain what will happen if it is not properly cleaned, lubricated, and adjusted.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Students will clean, lubricate, and adjust power tools and stationary equipment.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>x</u></p> <p>As students work through customer repairs, they will perform PM on power tools and stationary equipment. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair Course: Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.3.6 Identify, select, and maintain fluids and filters

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Students will identify the different types of fluids and filters used in the lab.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Students will correctly match the correct fluid to the correct piece of equipment/application and identify which filters to use.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Students will replace filters and fluids on lab equipment as needed provided a PM checklist. Students will explain possible outcomes of not performing routine maintenance.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>x</u></p> <p>As students work through customer repairs, they will perform PM on tools and equipment. Correct fluids and filters will be used. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 2.3.7 Inspect and maintain fluid conveyance and storage components (e.g., hoses and lines, valves, nozzles).

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will ID different types of hoses (water, hydraulic, brake, etc.) and fluid conveyance components.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will disassemble and maintain fluids in shop equipment and tools.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will change fluid conveyance components, hoses, filters, and fluids as needed. A PM checklist will be used as needed.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <input checked="" type="checkbox"/></p> <p>As students work through customer repairs, they will apply knowledge of fluid conveyance systems and PM equipment and tools as needed. The teacher will make safety a daily checkpoint throughout this customer repair experience.</p>

Notes: _____

Resources Needed: _____

Program: _____ Automotive Collision Repair _____ **Course:** _____ Collision Painting and Refinishing _____

Name(s): _____ Eric Eisel _____

Competency: 6.5.1 Remove paint from the damaged area of a body panel. 6.5.9 Dry sand or wet sand and featheredge damaged area. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>What methods can be used to remove paint from a damaged body panel?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Given a panel that has been refinished with a single stage paint, the instructor will scratch the panel to mimic a key scratch in a vehicle. The students will be responsible to select the proper sanding procedures and prepare the panel for primer surfacer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>Research two (2) methods of paint stripping and compare the possible applications for each. Develop an argument for why one way is better than another and present findings to the class.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Automotive Collision Repair _____ **Course:** _____ Collision Painting and Refinishing _____

Name(s): _____ Eric Eisel _____

Competency: 6.5.2 Locate and reduce surface irregularities on a damaged body panel. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____ List three (3) tools used in dent removal.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____ Given a quarter-sized dent in the center of a quarter panel, explain two (2) possible methods to remove the damage.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____ Using the two (2) selected methods, write a step-by-step procedure for each. Compare the different methods and determine which you prefer and cite reasoning.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.3 Heat shrink stretched panel areas to proper contour.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Explain the steps used to heat shrink a panel.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Give an example of two (2) different methods of heat shrinking. Describe advantages of each.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Given a steel panel with an area of stretched metal, the students will analyze the area and then will be required to heat shrink the panel using the method they determine is most appropriate for the situation.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Given a vehicle with a large area of stretched metal, the student will develop a plan and apply concepts learned to perform heat shrinking to return the vehicle to pre-accident condition.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair Course: Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.4 Cold shrink stretched panel areas to proper contour.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____ Explain the tools and steps used to cold shrink a stretched panel.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____ Explain how cold shrinking effects metal and how can you tell if it's ineffective in the repair process.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____ Given a stretched area on a steel panel, the students must demonstrate the proper techniques to return the panel to proper contour.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____ Given a vehicle with a large area of stretched metal the student will perform cold shrinking techniques to return the panel to proper contours and prepared for body filler.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.5 Mix and apply body filler, apply body filler and finishing fillers, and shape during curing

