



2024-2025 Course Syllabus

Introduction to Automotive Technology

(Course Section credits earned)

Course Information

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Room: E-2

Course Description

This course serves as an introduction to the fundamentals of automotive technology, designed to provide students with a comprehensive understanding of the automotive industry, basic vehicle systems, maintenance, and repair procedures. Through a combination of theoretical knowledge and practical hands-on experience, students will develop the skills necessary for continued training, post-secondary education, and entry into a career.

Course Objectives

- To familiarize students with the history and evolution of the automotive industry.
- To provide an understanding of basic automotive systems and components.
- To develop skills in performing routine vehicle maintenance procedures.
- To introduce students to diagnostic techniques and troubleshooting methods.
- To emphasize safety practices and procedures in automotive repair and maintenance.
- To encourage critical thinking and problem-solving abilities in relation to automotive technology.

Pedagogical Approaches

Project Based learning

Project-Based Learning (PBL) is an instructional approach that emphasizes student-centered learning through the completion of extended, real-world projects. In PBL, students actively explore and acquire knowledge and skills through the investigation and solution of complex, authentic problems, or challenges. This approach is designed to promote deep understanding, critical thinking, collaboration, and the application of knowledge in meaningful contexts.

Key features of Project-Based Learning include:

- **Real-World Relevance:** Projects are designed to address real-world issues, problems, or challenges that are meaningful and relevant to students' lives and interests.
- **Inquiry and Exploration:** PBL engages students in inquiry-based learning, where they ask questions, conduct research, and explore topics in depth to develop a deeper understanding of the subject matter.
- **Authentic Tasks:** Projects involve authentic tasks or activities that mirror tasks performed by professionals in the field, such as conducting experiments, designing solutions, or creating products.
- **Collaboration:** PBL often involves collaborative teamwork, where students work together in groups to plan, research, and implement their projects, fostering communication, teamwork, and problem-solving skills.
- **Critical Thinking and Problem-Solving:** PBL encourages students to think critically, analyze information, and solve complex problems, often requiring them to apply knowledge from multiple disciplines.
- **Student Autonomy and Ownership:** In PBL, students have a degree of autonomy and ownership over their learning process, allowing them to make decisions, set goals, and take responsibility for their learning.
- **Reflection and Assessment:** PBL emphasizes reflection on the learning process and outcomes, allowing students to evaluate their progress, identify areas for improvement, and celebrate their achievements. Assessment in PBL often focuses on the quality of the final product or solution, as well as students' ability to demonstrate their knowledge, skills, and understanding throughout the project.

Overall, Project-Based Learning provides students with opportunities to engage deeply with content, develop critical skills for success in the 21st century, and prepare for lifelong learning and success in diverse academic and professional contexts.

Linked Learning

Research and experience show that real educational solutions exist in the “and.” When we combine college and career preparation, we put every student in position to pursue the full range of postsecondary options, whether trade school, college, or other credentialing programs.

Historically, the vast majority of American students have faced an “or.” At some point in their high school experience they were deemed to be college material, or not. So, they were encouraged to study for college or train for a trade.

But when college-entry coursework is separated from career technical education, the limits of each model are exacerbated. When integrated, college and career preparation reinforce each other, creating a much stronger equation with real benefits to our students, communities, and economy. That’s the power of plus—and the driving principle behind Linked Learning.

A BLEND OF FOUR CRUCIAL ELEMENTS

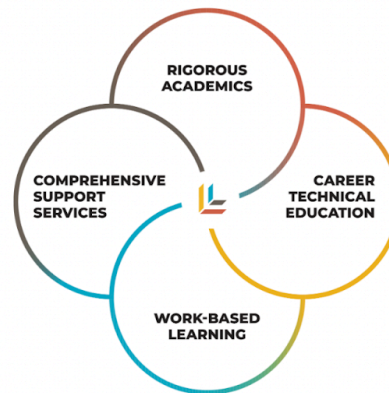
Schools and academies adopt Linked Learning in ways that fit their local contexts. What they share in common is the integration of four key components:

Rigorous academics, aligned to admissions requirements for state colleges and universities.

