

TRANSPORTATION CORE

COURSE DESCRIPTION

Transportation Core course prepares students for entry into all subsequent transportation courses. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills. Upon completing this course students may enter automotive service technology, diesel equipment maintenance technology, **2-4 cycle engine service** technology, collision repair and refinish technology, or aviation maintenance.

It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.

Recommended Credits: 1

Recommended Grade Level: 9th, 10th

Number of Competencies in Course: 42

Note: Hours earned in the *Transportation Core* course may be used toward meeting NATEF standards and Tennessee Department of Education standards.

TRANSPORTATION CORE

STANDARDS

- 1.0 Students will perform safety examinations and maintain safety records.
- 2.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 3.0 Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the work place.
- 4.0 Students will research and demonstrate knowledge of various types of vehicles, engines, drivetrains, and modes of transportation.
- 5.0 Students will identify and properly use, maintain, and store basic transportation service hand tools, power tools, and shop equipment.
- 6.0 Students will inspect and identify vehicle under car components, under hood components, body components, and interior components.
- 7.0 Students will research and locate vehicle service information and vehicle identification information and correctly write/read/interpret repair orders.
- 8.0 Students will perform basic vehicle service and maintenance.

TRANSPORTATION CORE

STANDARD 1.0

Students will perform safety examinations and maintain safety records.

LEARNING EXPECTATIONS

The student will:

- 1.1** Demonstrate a positive attitude regarding safety practices and issues.
- 1.2** Use and inspect personal protective equipment.
- 1.3** Inspect, maintain, and employ safe operating procedures with tools and equipment, such as hand and power tools, ladders, scaffolding, and lifting equipment.
- 1.4** Demonstrate continuous awareness of potential hazards to self and others and respond appropriately.
- 1.5** Assume responsibilities under HazCom (Hazard Communication) regulations.
- 1.6** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies to protect coworkers and bystanders from hazards.
- 1.7** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
- 1.8** Demonstrate appropriate related safety procedures.
- 1.9** Pass with 100 % accuracy a written examination relating to safety issues
- 1.10** Pass with 100% accuracy a performance examination relating to safety.
- 1.11** Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 1.1A** Is attentive during safety discussions.
- 1.1B** Actively seeks information about safe procedures.
- 1.1C** Responds positively to instruction, advice, and correction regarding safety issues.
- 1.1D** Does not deliberately create or increase hazards, such as by horseplay, practical jokes, or creating distractions.
- 1.1E** Reports to school or work physically ready to perform to professional standards, such as rested, or not impaired by medications, drugs, or alcohol.
- 1.2** Selects, inspects, and uses the correct personal protective equipment for the assigned task.
- 1.3A** Inspects power tools for intact guards, shields, insulation, and other protective devices.
- 1.3B** Inspects extension cords for the presence of a functional ground connection, prior to use.
- 1.3C** Operates and maintains tools in accordance with manufacturer's instructions and as required by regulation or company policy.
- 1.4A** Is observant of personnel and activities in the vicinity of the work area.
- 1.4B** Warns nearby personnel prior to starting potentially hazardous actions.
- 1.5A** When asked to use a new hazardous material, retrieves MSDSs (material safety data sheets), and identifies the health hazards associated with the new material.
- 1.5B** Reports hazards found on the job site to the supervisor.

- 1.6A** Erects shields, barriers, and signage to protect coworkers and bystanders prior to starting potentially hazardous tasks.
- 1.6B** Provides and activates adequate ventilation equipment as required by the task.
- 1.7A** Reports all injuries to self to the immediate supervisor.
- 1.7B** Reports observed unguarded hazards to their immediate supervisor.
- 1.8A** Complies with personal assignments regarding emergency assignments.
- 1.9A** Passes with 100% accuracy a written examination relating specifically to content area.
- 1.10A** Passes with 100% accuracy a performance examination relating specifically to welding tools, equipment and supplies.
- 1.11A** Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

SAMPLE PERFORMANCE TASKS

These are sample projects of the type and scale recommended to address one or more of the learning expectations for this standard. Other projects can be used at the instructor's discretion.

- Conduct a practice drill simulating a hazardous solvent spill in which an emergency action plan is to be implemented.
- Instruct a visitor to obviously approach the vicinity of a student conducting a hazardous activity and note the level of awareness demonstrated by the student.
- For a project requiring the use of ladders and/or scaffolding, note the proper placement and securing procedures followed by students.

