

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
FRP100: Fire Rescue 100**



Program Overview

The Fire Rescue program at PSLA is designed to provide students with experience in the field of firefighting and to prepare them for the fire academy. Throughout the program, a wide range of topics will be covered including fire safety and awareness, fire suppression, firefighter survival skills, and planning for a city-wide disaster. Students will become certified in CPR and First Aid, receive Certified First Responder (CFR)/Emergency Medical Responder (EMR) certification, and Emergency Medical Technician-Basic (EMT-Basic) certification. The program offers job shadowing and internship experiences, the opportunity to earn college credits from OCC and credit for the completion of New York State Firefighter courses. Those successfully completing the program will earn a Regents diploma and pass an industry-based assessment to receive a technical endorsement on their diploma. Career opportunities for graduates from the program include firefighter, fire protection professional, industrial fire safety professional and fire investigator.

Course Description

In this introductory course, students will become aware of the broad field of fire suppression. Students begin to develop the fire skills necessary for handling the challenges and demands of fire protection. Topics covered will include the science of fire, fire protection and prevention, fire safety, the basic organization and functions of a fire department and other agencies involved in fire protection. Other topics covered are statistics of fire loss and a review of current and future fire protection problems. Throughout the program, students will participate as a team member in weekly physical training (PT) drills to improve their physical and mental health.

Work-Based Learning

Students will be connected with working fire rescue professionals in the community through guest speakers, Career Coaching, field trips, and job shadowing leading to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

N/A

Course Objectives

Students will:

1. Practice the personal and physical attributes of successful firefighters.
2. Demonstrate basic firefighting tactics and procedures.
3. Demonstrate proper use of personal protective equipment (PPE).
4. Explain various types of fire apparatus and common equipment carried by Fire Rescue workers and demonstrate their functions.
5. Apply the technical terminology of fire service.
6. Describe how various emergency providers interact with each other.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit); Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- **Student will provide:** N/A

Textbook

International Fire Service Training Association (IFSTA). (2013). *Essentials of Firefighting and Fire Department Operations. 6th Edition*. Stillwater, OK: Fire Protection Publications.

Grading

20%	Tests
15%	Quizzes
15%	Classwork

10%	Homework
20%	Participation
20%	PT Grade

Additional Course Policies

Students must receive a standard sports physical for entry into this course. Students are required to follow all classroom and training safety rules. Students must participate in weekly Physical Training Drills.

Course Calendar

Quarter	Units of Study
1	• Personal Qualities and Attributes of Fire Rescue Workers • Communication Skills Among the Fire Rescue Team and with Victims • Personal Health and Fitness Requirements for Fire Rescue Personnel • Introduction to Fire Rescue Careers • Companies and Battalions • Legal and Ethical Issues
2	• The Science of Fire • Building Construction and Fire • Fire Extinguishers • Fire Safety and Personal Protective Equipment (PPE) • Self-Contained Breathing Apparatus
3	• Fire Detection Systems and Sprinkler Systems • Water Supplies and Fire Hydrants • Fire Hoses and Hydrants • Advancing Hose Lines • Fire Streams and Foams • CPR Training and First Aid Certification • Survival and Search Skills
4	• Fire Ventilation • Ladders • Ropes and Knots • Forcible Building Entry • Vehicle Fires • Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
FRP100: Fire Rescue 100



