Course Outline

Transportation **REVISED: January/2023**

Job Title
Aircraft Mechanics & Service Technicians

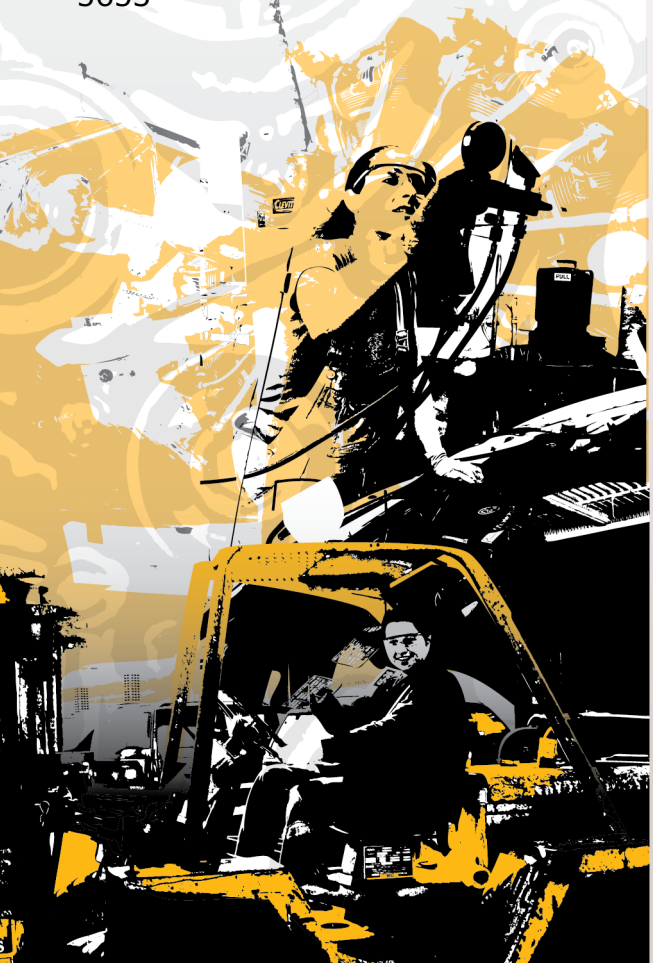
Career Pathway:
Systems Diagnostics, Service, & Repair

Industry Sector:
Transportation

O*NET-SOC CODE:
49-3011.00

CBEDS Title:
Aircraft Mechanics

CBEDS No.:
5653



79-70-53

Aviation Mechanic General I - Theory

Credits: 20 **Hours:** 292.5

Course Description:
This competency-based course includes instruction in general subjects related to aviation maintenance including orientation and safety, mathematics, physics for aviation, aircraft drawings, weight and balance, electricity and electronics. 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 an **introductory** course.

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

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Couseling Services Unit
Adult Curriculum Office
www.wearedace.org

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. 7-10

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)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 12
Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom. 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.	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
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. 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.	pp. 7-10
EVALUATION PROCEDURES	p. 12
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. 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.	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
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.	

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.

