

**Transportation, Distribution and Logistics Career Cluster
Painting and Refinishing I
Course Number 47.56600**

Course Description:

Painting and Refinishing I is the first course in the painting and refinishing strand of collision repair and will provide students with automotive-refinishing skills and knowledge to assist in obtaining a career in the automotive refinishing industry. The student will learn theory, as well as hands-on application in a project-based setting. The prerequisite for this course is Introduction to Collision Repair.

Course Standard 1

TDL-PR1-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé

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Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

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Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

TDL-PR1-2

Comply with personal and environmental safety practices in accordance with local, state, and environmental regulations.

- 2.1 Identify and take necessary precautions with hazardous operations and materials according to federal state and local regulations.
- 2.2 Identify and explain safety and personal health hazards according to OSHA guidelines and the "Right to Know" Law.
- 2.3 Inspect spray environments to ensure compliance with federal, state, and local regulations, and for safety and cleanliness hazards.
- 2.4 Select and use the National Institute for Occupational Safety and Health (NIOSH) approved cartridge respirator. Inspect condition and ensure fit and operation. Perform proper maintenance in accordance with OSHA regulations.
- 2.5 Select and use the NIOSH approved fresh air make-up system.
- 2.6 Perform proper maintenance in accordance to Occupational Safety and Health Administration (OSHA) regulations.
- 2.7 Select and use the proper personal safety equipment for surface preparation, spray gun and related equipment operation, paint mixing, matching and application, paint defects and detailing (gloves, suits, hoods, eye and ear protection, etc.).

Course Standard 3

TDL-PR1-3

Examine and practice various vehicle surface preparations.

- 3.1 Inspect, remove, store and replace exterior trim and components necessary for proper surface preparation.
- 3.2 Identify and explain soaps and cleaners used for various car parts.
- 3.3 Perform soap and water wash of entire vehicle using appropriate cleaner to remove contaminates.
- 3.4 Inspect and explain substrate, type of finish, surface condition, and film thickness.
- 3.5 Develop and document a plan for refinishing using a total product system.
- 3.6 Demonstrate stripping paint to bare metal substrate (paint removal).
- 3.7 Identify and explain types of sand paper, proper grits for various finishes, and types of backing pads.
- 3.8 Identify and describe dry or wet sand areas to be finished.
- 3.9 Identify and describe featheredge damaged areas to be refinished.
- 3.10 Apply suitable metal treatment or primer in accordance with total product systems.
- 3.11 Demonstrate masking and protecting other areas that will not be refinished.
- 3.12 Mix primer, primer surfacer or primer sealer.
- 3.13 Apply primer onto surface or repaired area.
- 3.14 Identify and explain complimentary color or shade of undercoat to improve coverage.
- 3.15 Apply two component finishing filler to mirror surface imperfections.
- 3.16 Identify and explain block sand area to which primer-surfacer has been applied.
- 3.17 Identify and explain dry or wet sand areas to which primer-surfacer has been applied.
- 3.18 Identify and explain dry sand areas to which two-component finishing filler has been applied.
- 3.19 Remove dust from area to be refinished, including cracks or moldings of adjacent areas.
- 3.20 Clean area to be refinished using a final cleaning solution.
- 3.21 Remove, with tack rag, any dust or lint particles from the area to be refinished.
- 3.22 Apply suitable sealer to the area being refinished.

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- 3.23 Demonstrate scuffing sand area to remove imperfections from a sealer.
- 3.24 Apply stone chip resistant coating.
- 3.25 Restore corrosion-resistant coatings, caulking, and seam sealers to repaired areas.
- 3.26 Prepare adjacent panels for blending.
- 3.27 Identify and determine the materials, preparation and refinishing procedures of types of rigid, semi-rigid, or flexible plastic parts to be refinished.
- 3.28 Identify metal parts to be refinished and determine the materials, preparation, and refinishing procedures.

Course Standard 4

TDL-PR1-4

Examine and practice spray gun and related equipment operations.

- 4.1 Inspect the condition of spray guns and related equipment (air hoses, regulators, air lines, air source, and spray environment).
- 4.2 Clean spray guns and related equipment (air hoses, regulators, air lines, air source, and spray environment).
- 4.3 Determine the condition of spray guns and related equipment (air lines, air source, and spray environment).
- 4.4 Demonstrate an understanding of selecting a spray gun set up (fluid, needle, nozzle, and cap) for product being applied.
- 4.5 Test and adjust spray gun using fluid, air and pattern control valves.
- 4.6 Demonstrate an understanding of the operation of pressure spray equipment.

Course Standard 5

TDL-PR1-5

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects and competitive events.

- 5.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 5.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
- 5.3 Explore the impact and opportunities SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 5.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.