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 1 Personal Qualities and Attributes of Fire Rescue Workers	- What personal qualities should fire rescue personnel possess? - What skills do you currently have? - What skills do you need to develop to be successful?	- Identify and describe personal characteristics needed for fire rescue workers. - Identify and create a profile of personal qualities to be developed during the fire rescue program, including: ✓ Integrity: honesty, trustworthiness, reliability and accountability. ✓ Tolerance and respect for diversity. ✓ Flexibility/adapting to change. ✓ Courage. ✓ Confidence and resilience. ✓ Teamwork. ✓ Effective communication and interpersonal skills. ✓ Critical thinking and problem-solving skills. ✓ Situational awareness. ✓ Commitment to excellence. ✓ Awareness of public image.	- Research on personal qualities - Individual assessment of personal attributes - List of personal attributes to be developed during the program - Team developed personal profiles for fire rescue workers - Comparison of individual personal aptitudes/ attributes with those required for fire rescue personnel - Teacher and student developed rubric to evaluate personal qualities during the program	Career Ready Practices CRP 1,2,4,7,8	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,6	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1	Science
Week 2 Communication Skills Among the Fire Rescue Team and with Victims	- Why are communication skills critical for fire personnel? - What does it mean to be a people person? - What is nonverbal communication? - What is your communication style? - What are some barriers to effective communication? - What does diversity mean? - How do language and culture impact the way fire rescue workers communicate?	- Explain the importance of communication among members of the fire rescue team. - Describe nonverbal communication, including eye contact, facial expressions, personal space and body language. - Describe verbal communication styles and types. - Identify of barriers to effective communication. - Define diversity and explain how it affects communication in emergency situations.	- Written summaries of communication types and rationales for adjusting to selected audiences - Team developed verbal and nonverbal communication guidelines - Posters and/or bulletin board displays - Role play of verbal and non-verbal communication scenarios	Career Ready Practices CRP 1,2,4,8,9	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,4,9	Science
Weeks 3-4 Personal Health and Fitness Requirements for Fire Rescue Personnel Physical Training (PT)	- What fitness and physical characteristics are required of fire rescue personnel? - What does physical fitness mean as it relates to a fire rescue worker's job performance? - Are you ready to pass the fitness test?	- Describe the physical demands of fire rescue workers. - Assess personal fitness level and determine readiness for fire rescue work. - Identify individual baseline levels for personal fitness. - Explain the concept of a personal healthy lifestyle. - Describe proper nutrition.	- Research and written summaries of the physical demands on fire rescue workers - Fitness tests - Baseline fitness data rubric - Two-week journal of food intake and physical activity	Career Ready Practices CRP 1,2,3,4,7,11	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,4	Science HS-LS1-2,1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	- What is meant by personal health? - What is a healthy lifestyle and how does it affect fire rescue employees? - What lifestyle choices negatively affect health? - Are you physically and mentally fit?	- Identify nutrition needs and food sources. - Identify healthy choices and explain how selections impact overall wellness/health. - Describe the process of decision making for developing a safe and healthy lifestyle. - Recognize harmful choices related to nutrition, sleep, drug and alcohol use. - Improve fitness levels and work as a member of a cohesive unit/team.	- Review and analysis of journal information - Weekly physical fitness training demonstrating increase from baseline achievement		LE-S4-K5 S2.K1 S6.K5
Weeks 5-6 Introduction to Fire Rescue Careers Physical Training (PT)	- What career opportunities are available to fire rescue workers? - What is the role of firefighters? - What are the training/education/certifications required? - What are the differences between firefighters and forest fire fighters? - What are emergency dispatchers, and how do they work with fire rescue workers? - What is a fire prevention inspector? - Are you physically and mentally fit?	- Distinguish job titles and explain the corresponding roles, responsibilities, educational requirements and wages. - Describe the function of dispatchers and how they interact with the fire rescue team. - Explain the role of fire prevention inspectors and the reasons they are required. - Improve fitness levels and work as a member of a cohesive unit/team.	- Electronic research including education, training, certifications and wage information - Group presentations on selected pathways - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,7,11	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,9,10	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM	Science S2.K1 S6.K5 HS-LS1-3
