Course Description:
Introduction to Collision Repair is the prerequisite course in all of the collision repair pathways. Employment opportunities in the collision repair field will be explored in this course. Students will be exposed to all areas of collision repair and automotive refinishing, such as safety, refinishing, metal repair, plastic repair, automotive construction, and estimate reading and writing. Basic skills in all of the above mentioned areas will be taught. The pre-requisite for this course is advisor approval.

Course Standard 1
TDL-ICR-1
Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
1.3 Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.
1.6 Present a professional image through appearance, behavior, and language.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
L9-10RST 1-10 and L9-10WHST 1-10: Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2
TDL-ICR-2
Comply with personal and environmental safety practices associated with clothing and the use of gloves; respiratory protection; eye protection; hand tools; power tools; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and environmental regulations. These safety requirements must be strictly enforced for every task in painting and refinishing.
2.1 Identify and take necessary precautions with hazardous operations and materials according to federal, state and local regulations.

2.2 Identify safety and personal health hazards according to OSHA guidelines and the “Right to Know” law.

2.3 Inspect spray environments to ensure compliance with federal, state, and local regulations, and for safety and cleanliness hazards.

2.4 Select and use the NIOSH-approved cartridge respirator. Inspect conditions and ensure fit and operation. Perform proper maintenance in accordance with OSHA regulations.

2.5 Select and use the NIOSH-approved (fresh air make-up system). Perform proper maintenance in accordance with OSHA regulations.

2.6 Select and use proper personal safety equipment for surface preparation, spray gun and related equipment operation, paint mixing, matching and application, paint defects and detailing (gloves, suits, hoods, eye and ear protection, etc.).

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Course Standard 3

TDL-ICR-3

Explore the different areas of the collision repair industry and understand what skills and knowledge are needed to be successful in each area of collision repair.

3.1 Compare each career pathway in the collision repair field.

3.2 Research and report on one area of the collision repair field.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

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Course Standard 4

TDL-ICR-4

Identify and correctly use power tools and hand tools used in collision repair.

4.1 Identify, use, and maintain common hand tools in the collision repair shop.

4.2 Identify, use, and maintain common power tools in the collision repair shop.
Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Course Standard 5

TDL-ICR-5
Learn basic metal repair techniques.

5.1 Distinguish between steel and aluminum.
5.2 Demonstrate the ability to rough out a dent in a steel panel with a hammer and dolly.
5.3 Demonstrate the ability to metal finish a dent in a steel panel with a hammer and dolly.
5.4 Demonstrate the ability to remove a dent from a steel panel with a weld on dent puller.
5.5 Demonstrate the ability to mix, apply, and block sand body filler to level.
5.6 Demonstrate the ability to mix, apply, and block sand primer surfaces.
5.7 Demonstrate safe work habits at all times and follow all classroom safety rules.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Course Standard 6

TDL-ICR-6
Identify the most common types of plastic used in automotive construction and perform simple repairs using these materials.

6.1 Distinguish between the common types of plastic.
6.2 Properly repair dents, gouges, and cuts in plastic panels using various methods.
6.3 Demonstrate safe work habits at all times and follow all classroom safety rules.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Course Standard 7

TDL-ICR-7
Identify the types of vehicle construction and know the advantages and disadvantages of each.

7.1 Distinguish between body over frame construction and uni-body construction.
7.2 Discuss the advantages and disadvantages of body over frame and uni-body construction.
7.3 Identify the parts of each type of vehicle construction.
7.4 Discuss how each type of vehicle construction reacts in a collision and differences in repair techniques due to the type of construction.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Course Standard 8

TDL-ICR-8
Identify and explain the differences in the types of material used in the automotive refinish industry, as well as demonstrate basic spray techniques.

8.1 Distinguish the difference in single stage and basecoat clear coat paint systems.
8.2 Demonstrate the ability to mix and spray both single stage and basecoat clear coat paint systems.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Course Standard 9

TDL-ICR-9
Read and write simple hand-written and computer-generated repair estimates.

9.1 Demonstrate the process of information gathering.
9.2 Demonstrate the process of inspection.
9.3 Process the inspection results with known information and formulate a repair estimate.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Course Standard 10

TDL-ICR-10

Develop an understanding of automotive careers; describe the principal fields of specializations; and identify associated career opportunities.

10.1 Identify education requirements for automotive occupations and locations where programs of study are available.
10.2 Match automotive job titles with qualifications and responsibilities.
10.3 Participate in activities related to career interests.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 11

TDL-ICR-11

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects and competitive events.

11.1 Explain the purpose, mission, objectives, motto, colors, official dress, and other distinguishing characteristics of SkillsUSA.
11.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community services, as well as professional growth and development.
11.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
11.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.