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: General I - Theory Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. ORIENTATION AND SAFETY Understand, apply, and evaluate classroom and workplace policies and procedures. (4 hours)	1. Describe the scope and purpose of the course. 2. Describe the FAA requirements for attendance. 3. Describe the federal certification requirements. 4. Describe and explain classroom policies, grading, and procedures. 5. Describe the different occupations in the Transportation Industry Sector which have an impact on the role of aviation mechanics. 6. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations. 7. Explain and recognize the importance of teamwork, respecting individual and cultural differences and diversity in the workplace. 8. Explain the impact of Environmental Protection Agency (EPA) legislation on Transportation Industry Sector practices in protecting and preserving the environment. 9. Interpret OSHA-10 policies, procedures, and regulations for the workplace environment. 10. Describe and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards. 11. Describe the California Occupational Safety and Health Administration (Cal/OSHA) and its electrical safety standards governing aviation mechanics. 12. Describe the Safety Data Sheet (SDS) as it applies to the aviation industry. 13. Identify classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards. 14. Describe school safety regulations. 15. Describe the safe use of shop equipment and storage areas. 16. Pass the safety test with 100% accuracy.	**Career Ready Practice:** 1, 3, 9, 10 **CTE Anchor:** 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 **CTE Pathway:** C1.2, C1.3, C1.4, C2.2, C4.2, C5.1, C5.2
B. MATHEMATICS Demonstrate and understand the knowledge, risk management, and skills elements required for mathematics as it relates to aircraft maintenance.	1. The student demonstrates understanding and terminology of: a. areas and volumes of various geometrical shapes b. define and describe and use of geometrical terms c. ratio, proportion, and percentage problems as it relates to aircraft maintenance or system(s) operation d. algebraic operations and how they relate to aircraft maintenance e. scientific notation, decimal, fractional, binary, and various conversions	**Career Ready Practice:** 1, 5, 10 **CTE Anchor:** Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Refer to FAA-ACS Subject H) (28.5 hours)	f. rounding numbers, powers and special powers, measurement systems, use of positive and negative integers in mathematical operations g. basic mathematic functions 2. The student demonstrates the ability to identify, assess, and mitigate risk associated with: a. precedence of operations when solving an algebraic equation b. use of both positive and negative integers in mathematical operations c. rounding off calculations 3. The student demonstrates the ability to: a. determine the square root of given numbers b. compute area and volume of various geometric shapes c. convert fractions and decimal numbers d. compare and compute various ratios e. compute torque value and respective conversions	Technical Knowledge and Kills: 10.1 Demonstration and Application: 11.1 **CTE Pathway:** C2.4
C. PHYSICS FOR AVIATION Demonstrate and understand the knowledge, risk management, and skills elements required for aviation physics. (Refer to FAA-ACS Subject J) (32.5 hours)	1. The student demonstrates understanding and terminology of: a. physical laws of principles as they apply to simple machines and effect on mechanical advantage b. gas laws and fluid mechanics and their effect on heat, pressure, and laws of motion c. theory of flight and effect on aerodynamic and flight controls d. relationship between temperature, density, weight, and volume and effect on force, area, or pressure in a specific application 2. The student demonstrates the ability to identify, assess, and mitigate risk associated with: a. changes in aircraft and engine performance due to density altitude and use of performance and testing data b. effect a repair can have on a flight control surface c. use of related units of measure 3. The student demonstrates the ability to: a. determine and convert temperature, density, and pressure b. calculate and determine mechanical advantage ratios of simple machines c. identify changes in pressure and velocity as a fluid passes through a venture d. calculate horsepower	**Career Ready Practice:** 1, 5, 10 **CTE Anchor:** Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Kills: 10.1 Demonstration and Application: 11.1 **CTE Pathway:** C2.4, C3.1
D. AIRCRAFT DRAWINGS Demonstrate and understand the knowledge, risk management, and skills elements required for aircraft drawings.	1. The student demonstrates understanding and terminology of: a. drawings, blueprints, sketches, charts, graphs, and system schematics, including commonly used lines, symbols, and terminology b. repair or alteration of an aircraft system or component(s) using drawings, blueprints, or system schematics to perform inspections and determine conformity with type design	**Career Ready Practice:** 1, 5, 10 **CTE Anchor:** Academics: 1.0