Week 7 Companies and Battalions Physical Training (PT)	- What are the different types of companies found in a fire department? - What are their roles and responsibilities? - What is meant by the chain of command and how is it applied in companies and battalions? - Are you physically and mentally fit?	- Examine the way a fire department is divided into the various companies. - Analyze each company's tasks when on an emergency response. - Describe the methods in which companies interact and work independently during a fire rescue event. - Distinguish the reasons for each company to have its specialized tasks. - Explain the meaning of chain of command and the ways it impacts communication in companies and battalions. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written assignment on companies and battalions and the chain of command - Quiz on roles of companies - Vocabulary quiz - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,4,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 4	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,4,6,7	Science S2.K1 S6.K5 HS-LS1-3
Weeks 8-9 Legal and Ethical Issues	What are the most important personal safety considerations for fire rescue personnel?	Describe the basics rules of personal and crew safety on the job.	Team presentation and rubric on Fire Rescue Requirements	Career Ready Practices CRP 1,2,4,8,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Physical Training (PT)	- How do legal issues impact fire rescue personnel? - What does data collection and record-keeping look like in fire rescue situations? - What are the protocols required in data collection and recording? - What guidelines should fire rescue personnel follow to protect themselves from legal action? - How do HIPAA, Patients' Rights and ADA impact the fire rescue career field? - What is the impact of the Good Samaritan Act on fire rescue personnel? - What does the term ethics mean? - Why should ethics always be a consideration for fire rescue personnel? - What is an ethical decision? - Are you physically and mentally fit?	- Explain safety and the role of Fire Rescue personnel. - Explain current legal and ethical issues relevant to Fire Rescue personnel. - Explain the responsibilities of record keeping and data collection in Fire Rescue. - Analyze HIPAA regulations, Patients' Rights, and the American with Disabilities Act and their relevance to the Fire Rescue position. - Predict how ethical decisions impact Fire Rescue personnel. - Examine the Good Samaritan Act and how it affects the Fire Rescue personnel in providing medical services. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written assignment on HIPAA Case Violation - Summary of Patients' Right Documents and what they protect - Summary of research on current legal issues in the fire rescue field - Written statement of ethical behavior - Quiz on Good Samaritan Act - Article summary of fire rescue legal issues - Research case where fire rescue personnel have been challenged under the Good Samaritan Act - Ten Week Assessment - Weekly physical fitness training demonstrating increase from baseline achievement		9-10L 1,2,3,4,5,6
				Cluster Standards LW 4	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 4	Science SI1.K3 S2.K1 S6.K5 HS-LS1-3
Weeks 10-13 The Science of Fire Physical Training (PT)	- What environmental changes impact the behavior of a fire? - What are the different types of fires? - Why is it important for firefighters to know and understand the characteristics of fire types? - What is important to know about how a fire progresses and is controlled? - What do firefighters need to do to stay safe during different types of fire? - Are you physically and mentally fit?	- Identify the basic components needed for fire. - Examine the various types of fires and how each reacts to a given environment. - Analyze the different methods of controlling a fire. - Describe the conditions and external variables that affect a fire's development and control. - Identify safety precautions necessary in each type of fire. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written summary on managing different types of fire and control techniques - Guest Speaker: Questions and written reaction papers - Quiz on characteristics of fires and ways to predict their reactions - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,5,6,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5	Science S6.K2 HS-PS3.1 S2.K1 S6.K5 HS-LS1-3.
Week 14 Building Construction and Fire	- How do different construction types affect fire growth? - What do fire rescue personnel need to consider to work safely and effectively in specific structures?	- Identify the different types of building construction. - Examine the impact of construction on fire growth. - Describe the ways building construction changes how firefighters attack a fire.	- Pictures and descriptions of building types around Syracuse - Written analyses on building construction, firefighter awareness and	Career Ready Practices CRP 1,2,3,4,5,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Physical Training (PT)	Are you physically and mentally fit?	Improve fitness levels and work as a member of a cohesive unit/team.	correct approaches to selected construction types - Application of regulations and protocols for personal and team safety - Weekly physical fitness training demonstrating increase from baseline achievement	Pathway Standards LW-EFM 5,10,15	9-10WHST 2,5,6,7 Science S6.K2 SI1.K2 S2.K1 S6.K5 HS-LS1-3.
Week 15				Career Ready Practices CRP 1,2,4,8,11	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
