

Course Expectations for Diesel Technology 2

Teacher(s): Mr. Sylvester room: F105

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COURSE DESCRIPTION:

This one-year, three-period course is designed to provide advanced students with diesel-powered equipment repair and service skills. It will provide students with in-depth knowledge of diesel engine operating principles and the application of diesel power to commercial trucks, buses, and off-road equipment. Practical application of safe work habits and the correct use of tools, shop equipment, and precision test instruments will be emphasized throughout the course. Emphasis will also be placed on employability skills, entrepreneurship knowledge, basic academic skills, and the integration of the Vocational Industrial Clubs of America (VICA) student organization into the course. An internship or apprenticeship may be incorporated into the course of study to assist students in making a transition from school to work. This course will fulfill three of the elective credits required for high school graduation.

COURSE GOALS:

1. To understand the goals and procedures of the advanced diesel technology program. [NS: AUT 10.0]
2. To acquire knowledge of safe working habits and hazards that exist in a diesel service and repair facility. [NS: AUT 1.0, 10.0]
3. To develop skills in the correct use and care of diesel tools and equipment. [NS: AUT 1.0, 10.0]
4. To remove diesel engine accessories and external component parts. [NS: AUT 10.0]
5. To analyze the condition of engine parts through analysis and specifications. [NS: AUT 1.0, 2.0]
6. To develop skills in the disassembly and repair of accessories and component parts. [NS: AUT 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0]
7. To perform a complete reassembly of the diesel engine. [NS: AUT 1.0, 2.0, 3.0, 4.0]
8. To install engine and accessory components. [NS: AUT 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0]
9. To sequence the accessory and external component installation. [NS: AUT 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0]
10. To perform final adjustments while inspecting and running the diesel engine. [NS: AUT 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0]
11. To identify and troubleshoot the mechanical problems in a diesel engine. [NS: AUT 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0]

12. To understand the operation and adjustments of compression brakes. [NS: AUT 1.0, 6.0]
13. To acquire the entry-level skills, knowledge, and requirements of the diesel service industry. [NS: AUT 10.0]
14. To become acquainted with employment opportunities and the occupational outlook for the diesel industry. [NS: AUT 10.0]
15. To explore careers, nontraditional jobs, and entrepreneurships in the diesel technology field. [NS: AUT 10.0]
16. To develop academic skills that are related to the diesel technology field. [NS: AUT 10.0]
17. To develop desirable work habits emphasizing employee loyalty, responsibility, leadership, and business values. [NS: AUT 10.0]

It is recommended that nontraditional careers be encouraged and that gender-neutral teaching materials be utilized. The emphasis on hands-on activities allows for a wide range of ability levels. Equipment, tools, and machinery should be adapted for use by students with physical handicaps and the methods of their use should be adjusted to accommodate these special needs. Additionally, instructors are encouraged to use supplemental textbooks and audiovisuals illustrating special populations.

AUT = Automotive Technology Standards

COURSE REQUIREMENTS AND GRADING PROCEDURES:

GRADING POLICY

The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student’s progress towards mastery of the established standards for a particular course or subject. As such, other factors such as attendance, effort and behavior will not be considered when calculating a student’s grade. However, **excessive absences** (Seven unexcused absences during a semester) may result in a loss of credit in accordance with CCSD Regulation 5113. Extra credit will **not** be permitted unless the work is specifically designed to provide more evidence of a student’s progress towards mastery of the established standards.

Teachers will provide students with unit overviews that outline the performance expectations for that unit. These outlines will be accompanied by rubrics that define the levels of proficiency students are expected to demonstrate. The goal is for students to become more involved in monitoring their level of proficiency and participating in Assessment for Learning in order to improve their performance.

Students will be graded on a 0-100 point scale, with the following grade equivalents:

90-100	=	A	Consistently exceeds standards
80-89	=	B	Consistently meets standards
70-79	=	C	Approaching standards
60-69	=	D	Emergent
0-59	=	F	Does not meet standards/ Evidence not provided

In order to demonstrate sufficient evidence of proficiency, a student will be required to make arrangements with the teacher to make-up any assessments missed due to an absence. Failure to complete required assessments may result in a lower grade or a failing grade due to a lack of evidence.