INTEGRATION LINKAGES

Language Arts, Mathematics, Algebra, Geometry, English, SkillsUSA Technical Championships, American Welding Society (AWS), Guide for Training and Qualification of Entry Level Welder, National Center for Construction Education Research (NCCER), Secretary's Commission on Achieving Necessary Skills (SCANS), Professional Development Program, SkillsUSA

TRANSPORTATION CORE

STANDARD 2.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 2.1** Cultivate positive leadership skills.
- 2.2** Participate in the student organization directly related to their program of study as an integral part of classroom instruction.
- 2.3** Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 2.4** Participate as a team member in a learning environment.
- 2.5** Respect the opinions, customs, and individual differences of others.
- 2.6** Build personal career development by identifying career interests, strengths, and opportunities.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1A** Demonstrates character and leadership using creative-and critical-thinking skills.
- 2.1B** Uses creative thought process by “thinking outside the box.”
- 2.2A** Relates the creed, purposes, motto, and emblem of their student organization, directly related to personal and professional development.
- 2.2B** Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 2.3A** Makes decisions and assumes responsibilities.
- 2.3B** Analyzes a situation and uses the Professional Development Program or career technical student organization materials directly related to the student’s program of study to resolve it.
- 2.3C** Understands the importance of learning new information for both current and future problem solving and decision making.
- 2.4A** Organizes committees and participates in functions.
- 2.4B** Cooperates with peers to select and organize a community service project.
- 2.5A** Researches different customs and individual differences of others.
- 2.5B** Interacts respectfully with individuals of different cultures, gender, and backgrounds.
- 2.5C** Resolves conflicts and differences to maintain a smooth workflow and classroom environment.
- 2.6A** Creates personal career development by identifying career interests, strengths, and opportunities.
- 2.6B** Identifies opportunities for career development and certification requirements.
- 2.6C** Plans personal educational paths based on available courses and current career goals.
- 2.6D** Creates a resumé that reflects student’s skills, abilities, and interests.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various career technical student organizations' programs and/or competitive events.
- Implement an annual program of work.
- Prepare a meeting agenda for a specific career technical student organization monthly meeting.
- Attend a professional organization meeting.
- Develop a program of study within their career opportunities.
- Participate in the American Spirit Award competition with SkillsUSA.
- Complete *Professional Development Program Level I and Level II*, SkillsUSA.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

TRANSPORTATION CORE

STANDARD 3.0

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.

LEARNING EXPECTATIONS

The student will:

- 3.1 Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames.
- 3.2 Develop advanced study skills.
- 3.3 Demonstrate and use written and verbal communication skills.
- 3.4 Read and understand technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.
- 3.5 Apply the foundations of mathematical principles such as algebra, geometry, and advanced math to solve problems.
- 3.6 Apply basic scientific principles and methods to solve problems and complete tasks.
- 3.7 Understand computer operations and related applications to input, store, retrieve, and output information as it relates to the course.
- 3.8 Research, recognize, and understand the interactions of the environment and *green* issues as they relate to the course work and to a global economy.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1A Uses appropriate time management to achieve goals.
- 3.1B Arrives at school on time each day.
- 3.1C Completes assignments and meets deadlines.
- 3.2A Assesses current personal study skills.
- 3.2B Demonstrates advanced note-taking ability.
- 3.2C Formulates appropriate study strategies for given tasks.
- 3.3A Communicates ideas, information, and messages in a logical manner.
- 3.3B Fills out forms, reports, logs, and documents to comply with class and project requirements.
- 3.4A Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately.
- 3.4B Recognizes the meaning of specialized words or phrases unique to the career and industry.
- 3.5A Utilizes computation in adding, subtracting, multiplying, and dividing of whole numbers, fractions, decimals, and percents.
- 3.5B Chooses the right mathematical method or formula to solve a problem.
- 3.5C Performs math operations accurately to complete classroom and lab tasks.
- 3.6A Understands scientific principles critical to the course.
- 3.6B Applies scientific principles and technology to solve problems and complete tasks.
- 3.6C Has knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions).

- 3.7A** Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks as required for the course work.
- 3.7B** Understands capabilities of computers and common computer terminology (e.g., program, operating system).
- 3.7C** Applies the appropriate technical solution to complete tasks.
- 3.7D** Inputs data and information accurately for the course requirements.
- 3.8A** Researches and recognizes *green* trends in career area and industry.
- 3.8B** Examines current environmentally-friendly trends.
- 3.8C** Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient.