Fire Extinguishers	- What are the various types of portable fire extinguishers? - Why does each one have a different use? - What is the life of a fire extinguisher and how is it determined? - What happens to a fire extinguisher after being used on a fire? - What are the rules for fire extinguisher safety? - Are you physically and mentally fit?	- Identify different types of fire extinguisher and explain where each would be used. - Demonstrate the proper care and operation of fire extinguishers. - Improve fitness levels and work as a member of a cohesive unit/team.	- Practical exam on identifying the various types of extinguishers - Group developed tri-folds on types and proper use of fire extinguishers - Design a fire extinguisher inspection program - Critical thinking and decision-making rubric - Quiz on types, care and use of fire extinguishers - Weekly physical fitness training demonstrating increase from baseline achievement	Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
Physical Training (PT)				Pathway Standards LW-EFM 5,9,10	Science PSS4.K3 S2.K1 S6.K5 HS-LS1-3.
Weeks 16-18				Career Ready Practices CRP 1,2,3,5,7,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
Fire Safety and Personal Protective Equipment (PPE)	- What are the safety issues that Fire Rescue personnel face while on the job? - What are the roles of the department, the team, and the individual in firefighter safety? - What types of personal protective equipment (PPE) are necessary? - What equipment is used by fire rescue workers for personal and team safety? - What skills are necessary to correctly operate the equipment? - What vocabulary does a fire rescue worker need to use in fire safety and PPE? - Are you physically and mentally fit?	- Describe the safety issues affecting firefighters. - Explain the different responsibilities for safety of the department, the team, and the individual. - Explain the importance of personal and team decision making related to safety in the work environment. - Identify the components of Personal Protective Equipment for fire rescue and demonstrate how each one protects the fire rescue worker. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written assignment on current safety issues for firefighters - Group presentations on Personnel Protective Equipment - Flow chart of skills a fire rescue person must have in using PPE - Correct donning and removal of PPE in specified situations - Rank order of the most to the least used PPE - Weekly physical fitness training demonstrating increase from baseline achievement	Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
Physical Training (PT)				Pathway Standards LW-EFM 5,10,13	Science SIS1.K3 S6.K2 S2.K1 S6.K5 HS-LS1-3.
Week 19				Career Ready Practices CRP 1,2,3,7,11,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Self-Contained Breathing Apparatus Physical Training (PT)	- How does the self-contained breathing apparatus function and when is it used? - What training and skills are needed for correct operation of self-contained breathing apparatus? - How will you determine when a self-contained breathing apparatus is indicated? - Are you physically and mentally fit?	- Explain how self-contained breathing apparatus technology has developed and changed over time. - Analyze a fire rescue event to determine whether a self-contained breathing apparatus should be used. - Demonstrate the operation and maintenance of a self-contained breathing apparatus. - Improve fitness levels and work as a member of a cohesive unit/team.	- Group presentation on self-contained breathing apparatus - Quiz on the care and use of the breathing apparatus - Weekly physical fitness training demonstrating increase from baseline achievement		9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,5,10	Science SI1.K2 S2.K1 S6.K5 HS-LS1-3.
Week 20 Fire Detection Systems and Sprinkler Systems Physical Training (PT)	- What are the various types of fire detection systems? - What are the various types of sprinkler systems? - Are you physically and mentally fit?	- Explain the difference between smoke, CO, heat, gas, and flame detectors. - Explain the difference between wet, dry, deluge, pre-action, and residential sprinkler systems. - Improve fitness levels and work as a member of a cohesive unit/team.	- Graded homework assignment on use and placement of smoke detectors - Quiz on fire detections and sprinkler systems - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,6	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,10,13	Science EDS1.K1 S2.K1 S6.K5 HS-LS1-3.
Week 21 Water Supplies and Fire Hydrants Physical Training (PT)	- What are the various sources of water supply used by a fire rescue team? - What are the different types of fire hydrants used in our city and county? - What are the safety concerns when accessing a fire hydrant? - Are you physically and mentally fit?	- Explain the types of water supplies used to fight fires. - Define how water supplies are accessed by the fire rescue personnel. - Describe the various types of hydrants used by our city and county and their locations and placement. - Demonstrate how to safely access water from a hydrant. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written assignment describing various water supplies - Identification of the various types of hydrants and the tools needed to access water from a hydrant - Practical assessment of accessing water from fire hydrants - Community service exercise of shoveling out fire hydrants - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,10	Science EDS1.K1 S2.K1 S6.K5 HS-LS1-3.
