

# Course Outline

Transportation

REVISED: January/2023

**Job Title**

Aircraft Mechanics & Service Technicians

**Career Pathway:**

Systems Diagnostics, Service, & Repair

**Industry Sector:**

Transportation

**O\*NET-SOC CODE:**

49-3011.00

**CBEDS Title:**

Aircraft Mechanics

**CBEDS No.:**

5653

**79-70-63**

**Aviation Mechanic  
Airframe I - Structures**

**Credits:** 20

**Hours:** 292.5

**Course Description:**

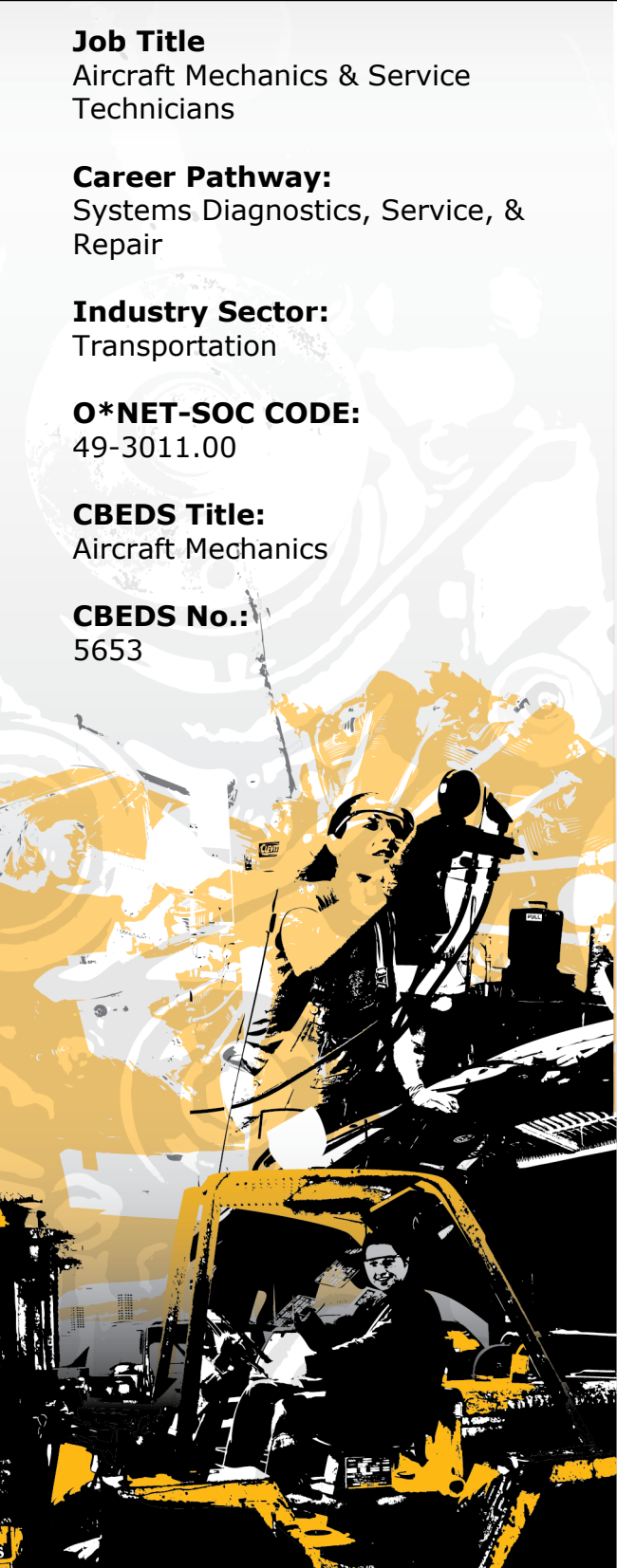
This competency-based course includes instruction in general subjects related to aviation maintenance including orientation and safety, metallic structures and non-metallic structures. It prepares students to pass parts of the Federal Aviation Administration (FAA) airframe and powerplant mechanic examinations. The competencies in this course are aligned with the FAA Title 14 CFR Part 147 Airman Certification Standards requirements, California High School Academic Content Standards, and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Enrollment requires a minimum 9.0 reading level as measured by the CASAS GOALS test and a minimum 9.0 math level as measured by the CASAS GOALS test and the minimum age of 16.

**NOTE:** For Perkins purposes this course has been designated as a **concentrator** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-9

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 11
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
<b>EVALUATION PROCEDURES</b>	p. 11
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

## **ACKNOWLEDGMENTS**

Thanks to ROBERT GIBSON and DANIEL D. PERKINS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## **Transportation Industry Sector Knowledge and Performance Anchor Standards**

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Transportation academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Transportation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Transportation sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Transportation sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Transportation sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Transportation sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Transportation sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Transportation anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organization.