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Explain the steps for proper mixing of body fillers and explain how to apply the product.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>List three (3) different types of fillers and explain a situation in which each of these fillers should be used.</p> <p>Explain why each filler is appropriate for the given example.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Given a panel prepared for body filler, the student will demonstrate proper mixing techniques and apply filler and contour to the shape of the panel.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.6 Rough sand cured body filler to contour and finish sand.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL <u>2</u> Question <u>x</u> Activity ____ Project ____</p> <p>When sanding body filler improperly, explain the possible negative outcomes and possible solutions to correct these conditions.</p>
<p>DOK LEVEL 3 RBT LEVEL <u>3</u> Question ____ Activity ____ Project <u>x</u></p> <p>Each student is given a fender. The instructor will start by giving the student a small dent to repair. After metal working, the students will apply and finish sand the dented area with body filler. The instructor will continue with increasingly difficult damage, which includes repairs through body lines and numerous contours.</p>	<p>DOK LEVEL 4 RBT LEVEL <u>5</u> Question ____ Activity ____ Project <u>x</u></p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved the student will perform given repairs. *In this circumstance focus is on proper sanding and contouring of body filler.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.7 Inspect, remove, label, store, and replace exterior trim and components necessary for proper surface preparation.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL <u> </u> Question <u> </u> Activity <u> </u> Project <u> </u></p>	<p>DOK LEVEL 2 RBT LEVEL <u> 2 </u> Question <u> </u> Activity <u> x </u> Project <u> </u></p> <p>Given the technology provided (Alldata, Mitchell on Demand, etc.), the students will research and list the steps needed to remove and store different parts on a vehicle to prepare a surface for refinishing.</p>
<p>DOK LEVEL 3 RBT LEVEL <u> 5 </u> Question <u> </u> Activity <u> x </u> Project <u> </u></p> <p>Given a vehicle, the student will be responsible to determine what trim needs removed for proper surface preparation. The student will then use technology available to locate the procedures used to remove these parts and then perform the procedures.</p>	<p>DOK LEVEL 4 RBT LEVEL <u> 5 </u> Question <u> </u> Activity <u> </u> Project <u> x </u></p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved the student will perform given repairs. *In this circumstance focus is on inspect, remove, label, store, and replace exterior trim and components necessary for proper surface preparation.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.8 Inspect and Identify substrate, type of finish, surface condition, and film thickness.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL <u> </u> Question <u> </u> Activity <u> </u> Project <u> </u></p>	<p>DOK LEVEL 2 RBT LEVEL <u> 2 </u> Question <u> x </u> Activity <u> </u> Project <u> </u></p> <p>Explain three (3) different types of surface conditions found during refinish procedures and how they could impact your repair plan.</p>
<p>DOK LEVEL 3 RBT LEVEL <u> 4 </u> Question <u> </u> Activity <u> x </u> Project <u> </u></p> <p>Given different examples of painted panels, the students will analyze and identify what type of surface conditions exist and determine film thickness of these panels. Students must justify reasoning.</p>	<p>DOK LEVEL 4 RBT LEVEL <u> 5 </u> Question <u> </u> Activity <u> </u> Project <u> x </u></p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved the student will perform given repairs. *In this circumstance focus is on analyzing surface condition and film thickness.</p>

Notes: _____

Resources Needed: _____

Program: _____ Automotive Collision Repair _____ **Course:** _____ Collision Painting and Refinishing _____

Name(s): _____ Eric Eisel _____

Competency: 6.5.9 Dry sand or wet sand and featheredge damaged area. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>What grits of sandpaper should be used to remove surface irregularities and prep a panel for refinish?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>Compare and contrast the differences between dry sanding versus wet sanding. Provide advantages for each method and determine what you would use if you had a body shop.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Using the provided items (the sheet metal panel that has primer surfacer applied, sand paper, guide coat, and a sanding block), the students will determine proper grit sanding paper and properly remove surface imperfections and prep for refinish.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.10 Apply suitable metal treatment or primer. 6.6.3, 6.6.5 and 6.6.12