Week 22 Fire Hoses and Hydrants Physical Training (PT)	- What types of fire hose are used by the City and County Fire Departments? - How do firefighters determine what type of fire hose should be used? - What does hose load mean?	- Explain why each type of hose has its own specific use when fighting a fire. - Calculate the hose loads capable at standard water pressure for various hoses. - Explain why different hose loads are used for different operations.	- Quiz on visual recognition of types of fire hose - Written assessment on how to identify the various types of hose loads and their advantages and disadvantages	Career Ready Practices CRP 1,2,4,7,8,11	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	- What are the various hose loads and hose rolls? - Are you physically and mentally fit?	Improve fitness levels and work as a member of a cohesive unit/team.	Weekly physical fitness training demonstrating increase from baseline achievement	Pathway Standards LW-EFM 5,10	Science MA.S1.K1 S2.K1 S6.K5 HS-LS1-3.
Weeks 23-24 Advancing Hose Lines Physical Training (PT)	- How are hose lines advanced in a structure? - What are the skills and physical requirements needed to go up and down stairs, using a standpipe, and working from a ladder? - Are you physically and mentally fit?	- Explain how to advance a fire hose in multiple operations. - Demonstrate the procedure for advancing a fire hose up and down stairs. - Explain the use of a stand pipe and how safely to work from a ladder with a fire hose. - Improve fitness levels and work as a member of a cohesive unit/team.	- Hands-on practical team exercise advancing hoses up and down stairs with full equipment - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 2,5,6,9,10	Science PS.S2.K1 PS.S6.K5 HS-LS1-3.
Week 25 Fire Streams and Foams Physical Training (PT)	- What is a fire stream? - What is the difference between small, medium and master stream devices? - How does a firefighter determine what master stream should be used when fighting a fire? - What types of fires require the use of foam rather than water? - What are the different types of foam? - What are the factors in selecting the right foam? - Are you physically and mentally fit?	- Describe the various types of fire streams and their effectiveness. - Demonstrate the various types of fire streams. - Explain when and how to choose which hose stream. - Explain the reason why foam is used in fire service. - Explain where each type of foam is used and why. - Explain the chemical makeup of the foams and how they extinguish a fire. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written summary on various types of hose streams - Responses to scenarios on selecting the appropriate fire stream and the rationale its use - Hands-on exercise using various types of hose streams - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,6,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,9,10	Science SI1.K2 SI1.K3 PS.S2.K1 PS.S6.K5 HS-LS1-3.
Weeks 26-27 CPR Training and First Aid Certification Physical Training (PT)	- Why is it important for fire rescue personnel to train in cardiopulmonary resuscitation (CPR)? - What key vocabulary applies to CPR performance? - What anatomy and physiology structures are involved in the performance of CPR? - What technical terms are used in CPR? - Are you physically and mentally fit?	- Describe the anatomy and physiology involved in CPR. - Apply technical terms in CPR training. - Correctly perform CPR. - Correctly perform First Aid. - Improve fitness levels and work as a member of a cohesive unit/team.	- Completion of practical and written exams for CPR/ First Aid certification - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,9,10	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,6	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,2,4,5,9,10	Science LE.S4.K5 PS.S2.K1 PS.S6.K5 HS-LS1-3.
Weeks 28-29 Survival and Search Skills	How does a firefighter search a zero/limited visibility environment?	Describe search techniques for victims and how they differ from a Rapid Intervention Team (RIT) search.	Skills-based practice in limited visibility situations	Career Ready Practices CRP 1,2,4,6,7,8,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Physical Training (PT)	- How can a firefighter remove himself/herself from a dangerous situation? - How are search and survivals documented? - Are you physically and mentally fit?	- Demonstrate survival skills and rapid egress skills. - Explain the purpose of incident reports and how to complete them. - Improve fitness levels and work as a member of a cohesive unit/team.	and demonstrating rapid egress - Accurately complete incident reports - Weekly physical fitness training demonstrating increase from baseline achievement		9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,2,5,9,10	Science S2.K1 S6.K5 HS-LS1-3.
Weeks 30-31 Fire Ventilation Physical Training (PT)	- What methods and types of ventilation are used when fighting a fire? - What types of fire suppression are used in controlling a fire? - Are you physically and mentally fit?	- Explain why ventilation helps in fire suppression. - Describe the correct method of ventilation. - Define the difference of between natural and mechanical ventilation. - Explain the differences in extinguishing each type of fire. - Improve fitness levels and work as a member of a cohesive unit/team.	- Team problem-solving proper procedures for proper ventilation and fire suppression - Skills practical on roof prop - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,4,5,8	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 2,5,10	Science SI1.K3 S6.K2 S2.K1 S6.K5 HS-LS1-3.