Throughout the semester, students will be expected to complete formative and summative assessments. The Southwest Career and Technical Academy will be incorporating Project-Based Learning across the curriculum. The project-driven assessments will be implemented and assessed according to a standard rubric for all students, based on our beliefs in the attributes of Academic Knowledge, Character, Skills, Work Ethic, and Preparation. Further assessments include, but are not limited to, homework, class activities, participation, lab activities, class projects, quizzes, and exams. For this subject, assessments will be weighted as follows:

Project-Based Learning and the Six Tenets

The Southwest Career and Technical Academy is dedicated to assessing student learning and achievement through Project-Based Learning (PBL). The Southwest CTA uses six tenets, or beliefs, to assess student performance during each PBL assessment. These tenets will be the basis of grading during each PBL project. The six tenets are as follows:

- Content Knowledge
- Work Ethic
- Use of Resources
- Teamwork and Collaboration
- Professional Presentations
- Writing Skills

These tenets may also be used in the classroom setting at the teacher’s discretion.

Evaluation Form A: 6 Tenets (combined category’s are worth 100 points)

Tenet	Program Area	Weight
Content Knowledge = Tests/Quiz, Homework, Project	<ul style="list-style-type: none"> • Program Vocabulary • Program Skills 	<ul style="list-style-type: none"> • 20
Written Skills = Tests/Quiz, Homework, Project	<ul style="list-style-type: none"> • Writing skills appropriate to program (HTML Coding, Drafting, Auto Diagnostic) 	<ul style="list-style-type: none"> • 20
Presentation Skills = Project, Hands-on Mastery	<ul style="list-style-type: none"> • Traditional Presentation (PowerPoint, Delivery to audience) • Professional Presentation (Uniform, Showcase of Skill Mastery during Peer-Teacher Demonstration) 	<ul style="list-style-type: none"> • 20

<p>Use of Resources = Appropriate use of secondary resources, utilization of technology, mastery of tools</p>	<ul style="list-style-type: none"> • Accessing career specific resources (databases, manuals, textbook) • Appropriately using tools and materials (medical equipment, sewing machines, drafting tools) 	<ul style="list-style-type: none"> • 10
<p>Teamwork/Collaboration = Participation (Group Level)</p>	<ul style="list-style-type: none"> • Group Labs • Project Collaboration 	<ul style="list-style-type: none"> • 10
<p>Work Ethic = Meeting Deadlines, Participation (Individual Level)</p>	<ul style="list-style-type: none"> • Meeting designated deadlines (assignments, project scaffolds) • Class participation 	<ul style="list-style-type: none"> • 20

Students will be given weekly classroom assignments worth 100 points each week that they will pick up at the start of the first class day of the week. Other assignments will be classroom projects which may last 2 or more weeks. These projects are where the students will have a chance to grow their knowledge by doing. These projects will be working with peers and struggling with daily challenges that come up with others opinions. No late work will be accepted without good reason, i.e. absent.

According to CCSD regulation 5121, “Semester exams shall be comprehensive of the material covered during the semester and may be worth up to, but not exceed, 20% of the student’s final semester grade. Final semester grades shall reflect assignments and assessments completed throughout the semester and the final exam grade”. Semester

grades are not to account for more than 10% of the final grade. Semester grades will be calculated as follows:

Quarter 1 Grade	=	45%
Quarter 2 Grade	=	45%
Semester Exam	=	10%
Semester Grade	=	100%

REQUIRED MATERIALS

- **Safety glasses are required for each student and will be supplied if they do not have their own.**
- **A binder to keep track of paperwork done daily.**
- **\$40 class fee to be paid to help provide some of the supplies that will be used during class.**
- **Jacket or coveralls for when working in shop to help protect clothing.**
- **A flash drive to save information from computer for projects they are working.**

MAKEUP WORK POLICY

The following language is from CCSD Regulation 5113:

Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work **within** three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

LATE WORK POLICY

Late work that is considered practice (homework, classwork, etc.) will be accepted and graded for credit at the teacher's discretion.

From the date the student returns to school he/she will have one week to catch up on assignments.

DISCIPLINE PROCEDURES AND CITIZENSHIP GRADING:

A. Classroom Discipline Plan

Horseplay is instant Dean's office when we are in the shop due to safety of students and me.

Each class will set classroom standards that must be observed during class time.

No one is allowed in the shop area without instructor permission. Step write-up will occur for each failure to follow this rule.

The following steps in the Southwest Career and Technical Academy Progressive Discipline Plan will be followed when students do not follow established rules and behave inappropriately:

- | | |
|--------------------|--|
| STEP ONE: | Teacher-Student Conference (Warning) |
| STEP TWO: | Parent Contact by Teacher (Phone or Letter) |
| STEP THREE: | Counselor Referral |
| STEP FOUR: | Dean's Referral |

Some offenses are serious enough to warrant a referral to the Dean for the initial infraction (e.g.: physical violence, gross insubordination, truancy, etc.)