## ***Transportation Pathway Standards***

### **C. Systems Diagnostics and Service Pathway**

The Systems Diagnostics and Service pathway prepares students for postsecondary education and employment in the transportation industry, which includes but is not limited to motor vehicles, rail systems, marine applications, and small-engine and specialty equipment.

Sample occupations associated with this pathway:

- ◆ Service Technician/Maintenance Worker/Shop Foreman
- ◆ Technical Writer
- ◆ Dispatcher
- ◆ Engineer
- ◆ Investigator/Inspector

- C1.0 Demonstrate the practice of personal and occupational safety and protecting the environment by using materials and processes in accordance with manufacturer and industry standards.
- C2.0 Practice the safe and appropriate use of tools, equipment, and work processes.
- C3.0 Use scientific principles in relation to chemical, mechanical, and physical functions for various engine and vehicle systems.
- C4.0 Perform and document maintenance procedures in accordance with the recommendations of the manufacturer.
- C5.0 Apply and understand appropriate business practices.
- C6.0 Demonstrate the application, operation, maintenance, and diagnosis of engines, including but not limited to two- and four-stroke and supporting subsystems.
- C7.0 Demonstrate the function, principles, and operation of electrical and electronic systems using manufacturer and industry standards.
- C8.0 Demonstrate the function and principles of automotive drivetrain, steering and suspension, brake, and tire and wheel components and systems in accordance with national industry standards.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Aviation Mechanic Airframe I - Structures Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>A. ORIENTATION AND SAFETY</b></p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the FAA requirements for attendance.</li> <li>3. Describe the federal certification requirements.</li> <li>4. Describe and explain classroom policies, grading and procedures.</li> <li>5. Describe the different occupations in the Transportation Industry Sector which have an impact on the role of aviation mechanics.</li> <li>6. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations.</li> <li>7. Explain and recognize the importance of teamwork, respecting individual and cultural differences and diversity in the workplace.</li> <li>8. Explain the impact of Environmental Protection Agency (EPA) legislation on Transportation Industry Sector practices in protecting and preserving the environment.</li> <li>9. Interpret OSHA-10 policies, procedures, and regulations for the workplace environment.</li> <li>10. Describe and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards.</li> <li>11. Describe the California Occupational Safety and Health Administration (Cal/OSHA) and its electrical safety standards governing aviation mechanics.</li> <li>12. Describe the Safety Data Sheet (SDS) as it applies to the aviation industry.</li> <li>13. Identify classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.</li> <li>14. Describe school safety regulations.</li> <li>15. Describe the safe use of shop equipment and storage areas.</li> <li>16. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Career Planning and Management: 3.4, 3.6, 3.9 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C1.2, C1.3, C1.4, C2.2, C4.2, C5.1, C5.2</p>
<p><b>B. METALLIC STRUCTURES</b></p> <p>Demonstrate and understand the knowledge, risk management, and skill elements required for aircraft metallic structures.</p>	<ol style="list-style-type: none"> <li>1. The student demonstrates understanding and terminology of:             <ol style="list-style-type: none"> <li>a. inspection, selection, identification, and testing of various sheet metal alloy and condition types used in repairing metal structures and defects</li> <li>b. layout, cutting, forming, bending, and drilling of metallic structural components and corresponding maintenance and safety practices/precautions for sheet metal fabrication</li> <li>c. selection of rivets, hardware, and fasteners with respective layout, installation, and removal methods for a given sheet metal repair</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 4, 5, 10, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Technology: 4.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>(Refer to FAA-ACS Subject A)</p> <p>(193 hours)</p>	<ul style="list-style-type: none"> <li>d. flame welding gases and the respective storage and handling procedures</li> <li>e. flame welding practices and techniques for various types of metallic structural materials and their characteristics for a given weld repair</li> <li>f. purpose and types of inert-gases used for welding and their corresponding methods used in welding application practices and techniques</li> </ul> <p>2. The student demonstrates the ability to identify, assess, and mitigate risk associated with:</p> <ul style="list-style-type: none"> <li>a. selection of sheet metal repair materials</li> <li>b. utilizing maintenance safety practices/precautions and use of PPE when working with sheet metal structures, materials, tools, and equipment</li> <li>c. use of electric welding equipment and proper handling, storage, and use of compressed gas bottles</li> </ul> <p>3. The student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>a. select, install, and remove solid and blind rivets and special purpose fasteners for a given sheet metal application or repair</li> <li>b. determine applicability of sheet metal for a repair in a specific application</li> <li>c. design and draw a repair, including the number of rivets and size of sheet metal required to fabricate a corresponding part, in accordance with the respective technical data</li> <li>d. reference a manufacturers structural repair manual to assess extent of damage and determine reparability of a given structure</li> <li>e. trim, form, prepare, and install a piece of sheet metal to fit a prepared area to repair a damaged aluminum sheet</li> <li>f. determine a rivet pattern for a specific repair and countersink rivet holes in sheet metal, as required</li> </ul>	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.2, 6.3, 6.4, 6.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.3, C1.4, C2.2, C2.5, C2.7, C4.1, C4.2, C4.3, C4.4</p>
<p><b>C. NON-METALLIC STRUCTURES</b></p> <p>Demonstrate and understand the knowledge, risk management, and skill elements required for aircraft non-metallic structures.</p>	<p>1. The student demonstrates understanding and terminology of:</p> <ul style="list-style-type: none"> <li>a. types and characteristics of wood materials and wood structures, inspection, repair methods, techniques, and practices</li> <li>b. acceptable and unacceptable wood defects, permissible wood substitutes, and the detrimental effects of moisture and humidity</li> <li>c. types of approved aircraft covering materials and factors used in determining proper types of covering and attachment methods</li> <li>d. covering material textile terms and seam types commonly used in fabric application and to prepare and apply fabric to aircraft surfaces</li> <li>e. fabric covering material inspection, preservation, restoration, and repair techniques and practices utilized on areas most susceptible to deterioration</li> </ul>	<p><b>Career Ready Practice:</b> 1, 4, 5, 10, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>(Refer to FAA-ACS Subject B)</p> <p>(97.5 hours)</p>	<ul style="list-style-type: none"> <li>f. identification, inspection, testing, and repair of composite materials, fasteners, hardware, and structures and the corresponding types of defects and storage concerns</li> <li>g. thermoplastic material types, defects, storage and handling methods, inspection, and installation procedures</li> <li>h. care, maintenance, safety practices, and repair of composite materials, structures, and windows</li> <li>i. inspection of seat belt restraints and interior carpeting and upholstery</li> </ul> <p>2. The student demonstrates the ability to identify, assess, and mitigate risk associated with:</p> <ul style="list-style-type: none"> <li>a. selection of glue, adhesives, and fasteners for composite aircraft structures</li> <li>b. composite structure repairs and use of unapproved repair system materials</li> <li>c. measuring, mixing, and exposure to materials used in composite construction and repairs</li> <li>d. storage and shelf-life of composite materials</li> </ul> <p>3. The student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>a. identify appropriate fasteners used on composite structures and inspect and repair fiberglass</li> <li>b. clean and inspect an acrylic type windshield and locate procedures for a temporary repair to a side window</li> <li>c. locate and explain the procedures for tying a modified seine knot</li> <li>d. perform a tap test on composite material and determine extent of damage or reparability of a non-metallic structure</li> <li>e. locate and explain repair for elongated bolt holes and other repair standard dimensions</li> <li>f. perform lay up for a repair to a composite panel, including preparation for vacuum bagging, using a manufacture’s repair manual, and prepare a finished repair surface for painting</li> </ul>	<p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C2.1, C2.2, C2.4, C2.5, C2.7, C4.1, C4.4</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Jeppesen Sanderson Inc., A & P Technician Airframe Textbook/Workbook, 3<sup>rd</sup> Edition. Jeppesen Sanderson Publishing, 2016