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>List three (3) different ways to apply metal treatment to a bare metal panel.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Create a chart that compares a minimum of three (3) different metal treatment methods that includes factors such as cost, time of application, and warranty. When finished write one paragraph citing evidence of which process you recommend and why.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Given a 1 1/2' x 2' piece of sheet metal, the students will demonstrate proper application of a self-etching primer surfacer. This also includes paint mixing and application. 6.6.3, 6.6.5</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair Course: Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.11 Mask and protect other areas that will not be refinished.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Given a list of common masking materials, the students will give examples stating where these materials could be used and why one material may be better than another.</p>
<p>DOK LEVEL 3 RBT LEVEL <u>4</u> Question ____ Activity <u>x</u> Project ____</p> <p>Given a practice vehicle, the instructor will supply the student with masking materials and a number of panels that need masked for refinish. The student will create a plan and mask the vehicle for refinish. The students must explain the rationale for their decisions.</p>	<p>DOK LEVEL 4 RBT LEVEL <u>5</u> Question ____ Activity ____ Project <u>x</u></p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved, the student will perform given repairs. *In this circumstance focus is on masking and protecting panels not to be refinished.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.12 Select, mix, and apply primers and primer surfacer/sealers.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL <u> </u> Question <u> </u> Activity <u> </u> Project <u> </u></p>	<p>DOK LEVEL 2 RBT LEVEL <u> 4 </u> Question <u> x </u> Activity <u> </u> Project <u> </u></p> <p>Using technology available, find the product sheets for a sealer, primer, and a primer/surfacer. Record the mixing ratios and identify different scenarios in which each should be used.</p>
<p>DOK LEVEL 3 RBT LEVEL <u> 5 </u> Question <u> </u> Activity <u> </u> Project <u> x </u></p> <p>Using the fender that was used to contour body filler, the students will mix and apply a suitable primer or primer/surfacer. Students must justify their steps.</p>	<p>DOK LEVEL 4 RBT LEVEL <u> 5 </u> Question <u> </u> Activity <u> </u> Project <u> x </u></p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved, the student will perform given repairs. *In this circumstance focus is on applying a suitable primer, primer/surfacer or sealer.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.13 Remove dust and clean area to be refinished.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ^x Activity ____ Project ____ List the products used to pre-clean and prepare a panel for paint.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ^x Project ____ Students will use the product sheet from the pre-clean chemicals used and perform the procedures in the correct order.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ^x Project ____ Students will perform all cleaning and tacking without help from written material.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.5.14 Apply stone chip and corrosion-resistant coatings, caulking, and seam sealers to repaired areas.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Given a list of products, the students will look up product sheets, then analyze and explain the repair process and how to use each.</p>
<p>DOK LEVEL 3 RBT LEVEL <u>3</u> Question ____ Activity <u>x</u> Project ____</p> <p>Using the practice fenders that students have previously used, they will apply chip guard to the heel of the fender. When the panels are finished painted, students will also apply a corrosion-resistant coating to the backside of the panels.</p>	<p>DOK LEVEL 4 RBT LEVEL <u>5</u> Question ____ Activity ____ Project ____</p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved the student will perform given repairs. *In this circumstance focus is on applying chip and corrosion-resistant coatings, caulking, and seam sealers.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.1 Determine the type and color of paint already on the vehicle by manufacturer's vehicle information label.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL <u>1</u> Question <u>x</u> Activity <u> </u> Project <u> </u></p> <p>Name three (3) different locations where an OEM paint code may be found.</p>	<p>DOK LEVEL 2 RBT LEVEL <u>3</u> Question <u> </u> Activity <u>x</u> Project <u> </u></p> <p>Given a vehicle, the student will locate a vehicle paint, navigate the computerized paint mixing system, and print the proper paint formula.</p>
<p>DOK LEVEL 3 RBT LEVEL <u>4</u> Question <u> </u> Activity <u>x</u> Project <u> </u></p> <p>After locating the paint code for a given vehicle, the student will check for variants, analyze the color match, and identify the most appropriate formula to refinish the vehicle. The student must cite evidence for conclusions.</p>	<p>DOK LEVEL 4 RBT LEVEL <u> </u> Question <u> </u> Activity <u> </u> Project <u> </u></p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.2 Identify and mix paint and tint color using formula to achieve a blendable match and identify poor hiding colors.