Career technical education, delivering concrete knowledge and skills through a carefully structured sequence of courses.

Work-based learning, providing students with exposure to real-world workplaces through job shadowing, apprenticeships, internships, and more.

Comprehensive support services, including counseling and supplemental instruction in reading, writing, and math to address the individual needs.



Commitment to Equity and Inclusivity in our classroom

At Kennedy, we are dedicated to fostering an inclusive and equitable learning environment where every student feels valued, respected, and supported. We recognize and celebrate the diverse backgrounds, identities, and experiences that our students bring to the classroom. Our commitment to equity and inclusivity means that:

- **Diverse Perspectives:** We actively incorporate diverse perspectives and materials into our curriculum to ensure that all voices are represented and heard. This enriches our learning experience and promotes a deeper understanding of the world.
- **Equitable Opportunities:** We strive to provide equitable opportunities for all students to succeed. This includes offering support tailored to individual needs, ensuring access to resources, and creating a learning environment where everyone can thrive.
- **Inclusive Practices:** We implement inclusive teaching practices that recognize and address the diverse learning styles and needs of our students. We aim to create a

classroom culture where differences are respected, and all students feel comfortable participating.

- **Ongoing Education:** We are committed to ongoing education and professional development in equity and inclusivity for our teachers and staff. This helps us stay informed about best practices and ensures that we are continuously improving our approach.
- **Open Dialogue:** We encourage open and respectful dialogue about equity and inclusivity issues. Our classroom is a safe space where students can express their thoughts and experiences and engage in meaningful conversations that foster understanding and empathy.
- **Community Engagement:** We engage with families and the wider community to support our commitment to equity and inclusivity. By building strong partnerships, we can better address the needs and aspirations of our diverse student body.
- Through these commitments, we aim to empower every student to reach their full potential and to prepare them to be thoughtful, compassionate, and engaged members of a diverse society.

Classroom Expectations

I'm looking forward to a productive, insightful, and enjoyable school year working with you. As with most working collaborations, some days can be better than others, so we learn to "do the work even on a bad day" and persevere. I am here to create opportunities for academic discovery for all students, and this requires you to build habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to work through setbacks and frustrations toward growth.

Behavior

Everyone needs class to run smoothly for their advancement and success; therefore, classroom time means shared time with equal stakes for all. You are expected to respect and maximize this shared time without disruption. Don't waste class time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the John F. Kennedy High Student Handbook for campus-wide rules for behavior and expectations.

Attendance & Tardies	Get up, dress up, show up. If you miss multiple days of class in a semester – excused or unexcused – you may not earn course credit. As our bell rings, I expect you to be seated and ready to start. If you arrive late, be polite and enter quietly without distraction. Absences and tardies hurt your participation, and we don't want to leave you behind.
Food & Drink	I allow fruits, vegetables, or water if they aren't distracting. NO FOOD OR DRINK IS ALLOWED IN THE SHOP AREA
Personal Needs	<ul style="list-style-type: none">● Use the bathroom ahead of time so you don't miss class. Leave your phone/earphones in class.● Blow your nose if necessary, during class, but tissues don't permit you to roam around and visit.
Technology	<p>In our digital age, our brains are stimulated, and yet stupefied. We often have too many tabs open in our browsers and brains. Reading on our devices is a wide-ranging thrill; however, it tends to be shallow scanning rather than deep reading. By contrast, longer-form reading immerses us and focuses our concentration. That's one of the roles of an Education: to condition our brains to switch from 'browsing' mode to 'deep reading' mode successfully. It still matters. Be truly present and stay human.</p> <ul style="list-style-type: none">● Keep your ears clear – no earbuds, Air Pods, etc., during class.● Place mobile devices out of reach and out of sight unless I specifically allow their use in a lesson.● Show patience and grace when internet connections are laggy and online platforms are glitchy.