Jeppesen Sanderson Inc., Airframe Technician: Test Guide with Oral and Practical Study Guide, 6<sup>th</sup> Edition. Jeppesen Sanderson Publishing, 2016

Federal Aviation Administration., Aircraft Inspection, Repair & Alterations: Acceptable Methods, Techniques & Practices, 8<sup>th</sup> Edition, Aircraft Technical Book Company, 2009

Federal Aviation Administration (FAA)/Aviation Supplies & Academics (ASA), Federal Aviation Regulations for Aviation Maintenance Technicians, 2022 Edition, Aviation Supplies & Academics, 2021

### **Optional Handbooks and Reference Material**

Federal Aviation Administration, Airframe & Powerplant Mechanics, Airframe Handbook, Volume 1, Aircraft Technical Book Co., 2018

Federal Aviation Administration, Airframe & Powerplant Mechanics, Airframe Handbook, Volume 2, Aircraft Technical Book Co., 2018

Crane, Dale and Michmerhuizen, Aviation Mechanic Handbook, 7<sup>th</sup> Edition, Aviation Supplies & Academics, 2017

### **RESOURCES**

Employer Advisory Board members

California Career Technical Education Model Curriculum Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/transportation.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Projects
- E. Individualized instruction

### **EVALUATION**

SECTION A – Orientation & Safety – Pass the safety test with 100% accuracy.

SECTION B – Metallic Structures – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Non-Metallic Structures – Pass all assignments and exams with a minimum score of 80% or higher.

## ***Standards for Career Ready Practice***

**1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

**2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, societal, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

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## Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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