SAMPLE PERFORMANCE TASKS

- Examine and compile different learning styles for portfolios.
- Create calendars containing all activities and obligations for one month. Discusses how to handle conflicting or competing obligations then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Complete self-assessments of study habits.
- Compute precise and exact measurements.
- Explore study strategies for different subjects and tasks then analyze two homework assignments and select the best strategies for completing them.
- Create “life maps” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success. then, rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified own and partners’ self-assessments then share with the class the strategies developed.
- Research the Internet and other resources to collect and analyze data concerning climate change.
- Keep a data file of alternative energy sources and the sources’ impact on the environment.
- Develop a recycling project at home or for the school environment.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary’s Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary’s Commission on Achieving Necessary Skills (SCANS)

TRANSPORTATION CORE

STANDARD 4.0

Students will research and demonstrate knowledge of various types of vehicles, engines, drivetrains, modes of transportation and the different job classifications in the transportation industry.

LEARNING EXPECTATIONS

The student will:

- 4.1** Research the history of automobiles from horseless carriages to modern cars.
- 4.2** Explain various types of gasoline/diesel engines, drivetrains, and auto body designs.
- 4.3** Explore and describe various careers in the transportation industry including technicians, engineers, sales, manufacturing, pilots, and others.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 4.1A** Explains the development of the automobile in the past 100 years.
- 4.1B** Writes a report on the early inventors of the automobile.
- 4.1C** Researches the history and different types of racing done using the automobile.
- 4.1D** Describes the commercial and warfare use of automobiles and trucks.
- 4.2A** Researches engines, drivetrains, and body designs used in modern automobiles.
- 4.2B** Describes alternative fuel, hybrid, and electric uses in cars and trucks.
- 4.2C** Explains turbocharging and supercharging used in automobiles and airplanes.
- 4.3A** Researches and describes automotive/truck careers in dealerships and independent repair shops.
- 4.3B** Research and describe careers in aviation, manufacturing, trucking, railroads, and shipping.
- 4.3C** Selects a favorite transportation career and reports why they are interested.

SAMPLE PERFORMANCE TASKS

- Using the Internet or print media to research how autos were designed to meet the needs of the public and to match the roadways of the times.
- Using the Internet or print media to research how autos were used for racing, crimes, and war.
- Using the Internet or print media to research how autos evolved in the last 10 years.
- Using the Internet or print media to research gas/diesel engines, drivetrains, and body designs.
- Using the Internet or print media to research alternative fuels, electric powered autos, and hybrids.
- Using the Internet or print media to research careers in the transportation industry.

INTEGRATION LINKAGES

Math, Science, Communication Skills, Teamwork Skills, Reading Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), National Institute for Automotive Service Excellence, National Automotive Technician Education Foundation (NATEF), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), SkillsUSA, Automotive Youth Education System (AYES)

TRANSPORTATION CORE

STANDARD 5.0

Students will identify and properly use, maintain, and store basic transportation service hand tools, power tools, measuring tools, and shop equipment.

LEARNING EXPECTATIONS

Student will:

- 5.1** Properly identify and describe the use of a basic set of hand tools, including metric and SAE sizes.
- 5.2** Properly identify and describe power tools and shop equipment, including maintenance and storage.
- 5.3** Demonstrate safe practices using hydraulic jacks, safety stands, and auto lifts.
- 5.4** Identify and demonstrate the proper use of measuring tools such as calipers, micrometers, tape measures, and dial indicators.
- 5.5** Properly use and dispose of auto shop cleaning tools and supplies.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 5.1A** Identifies, describes, and lists the sizes of metric and SAE wrenches, sockets, screwdrivers, ratchet drives and hammers.
- 5.1B** Properly cleans and stores tools in a toolbox or storage area/wall according to correct size and nomenclature.
- 5.2A** Identifies, describes, and demonstrates the safe use of air tools, tire changers, and tire balancers.
- 5.2B** Cleans, lubricates, and properly stores shop equipment and power tools.
- 5.3** Demonstrates safe use of hydraulic jacks, safety stands, and power lifts.
- 5.4** Makes correct measurements using mechanical and digital calipers, micrometers, tape measures, dial indicators.
- 5.5** Demonstrates proper use and disposal of cleaning supplies, mops, brooms, and trash bins according to EPA and state laws.