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Refer to FAA-ACS Subject B) (32.5 hours)	2. The student demonstrates the ability to identify, assess, and mitigate risk associated with: a. interpretation of tolerance as depicted on aircraft drawings as applied to specifications for alterations and repairs b. applicability of the drawing or schematic and revisions to a particular aircraft model and serial number 3. The student demonstrates the ability to: a. draw a sketch of a repair or alteration and identify meanings of lines and symbols and dimensions used in an aircraft drawing b. identify changes on an aircraft drawing and determine material requirements c. interpret graphs and charts	Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 **CTE Pathway:** C2.4, C2.5, C2.6
E. WEIGHT AND BALANCE Demonstrate and understand the knowledge, risk management, and skills elements required for weight and balance. (Refer to FAA-ACS Subject C) (65 hours)	1. The student demonstrates understanding and terminology of: a. weight and balance terminology and the purpose for weighing an aircraft b. weighing and determine procedures, including the general preparations for calculating Center of Gravity (CG) c. purpose, application, and methods of determining aircraft weights and CG d. adverse loading considerations and calculate adverse loaded or out-of-limit conditions requiring load shifting or ballast installation e. jacking an aircraft 2. The student demonstrates the ability to identify, assess, and mitigate risk associated with: a. aircraft weighing procedures and the proper use of jacks and scales b. aerodynamic and performance effects of weight and CG ranges in excess of limits 3. The student demonstrates the ability to: a. research, explain, and perform weight and balance calculations and weighing procedures accounting for tare b. calculate empty weight and CG location after equipment change using load shifting and ballast computations to correct out of balance conditions c. reference aircraft ballast information including datum location, placarding, type certificate data sheet specifications, and necessary scale calibration d. calculate a weight change and complete required records	**Career Ready Practice:** 1, 2, 4, 5, 10, 11 **CTE Anchor:** Academics: 1.0 Communications: 2.1 Technology: 4.1, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C.4.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
F. FUNDAMENTALS OF ELECTRICITY AND ELECTRONICS Demonstrate and understand the knowledge, risk management, and skills elements required for basic electricity and electronics. (Refer to FAA-ACS Subject A) (130 hours)	1. The student demonstrates understanding and terminology of: a. electron theory, magnetism capacitance, and inductance in both alternating (AC) and direct circuits (DC) b. principal electrical laws and theories in the application of respective laws, formulas, and calculations c. electrical measurement tools, principles, and procedures to determine voltage, current, resistance, and power in series, parallel and complex circuits d. the application and use of various electrical systems, components, and devices e. digital logic theory and the use of binary numbers f. electrostatic discharge protection and prevention g. electrical circuit drawings of basic, complex, combined, and integrated circuits h. AC and DC motors 2. The student demonstrates the ability to identify, assess, and mitigate risk associated with: a. taking voltage, current, resistance, and capacitance measurements in standard and high voltage circuits b. handling, storage, inspection, and safety considerations when working with different types of batteries 3. The student demonstrates the ability to: a. perform circuit continuity test and measure voltage, current and resistance b. test switches, relays, and circuit protection devices for function and operation c. read and interpret aircraft electrical circuit diagrams, symbols, including solid state devices, and logic functions necessary to troubleshoot a circuit d. demonstrate how to test for short-circuit and open-circuit conditions measuring voltage drop across a resistor e. inspect and service aircraft batteries	**Career Ready Practice:** 1, 4, 5, 10 **CTE Anchor:** Academics: 1.0 Technology: 4.1, 4.3, 4.4, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** C1.4, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C3.2, C3.4, C3.5, C3.7, C4.2, C7.1, C7.2, C7.3, C7.7

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Jeppesen Sanderson Inc., A & P Technician General Textbook, 5th Edition, Jeppesen Sanderson Publishing, 2016

Jeppesen Sanderson Inc., General Test Guide with Oral and Practical Study Guide, 8th Edition, Jeppesen Sanderson Publishing, 2017

Federal Aviation Administration., Aircraft Inspection, Repair & Alterations: Acceptable Methods, Techniques & Practices, 8th 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

Recommended Handbooks and Reference Material

Federal Aviation Administration, Airframe & Powerplant Mechanics, General Handbook, 5th Edition, Aircraft Technical Book, 2018

Crane, Dale and Michmerhuizen, Aviation Mechanic Handbook, 7th Edition, Aviation Supplies & Academics, 2017

RESOURCES

Employer Advisory Board members

California Career Technical Education Model Curriculum Standards
https://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 – Mathematics – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Physics for Aviation – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Aircraft Drawings – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Weight and Balance – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Fundamentals of Electricity & Electronics – 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.

Statement for Civil Rights

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