Submit your own work using real (not artificial) intelligence to avoid plagiarism

Tardy Policy

1st & 2nd Tardies	Student Coaching & Mentoring
3rd Tardy	Lunch Detention
4th Tardy	Parent/Guardian Notification
5th Tardy	Wednesday night School

Electronic Signaling Devices (BP 5131.2)

The Governing Board believes that the unauthorized use of electronic signaling devices adversely affects students' ability to achieve academic success, is disruptive to effective classroom discipline and management, and can lead to an invasion of staff and student's safety and privacy. (Education Code § 48901.5) (Administrative Regulation 5131.2) Students shall be permitted to use electronic signaling devices, such as cell phones, before and after school hours only. Such devices shall not be turned on or used from the time school starts until the end of school, including non-instructional time and extracurricular activities unless given authorization from site administration. During an emergency declared by the school, text message scripts will be posted for students so they may provide updates of the situation to their parents/ guardians. It is important that cell phones and other devices be used sparingly so that emergency services have priority to assist students and staff on site. Site administration shall use a progressive consequence plan when students are found using electronic signaling devices during school hours and without permission, and the device may be confiscated. In the event there is reasonable suspicion that the electronic device has been used in violation of a school rule or district policy, such as cheating or bullying, taking pictures in locker rooms, committing an actual crime, or out of concern for the health and safety of the student or others, the superintendent or designee is authorized to review contents of the device consistent with legal standard.

Anti-Bullying & Harassment (BP 5145.4)

Bullying is an imbalance of power that is repeated over time and intended to do harm (verbally, psychologically, or physically). Students are assured that they need not endure bullying behavior or harassment that impairs the learning environment, interferes with students' ability to benefit from their education, or has a detrimental effect to a student's emotional well-being. Schools will work toward providing an orderly, caring, and non-discriminatory learning environment and students need not endure bullying behavior whether it takes place on or off school property, electronically, at any school-sponsored function, or in a school vehicle. All school employees, students, parents, and others are required to report bullying behavior to the principal who will determine if the act meets the

anti-bullying policy and who may apply consequences. Retaliation towards students or others who report bullying or harassment is prohibited. For more information, including reporting forms, go to <https://www.scusd.edu/reportbullying>. Reports of bullying behavior or harassment can be made anonymously through the district's Bullying Prevention Hotline at 1-855-86-Bully or 1-855-862-8559. Parents/ guardians may also refer to the sections on non-discrimination and Title IX in this booklet.

Formative Assessments: Mastery of content in this class requires participation in group and class discussions and activities, as well as individual study and preparation. Students will be required to complete an Ongoing Self-Assessment on Formative Assessments by Standard to help prepare them for summative assessments. Formative assessments will be reviewed for accuracy (in class), but not graded.

Summative Assessments: After being introduced to a particular topic, students will be expected to prepare for in-class content application (Presentations, Writing Assignments, Portfolios, Quizzes/Tests, and Lab Activities).

Retakes: Standards-Based Grading is about developing a growth mindset. So, retakes are a large part of the course. Students will have an opportunity to retake a given assessment on the target standards they are seeking to reach proficiency or above. Retakes will be offered once a week on Wednesdays at lunch. In order to do a retake, the OSA for that content must be complete. If another time is needed, we can discuss options.

Makeups: Students who miss class will need to make up any Summative Assessments they are missing ASAP. Students can do that on the same day and time retakes are offered. Students who are far behind should reach out through email so we can coordinate a plan together to get caught up. Don't let yourself fall behind; advocate for yourself!

Parent and Student Acknowledgement

I have read and understood this syllabus. My signature at the bottom of this page signifies my deliberate agreement to abide by the requirements of this syllabus. Failure to turn in this signature sheet signifies my tacit consent to abide by the requirements of this syllabus.

Student Signature

Date

Printed Name

Printed e-mail address

I have read, and though my child may not want me to, I also agree to help hold my child to the high standards they deserve to be held to. I fully understand the policies as laid out in this syllabus. Not signing is my tacit acceptance of these terms.

Parent/Guardian Signature

Date

Printed Name

Printed e-mail

Best Contact Number