SAMPLE PERFORMANCE TASKS

- Uses math skills to list sizes of wrenches and sockets.
- Creates lists of types and sizes of tools.
- Maintains and organizes a toolbox or a tool room.
- Creates an inventory list of shop equipment.
- Reads the instruction manual for air and power tools used in the shop.
- Reads the instruction manuals for hydraulic and power lifts.
- Creates a chart of measurements made of various shop items using various types of measuring tools.
- Read and explain the MSDS sheet concerning shop chemicals.
- Read and explain the EPA and state laws concerning disposal of shop chemicals and waste.

INTEGRATION LINKAGES

Math, Science, Communication Skills, Teamwork Skills, Reading Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), National Institute for Automotive Service Excellence, National Automotive Technician Education Foundation (NATEF), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), SkillsUSA, Automotive Youth Education System (AYES)

TRANSPORTATION CORE

STANDARD 6.0

Students will inspect and identify vehicle under car components, underhood components, body components, and interior components.

LEARNING EXPECTATIONS

The student will:

- 6.1** Inspect and identify undercar components including steering and suspension, brakes systems, tires and wheels, rear suspension, and chassis.
- 6.2** Inspect and identify underhood components including engine parts, a/c compressor, alternator, water pump, air cleaner, computer sensors, brake vacuum booster, radiator and belts and hoses.
- 6.3** Inspect and identify vehicle body components to include body panels, glass, paint, bumpers, and lighting system.
- 6.4** Inspect and identify vehicle interior components to include audio system, HVAC controls, lighting controls, mirror adjustment, seat adjustment, and safety restraints.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 6.1A** Properly identifies, describes, and creates a list of undercar components.
- 6.2B** Describes and identifies fluid leaks and improper tire wear.
- 6.2A** Properly identifies, describes, and creates a list of underhood components.
- 6.2B** Identifies oil dipstick and checks oil, fluid levels, belts, hoses, and any defects or leaks.
- 6.3A** Properly identifies, describes, and creates a list of body components.
- 6.3B** Inspects windshield wiper/washer operation.
- 6.4A** Properly identifies, describes, and creates a list of interior components.
- 6.4B** Describes Bluetooth, synchronization, video, emergency communication, and other auto technology.

SAMPLE PERFORMANCE TASKS

- Make ID tags to place on identified components.
- Make a chart of three different makes of vehicles to show the differences in equipment options.
- Make a chart to compare trucks to cars.
- Compare vehicle components from 1900, 1950, 1980, and 2010.
- Create a chart to show your vision for the future of vehicle accessories.
- Create a power point or video of future vehicle designs.

INTEGRATION LINKAGES

Math, Science, Communication Skills, Teamwork Skills, Reading Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), National Institute for Automotive Service Excellence, National Automotive Technician Education Foundation (NATEF), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), SkillsUSA, Automotive Youth Education System (AYES)

TRANSPORTATION CORE

STANDARD 7.0

Students will research and locate vehicle service information, vehicle identification information, and correctly write/read/interpret a vehicle repair order.

LEARNING EXPECTATIONS

The student will:

- 7.1** Use a OEM service manual or CD/Internet-based information system to research and locate vehicle service information, specifications, and Technical Service Bulletins (TSBs).
- 7.2** Interpret vehicle identification number (VIN).
- 7.3** Correctly write/read/interpret a vehicle repair order.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 7.1** Uses OEM service manuals, CDs, or Internet-based vehicle information system to locate repair information, TSBs, vehicle specifications, maintenance schedules, and repair cost estimates and labor times.
- 7.2** Uses a vehicle information system to research/define the 17 number VIN listed on the vehicle.
- 7.3A** Creates a vehicle repair order using information gathered from the vehicle and the customer.
- 7.3B** Reads and interprets a sample written repair order from a service writer.

SAMPLE PERFORMANCE TASKS

- Use OEM service manuals and/or information systems to research vehicle service information.
- Use OEM service manuals and/or information systems to find repair instructions for a specific make or model.
- Use OEM service manuals and/or information systems to decipher and interpret VIN numbers on different makes of vehicles.
- Use OEM service manuals and/or information systems to prepare a repair estimate and repair order.

