

Know Your Car

Power Standards

Students will be able to:

1. Apply maintenance techniques to a motor vehicle.
2. Evaluate the condition and operation of a motor vehicle.
3. Make responsible decisions in owning an automobile.

Power Benchmarks

Students will be able to:

1. Apply safety techniques in the performance of a task.
2. Demonstrate proper use of tools in the performance of tasks
3. Evaluate and inspect the condition of tire, brakes, belts and hoses.
4. Inspect oil, oil filter, air filter and identify proper service intervals.
5. Diagnose and service electrical and fuel system problems.
6. Inspect and service automotive batteries and make proper replacement decisions.
7. Identify vehicle identification (VIN) and pertinent information panels.
8. Become aware of the responsibilities of automobile ownership.
9. Perform a visual and hands-on inspection of an automobile for safety.
10. Explain the procedure for buying, insuring and registering an automobile.

Know Your Car

Students will be able to:

1. Apply maintenance techniques to a motor vehicle.
 - Apply safety techniques in the performance of a task. (1)
 - Demonstrate proper use of tools in the performance of tasks (2)
 - Inspect oil, oil filter, air filter and understand required service intervals. (4)
 - Evaluate and service electrical systems. (5)
 - Inspect and service an automotive battery. (6)

2. Evaluate the condition and operation of a motor vehicle.
 - Evaluate and inspect tire and brake condition. (3)
 - Identify vehicle identification (VIN) and pertinent information panels. (7)
 - Become a knowledgeable car consumer. (8)
 - Inspect automobiles for safety. (9)
 - Evaluate belts and hoses. (3)

3. Demonstrate consumer knowledge of automobile ownership.
 - Understand the proper procedure for title transfer of an auto in Iowa (10)
 - Define the requirements for auto insurance in the State of Iowa (10)
 - Understand the conditions and application procedures for auto financing. (10)
 - Understand the difference between trade-in and owner sale. (10)
 - Understand common auto repair terms and component names. (10)

Know Your Car

Stage 1 – Desired Results:

<p>Power Standard 1: Apply general shop safety practices.</p> <p>Power Benchmark/Competency #1: Apply safety techniques in the performance of a task.</p> <p>Estimated Timeline: 2 days + on going application</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	
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<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Safety is important at all times. ➤ Unsafe conditions can be prevented. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What should be done when an unsafe condition has been identified? ➤ How can you keep yourself safe while performing a task? 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Explain why safety is important in the shop. ➤ Defend how they can keep themselves safe in the shop. <ul style="list-style-type: none"> ○ Combustible, Toxic, Hazard, Safety stands, PPD 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify unsafe conditions. ➤ Demonstrate safe work habits in the shop. <ul style="list-style-type: none"> ○ Combustible, Toxic, Hazard, Safety stands, PPD 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Students will pass a safety exam with 100% score 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See district standard grading procedure
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Know Your Car

Stage 3 – Learning Plan:

Apply safety techniques in the performance of a task.

Power Benchmark/Competency: #1

Learning Activities:	Resources:
Lecture and demonstration of shop safety practices and first aid	

Know Your Car

Stage 1 – Desired Results:

<p>Power Standard 1: Apply maintenance techniques to a motor vehicle.</p> <p>Power Benchmark/Competency #2: Demonstrate proper use of tools in the performance of tasks</p> <p>Estimated Timeline: 2 days + on going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X		X	Math	Science	Reading	Social Responsibility	Communication	X		X		
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<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Tools have a specific use. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What tool is the right tool for the job 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ State what tool to use for a specific application. ➤ Distinguish between acceptable and unacceptable tools 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Complete a task using the proper tools. 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Students will complete tasks using common tools 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See district grading scale 																				

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Stage 3 – Learning Plan:

Demonstrate proper use of tools in the performance of tasks

Power Benchmark/Competency: #2

Learning Activities:	Resources:
Explanation and demonstration of tools and their uses	
Simple disassembly and reassembly of project using common hand tools	

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Stage 1 – Desired Results:

<p>Power Standard 2: Evaluate the condition and operation of a motor vehicle</p> <p>Power Benchmark/Competency #3: Evaluate and inspect the condition of tire, brakes, belts and hoses.</p> <p>Estimated Timeline: 3 days + on going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
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<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Tires and brakes are a major component of a motor vehicle. ➤ Tires and brakes must be inspected on a schedule. ➤ Tire wear patterns indicate possible maintenance or part deficiencies. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ When should tires be inspected? ➤ When should brakes be inspected? ➤ What should be done to insure even tire wear? ➤ What can be learned about your maintenance habits or what parts may need to be replaced on your vehicle? 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Specify when to rotate tires. ➤ Explain how to rotate tires. ➤ Recognize when to change brakes. ➤ Demonstrate proper technique for changing a tire in a roadside emergency situation 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify tire tread wear patterns. ➤ Remove and rotate tires. ➤ Identify brake components. ➤ Inspect brake components. ➤ Properly change a tire using the vehicle jack and tools 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Students will evaluate tires for wear ➤ Students will change a tire on demonstration vehicle 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See District grading standard
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Stage 3 – Learning Plan:
Evaluate and inspect tire and brake condition
Power Benchmark/Competency: #3

Learning Activities:	Resources:
Lecture and demonstration of vehicle safety	
Changing of tire	

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Stage 1 – Desired Results:

<p>Power Standard 1: Apply maintenance techniques to a motor vehicle.</p> <p>Power Benchmark/Competency #4: Inspect oil, oil filter, air filter and identify proper service intervals.</p> <p>Estimated Timeline: 1 day + on going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	X
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<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Clean oil, oil filter, and air filter are essential for proper engine performance. ➤ Motor vehicles use multiple types of lubricants. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ When should the oil and the oil filter be replaced? ➤ How often should the oil level be inspected? ➤ How often should the air filter be inspected? ➤ Where are the chassis lubrication points? 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ State how to inspect oil, oil filter, and air filter. 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Inspect oil, oil filter, and air filter. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Student will evaluate condition of demonstration vehicle 	<p>Key Criteria: (Rubric) See district grading standards</p>
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Know Your Car

Stage 3 – Learning Plan:

Inspect oil, oil filter, air filter and identify proper service intervals. .

Power Benchmark/Competency: # 4

Learning Activities:	Resources:
Using demonstration vehicles the students will inspect and evaluate the condition of the vehicles under hood.	Vehicles donated to the program, All Data

Know Your Car

Stage 1 – Desired Results:

<p>Power Standard 1: Apply maintenance techniques to a motor vehicle.</p> <p>Power Benchmark/Competency #5: Diagnose and service electrical and fuel system problems.</p> <p>Estimated Timeline: 1 day + on going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X		X	X	X
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<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The lighting system enables the operator of a motor vehicle to see, as well as be seen by others. ➤ The fuses protect many other systems of a motor vehicle. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What other systems work inline with the fuse system? ➤ What are the different kinds of headlights used on motor vehicles? 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Give examples how to find and replace a fuse. ➤ Cite how to replace head and tail lights ➤ Locate fuel system components <ul style="list-style-type: none"> ○ halogen, amperes, filament, volt 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Locate and identify a burnt out fuse. ➤ Replace burnt out head and taillights ➤ Diagnose fuel delivery problems. <ul style="list-style-type: none"> ○ halogen, amperes, filament, volt 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Using used light sockets from salvage vehicles students will properly create and diagnose an electrical circuit ➤ Students will diagnose “bugged” demonstration vehicle for electrical and fuel problems 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See district grading standards
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Know Your Car

Stage 1 – Desired Results:

<p>Power Standard 1: Apply maintenance techniques to a motor vehicle.</p> <p>Power Benchmark/Competency #6: Inspect and service automotive batteries and make proper replacement decisions Estimated Timeline: 1 day + on going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	X
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<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Batteries are part of motor vehicles electrical systems. ➤ Batteries need to be properly maintained for a motor vehicle to operate correctly. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is used to test the charge state of a battery? ➤ What causes corrosion on battery posts? ➤ What keeps the battery charged? 																				
<p>Students will: (<i>know</i>) ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the top and side mount battery posts. ➤ Give examples of how to test the charge state of the battery. <ul style="list-style-type: none"> ○ CCA, volts, amps, corrosion, acid, wet cell 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Test the charge state of the battery. ➤ Inspect the battery posts for corrosion. <ul style="list-style-type: none"> ○ CCA, volts, amps, corrosion, acid, wet cell 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Service and inspect battery on demonstration vehicle ➤ Demonstrate proper “jump start” procedure 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See district grading standards
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Know Your Car

Stage 3 – Learning Plan:

Inspect and service automotive batteries and make proper replacement decisions

Power Benchmark/Competency: # 6

Learning Activities:	Resources:
Service battery on demonstration vehicle	Demonstration vehicle, wire brush, assorted hand tools, jumper cables
Demonstrate proper “jump start” procedures on demonstration vehicle	

Know Your Car

Stage 1 – Desired Results:

<p>Power Standard 2: Evaluate the condition and operation of a motor vehicle</p> <p>Power Benchmark/Competency #7: Identify vehicle identification (VIN) and pertinent information panels.</p> <p>Estimated Timeline: 1 day + on going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
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<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ○ All motor vehicles are required to have a VIN. ○ The information panels have vital data about the motor vehicle. ○ The operator’s manual that comes with the vehicle contains necessary information about the operation and maintenance of your vehicle. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What does VIN stand for? ➤ Where is the VIN located? ➤ What information can be found using the VIN? ➤ Where are the information panels located? ➤ What types of information is included in the vehicle operator manual? 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Locate vehicle identification (VIN#), and pertinent information panels. ➤ Identify what can be found on information panels. <ul style="list-style-type: none"> ○ VIN, door panel, paint code, engine code 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the VIN of a motor vehicle. ➤ Locate information panels and VIN. <ul style="list-style-type: none"> ○ VIN, door panel, paint code, engine code 																				
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<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ De-code VIN of demonstration vehicle 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See district grading standards 																				

Know Your Car

Stage 3 – Learning Plan:

Identify vehicle identification (VIN) and pertinent information panels.

Power Benchmark/Competency: #7

Learning Activities:	Resources:
De-code VIN of demonstration vehicle	

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Stage 1 – Desired Results:

<p>Power Standard 2: Evaluate the condition and operation of a motor vehicle</p> <p>Power Benchmark/Competency #8: Explain the procedure for buying, insuring and registering an automobile</p> <p>Estimated Timeline: 3 days + on going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X		X	X	X
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X		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ A knowledgeable car consumer can obtain a better purchase agreement. ➤ Motor vehicle insurance packages are available with different coverage’s and deductibles. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Where can you find price comparisons for motor vehicles? ➤ What is the difference between liability and full coverage? ➤ What is the minimum coverage allowed by the state of Iowa? ➤ What is a deductible? 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Explain the proper procedure for title transfer of a motor vehicle ➤ Explain how to obtain motor vehicle insurance. <ul style="list-style-type: none"> ○ loan, MSRP, liability, full coverage, deductible, premium, co-signer 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Explain the process in purchasing a motor vehicle. ➤ Explain the process for obtaining motor vehicle insurance and the minimum legal coverage’s. <ul style="list-style-type: none"> ○ loan, MSRP, liability, full coverage, deductible, premium, co-signer 																				
<h3 style="margin: 0;">Stage 2 – Assessment Evidence</h3>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Students will explain title transfer, insurance and financing 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See district grading standards 																				

Know Your Car

Stage 3 – Learning Plan:

**Explain the procedure for buying, insuring and registering an automobile
Power Benchmark/Competency: # 8**

Learning Activities:	Resources:
Students will write a report detailing responsibility of owning a vehicle	

Know Your Car

Stage 1 – Desired Results:

<p>Power Standard 2: Evaluate the condition and operation of a motor vehicle</p> <p>Power Benchmark/Competency #9: Perform a visual and hands-on inspection of an automobile for safety</p> <p>Estimated Timeline: 2 days + on going application</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X		X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
X		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Motor vehicles must be inspected for hazardous defects. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What areas of a motor vehicle should be inspected for defects? ➤ How often should a motor vehicle be inspected for defects? ➤ 																				
<p>Students will: (<i>know</i>) ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize motor vehicles defects. ➤ Define motor vehicle defects. <ul style="list-style-type: none"> ○ worn, loose, frayed, crack, dilapidated 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Inspect motor vehicles for defects. ➤ Classify motor vehicle defects. <ul style="list-style-type: none"> ○ worn, loose, frayed, crack, dilapidated 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Inspect demonstration vehicle for a trip 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See district grading standards
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Know Your Car

Stage 3 – Learning Plan:

Perform a visual and hands-on inspection of an automobile for safety

Power Benchmark/Competency: # 9

Learning Activities:	Resources:
Using the scenario of preparing to leave for college, the student will inspect various demonstration vehicles for safety and road worthiness	

Know Your Car

Stage 1 – Desired Results:

<p>Power Standard 2:</p> <p>Power Benchmark/Competency #10:</p> <p>Estimated Timeline:</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural						Math	Science	Reading	Social Responsibility	Communication					
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<p>Understandings: <i>Students will understand that:</i></p>	<p>Essential Questions: ➤</p>																				
<p>Students will: (<i>know</i>) ... (Include vocabulary) ○</p>	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary) ○</p>																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency) ➤ TBD</p>	<p>Key Criteria: (Rubric) ➤ TBD</p>
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