6.6.4 Apply selected product on test and letdown panel to check for color match.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL <u> </u> Question <u> </u> Activity <u> </u> Project <u> </u></p>	<p>DOK LEVEL 2 RBT LEVEL <u> 2 </u> Question <u> x </u> Activity <u> </u> Project <u> </u></p> <p>Describe the steps used to properly perform a spray out panel. If the color is poor hiding, determine processes that could resolve or reduce materials used.</p>
<p>DOK LEVEL 3 RBT LEVEL <u> 4 </u> Question <u> </u> Activity <u> x </u> Project <u> </u></p> <p>Given a variety of mixed paints, the students will perform spray out panels to determine how many coats of base to achieve hiding. The variety of paints should use poor hiding colors along with others that are not. Students must justify conclusions made.</p>	<p>DOK LEVEL 4 RBT LEVEL <u> 5 </u> Question <u> </u> Activity <u> x </u> Project <u> </u></p> <p>Given a customer vehicle, the student must locate paint code, look up the paint code, and identify any variants associated with this color. They must perform a spray out card and tint color as needed to achieve a blendable match.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.3 Shake, stir, reduce, catalyze or activate, and strain paint.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>What supplies are needed to mix single stage paint?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Given a product sheet, the students must determine proper mixing ratios and products used for the single stage finish and mix the paint.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Investigate and describe two (2) potential problems that may arise from improper mixing. Draw logical conclusions for both situations and explain the cause and effects of each. Cite evidence for your conclusions.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.5 Apply single stage, top coat, base coat, and clear coat.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ^x Activity ____ Project ____</p> <p>What is the proper air pressure to apply single stage finish? What is the overlap percentage used for application of single stage paint?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Given a prepped panel, the students will demonstrate proper setup and spray technique to apply single stage paint.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ^x Project ____</p> <p>Given four (4) panels that have been improperly sprayed (sprayed too far away, sprayed too close, sprayed with too low air pressure and sprayed with too high of pressure), the students will analyze, compare, and draw conclusions on possible causes of these panels. Evidence must be cited to support claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.6 Denib, buff, and polish finishes.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL <u>1</u> Question <u>x</u> Activity <u> </u> Project <u> </u></p> <p>Identify tools needed to remove imperfections from a painted surface.</p>	<p>DOK LEVEL 2 RBT LEVEL <u> </u> Question <u>x</u> Activity <u> </u> Project <u> </u></p> <p>Research and describe two (2) different methods for removing imperfections from a painted panel. Compare the different methods and explain which method you would use.</p>
<p>DOK LEVEL 3 RBT LEVEL <u>3</u> Question <u> </u> Activity <u>x</u> Project <u> </u></p> <p>After applying paint to the students practice panel, they must perform all steps to remove imperfections and polish the panel to an industry acceptable finish.</p>	<p>DOK LEVEL 4 RBT LEVEL <u> </u> Question <u> </u> Activity <u> </u> Project <u> </u></p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved the student will perform given repairs. *In this circumstance focus is on removing paint imperfections and buffing to industry standards.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.7 Apply multistage coats for panel blending and overall refinishing.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Given examples of improperly blended panels, the students will explain what caused the defects and explain possible solutions.</p>
<p>DOK LEVEL 3 RBT LEVEL <u>4</u> Question ____ Activity <u>x</u> Project ____</p> <p>After the students practice fenders have been initially painted, the instructor will supply the students with a variant to the original color and the students will be required to blend the color.</p>	<p>DOK LEVEL 4 RBT LEVEL <u>4</u> Question ____ Activity ____ Project <u>x</u></p> <p>Given a customer vehicle, the student will analyze and create a repair plan to restore the vehicle to pre-accident condition. After approved, the student will perform given repairs. *In this circumstance focus is on paint matching and blending.</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.8 Identify and determine the cause of paint defects and correct.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>Name five (5) defects associated with refinishing.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ____ Project _x ____</p> <p>Divide the class into small groups. Put the numerous paint defects on a piece of paper then place in a hat. Have the students take turns drawing until all the papers are gone. Have the students create a presentation that explains each paint problem and corrective action needed.</p>
<p>DOK LEVEL 3 RBT LEVEL <u>4</u> Question ____ Activity ____ Project _x ____</p> <p>Given a painted panel with a paint defect, the students should analyze the condition, determine the corrective action needed to repair, and perform the repairs. Students will cite evidence for their conclusions.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Automotive Collision Repair **Course:** Collision Painting and Refinishing

Name(s): Eric Eisel

Competency: 6.6.9 Measure mil thickness.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL <u>1</u> Question ___ Activity <u>x</u> Project ___</p> <p>Given a mil thickness gauge, the students will properly measure paint thickness.</p>	<p>DOK LEVEL 2 RBT LEVEL <u>3</u> Question ___ Activity <u>x</u> Project ___</p> <p>Given a panel that has multiple layers of paint, the students will use a DA to sand down the layers of paint, then determine the approximate mil thickness as related to the number of coats used.</p>
<p>DOK LEVEL 3 RBT LEVEL ___ Question ___ Activity ___ Project ___</p>	<p>DOK LEVEL 4 RBT LEVEL ___ Question ___ Activity ___ Project ___</p>

Notes: _____

Resources Needed: _____