INTEGRATION LINKAGES

Math, Science, Communication Skills, Teamwork Skills, Reading Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), National Institute for Automotive Service Excellence, National Automotive Technician Education Foundation (NATEF), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), SkillsUSA, Automotive Youth Education System (AYES)

TRANSPORTATION CORE

STANDARD 8.0

Students will perform basic vehicle service and maintenance.

LEARNING EXPECTATIONS

The student will:

- 8.1** Inspect and adjust all fluid levels.
- 8.2** Visually inspect all filters and recommend replacement as necessary.
- 8.3** Check and inspect lighting system including signal lights and wiper/washer system including wiper blades.
- 8.4** Inspect tire wear patterns and adjust air pressure according to manufacturer's specifications.
- 8.5** Inspect engine drive belts and hoses for wear and damage.
- 8.6** Properly maintain vehicle exterior.
- 8.7** Follow a preventive maintenance schedule to include oil, lube, and filter change.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 8.1A** Identifies proper types of fluids used in vehicle maintenance.
- 8.1B** Inspects fluid level and condition of transmission, engine, cooling, power steering, brake, and wiper systems and refills as necessary.
- 8.2** Locates, identifies, and inspects cabin air filter, engine air filter, oil filter, and fuel filter.
- 8.3A** Operates lighting system to inspect exterior lights and interior lights, including signal lights and headlight hi and low beams.
- 8.3B** Checks proper operation of wiper/washer system and wiper blades for damage or wear.
- 8.4A** Checks tire sizes in accordance with manufacturer specification using the decal on the vehicle.
- 8.4B** Inspects tires for unusual wear patterns and measures tread depths.
- 8.4C** Inflates tires to recommend tire pressure using decal on the vehicle.
- 8.4D** Mounts, balances, and rotates tires according to manufacturer's specifications.
- 8.5A** Checks drive belts for damage/wear and proper tension using tension gauge.
- 8.5B** Checks radiator hoses, heater hoses, and vacuum hoses for cracks and leaks and recommends replacement.
- 8.6A** Inspects vehicle exterior for proper fit and finish of body panels and doors.
- 8.6B** Inspects all glass surfaces for scratches and cracks.
- 8.6C** Uses proper cleaning products to wash vehicle exterior.
- 8.6D** Inspects and lubricates door hinges, door moldings, and body hardware.
- 8.7A** Performs an oil, lube, and filter change and properly disposes of used oil in accordance with the EPA and state regulations.
- 8.7B** Follows a recommended preventive maintenance schedule found in the owner's manual of a vehicle.
- 8.7C** Properly drains a vehicle cooling system and refills with recommended coolant.

SAMPLE PERFORMANCE TASKS

- Make a list of places where preventive maintenance schedules can be found.
- Make list of the different filters that can be found on cars and trucks.
- Use a tape measure to size various wiper blades.
- List the Traction, Temperature, and Wear Rating on different makes of tires.
- Compare digital and analog tire gauges for checking tire pressure.
- Compare serpentine and V belts for damage and wear.
- Check hoses for age and recommended replacement.
- List dings, dents, paint deficits, and body panel fit of various makes of vehicles.
- Check prices of various brands of vehicle cleaning and polishing products.
- Complete a preventive maintenance schedule on a vehicle.
- Make a list of all the different coolants recommended for domestic and foreign vehicles.

INTEGRATION LINKAGES

Math, Science, Communication Skills, Teamwork Skills, Reading Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), National Institute for Automotive Service Excellence, National Automotive Technician Education Foundation (NATEF), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), SkillsUSA, Automotive Youth Education System (AYES)

TRANSPORTATION CORE

SAMPLING OF AVAILABLE RESOURCES

- *Development Guidance: Classroom Activities*, Center on Education and Work, Madison, Wisconsin
- *A0 Fundamentals of Transportation Service Technology Course*, AYES Curriculum: A Tenth Grade Course, AYES Corporation, www.ayes.org
- *Introduction to Transportation Service Technology*, Service Series, Curriculum and Instructional Material Center (CIMC), Oklahoma Department of Vocational and Technical Education
- *Module 1 Introduction to Transportation Technology*, Instructional Materials Laboratory (IML), University of Missouri
- *Today's Technician Basic Transportation Service & Systems*, Webster & Owens, Delmar/ITP
- 2008 Automobile Task List, National Automotive Technicians Education Foundation (NATEF), www.natef.org
- General Motors Diagnostic Plan
- Ford Motor Company Diagnostic Plan
- Harley Davidson Institute