B. Tardy Policy

Timeliness Is Expected (T.I.E.) program promotes being on time as a basic skill for success that every person needs to possess. Through this program, it is our expectation that SWCTA students arrive on time to every class. Not only are students developing skills for success in high school but for the rest of their lives. Being on time before school may require special attention from the student's parent or guardian.

When a student is tardy during the 2011-2012 school year, the student will bring home a tardy slip. Any tardy during 1st block will result in a deans' detention to be served after school the following day. Detention will be served from 1:30-2:00 in a room designated by the dean's office. In addition to dean's detention, the third tardy in 1st block will also result in a Required Parent Conference, and a sixth tardy will result in one day of suspension. A day of suspension will be given for every tardy thereafter. Tardies received for any other periods of the day will require a parent or guardian to bring the student to school the next day and sign them in at the dean's office. Students who attempt to attend classes before being reinstated will be required to call home and get a parent to come sign them in or get permission to leave campus. Students not signed in will be placed on RPC (Required Parent Conference) pending a parent conference.

It is our goal that all students achieve to the best of their ability. By being on time to each class, students have a better opportunity to be successful. Parents or guardians may contact the Dean's Office at 799-5766 (X4500) in the event that there are questions regarding our Timeliness Is Expected program.

C. Cell Phone/Nuisance Item Policy

The Southwest Career and Technical Academy cell phone/nuisance item policy is in accordance with CCSD Regulation 5136 and the specific needs of the Southwest Career and Technical Academy.

FIRST OFFENSE:	Warning/Copy of Policy/Confiscation
SECOND OFFENSE:	RPC-B/Parent Pick-Up/Confiscation
THIRD OFFENSE:	RPC-T/Behavior Contract/Parent PickUp/ Confiscation
FOURTH OFFENSE:	1 Day Suspension/Parent Pick-Up/ Confiscation
FIFTH OFFENSE:	3 Day Suspension/Parent Pick-Up/ Confiscation
SIXTH OFFENSE:	5 Day Suspension/Parent Pick-Up/ Confiscation

D. Citizenship Policy

CATEGORY	Outstanding (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Engagement	Consistently involved in class activities; contributes to overall learning process; collaborates with others and/or the teacher.	Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration.	Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class.	Consistently uninvolved in class activities. Adamant refusal to work.
Preparation	Consistently prepared with materials; work is on time and may go beyond expectations.	Student has materials and submits work in a timely fashion and as expected.	Student may have had multiple instances of being unprepared, late work, or not completed as requested.	Consistently unprepared for class. Does not submit work on time or at all.
Behavior	Consistently respectful of both classmates and adults; Takes responsibility for individual actions;	Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and	Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules.	Consistent disrespect to classmates or adults. Regularly disruptive to learning process and violation of school or class

	Consistently complies with school and classroom rules.	classroom rules.	rules. Plagiarism
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Student citizenship grades are reported as follows: (This part cannot be changed)

- O = Outstanding**
 - S = Satisfactory citizenship**
 - N = Needs Improvement**
 - U = Unsatisfactory citizenship**
- CODE OF HONOR**

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one’s honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- ➡ Taking or copying answers on an examination or any other assignment from another student or other source
- ➡ Giving answers on an examination or any other assignment to another student
- ➡ Copying assignments that are turned in as original work*
- ➡ Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- ➡ Allowing others to do the research or writing for an assigned paper
- ➡ Using unauthorized electronic devices

- ➡ Falsifying data or lab results, including changing grades electronically

**This includes submitting the same assignment to two separate teachers without prior permission.*

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- ➡ Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- ➡ Turning in purchased papers or papers from the Internet written by someone else
- ➡ Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- ➡ Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

**This includes submitting the same assignment to two separate teachers without prior permission.*

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

Southwest Career and Technical Academy 2011-2012

Dear Families,

Please sign and detach this portion along the line above and have your child return it to the teacher listed below, so that you may keep this copy of the course expectations for future reference. Please contact Mr. Sylvester at 799-5766, if you have any questions regarding the information included in this document. I look forward to meeting you and becoming a partner in your child’s educational experience at Southwest Career and Technical Academy.

Teacher Signature: ___ Daniel Sylvester

Date: 8/29/2011

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR MY CHILD THIS YEAR.

Parent/Guardian

Signature: _____ Date: _____

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR ME DURING THIS SCHOOL YEAR.

Student Signature: _____ Date: _____

Please indicate your preference, sign and date this form below.

- I give** my child permission to view “PG” rated films.
- I do not give** my child permission to view “PG” rated films with the understanding that an alternative assignment will be given.

Parent/Guardian Signature: _____

Date: _____