Weeks 32-33 Ladders Physical Training (PT)	- How do Fire Rescue personnel decide which ladders to use? - What safety practices are used when working with a ladder? - Are you physically and mentally fit?	- Identify the parts of ladders and explain their construction. - Demonstrate the selection and proper use of ladders in a rescue. - Improve fitness levels and work as a member of a cohesive unit/team.	- Safe ladder practice rubric - Identification of types of ladders - Labeled diagrams of ladder components on multiple types of ladders - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,4,8	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 2,5,10	Science S2.K1 S6.K5 HS-LS1-3.
Week 34 Ropes and Knots Physical Training (PT)	- What types of ropes and knots are used in the fire service? - How are ropes and knots used in fire rescue situations? - Are you physically and mentally fit?	- Explain the various rope construction methods and their characteristics. - Identify the types of knots used in specific and the reason they were used. - Define the impact of rope and knot safety on firefighting. - Improve fitness levels and work as a member of a cohesive unit/team.	- Demonstration of tying specific knots required of the profession - Quiz on rope and knot identification - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,11	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,10	Science S2.K1 S6.K5 HS-LS1-3.
Weeks 35-36 Forcible Building Entry Physical Training (PT)	- What is forcible entry? - How do fire rescue workers correctly perform a forced entry? - How do you determine when a forced entry is necessary?	- Explain situations where forcible building entry is used and the tools used to perform a forcible entry. - Define primary and secondary rescue search.	- Identification of tools and equipment in forced entry - Skills based practice rubric - Weekly physical fitness training demonstrating	Career Ready Practices CRP 1,4,6,8,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	- What tools and equipment are needed in forced entries? - What is a primary and secondary rescue search? - Are you physically and mentally fit?	- Explain how to determine the need for forced entry. - Explain the concept of try it before you pry it. - Demonstrate through the lock methods. - Demonstrate a forced entry in a simulation. - Improve fitness levels and work as a member of a cohesive unit/team.	increase from baseline achievement		9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 2,5,10	Science ED.S1.K1 S2.K1 S6.K5 HS-LS1-3.
Weeks 37-38 Vehicle Fires Physical Training (PT)	- How do vehicle fires start? - How are vehicle fires extinguished? - What safety considerations are needed for fire rescue workers with vehicle fires? - What are the rescue procedures for extricating victims from a burning vehicle? - Are you physically and mentally fit?	- Describe the protocols for examining the scene for safety at the vehicle fire. - Apply the concepts of fire science to vehicle fire scenarios. - Determine the appropriate method to safely extinguish a vehicle fire. - Explain extrication procedures for vehicle fires. - Improve fitness levels and work as a member of a cohesive unit/team.	- Case study reviews and corresponding written reports - Skills testing - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,7	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 2,5,910	Science
Weeks 39-40 Final Exam Physical Training (PT)	- Are you prepared for the final assessments? - Are you physically and mentally fit?	- Prepare for Final Exams. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written Final Exam - Skill Based Final Exam teamed with EMT and Law Enforcement-scenario based - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,6,7,8,9,11,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3,4,6	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,2,5,6,9,10,11,14	Science S2.K1 S6.K5 HS-LS1-3.

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
FRP200: Fire Rescue 200**



Program Overview

The Fire Rescue program at PSLA is designed to provide students with experience in the field of firefighting and to prepare them for the fire academy. Throughout the program, a wide range of topics will be covered including fire safety and awareness, fire suppression, firefighter survival skills, and planning for a city-wide disaster. Students will become certified in CPR and First Aid, receive Certified First Responder (CFR)/Emergency Medical Responder (EMR) certification, and Emergency Medical Technician-Basic (EMT-Basic) certification. The program offers job shadowing and internship experiences, the opportunity to earn college credits from OCC and credit for the completion of New York State Firefighter courses. Those successfully completing the program will earn a Regents diploma and pass an industry-based assessment to receive a technical endorsement on their diploma. Career opportunities for graduates from the program include firefighter, fire protection professional, industrial fire safety professional and fire investigator.

Course Description

During this course, students will learn some of the science foundations of the fire-rescue field. Students continue to develop critical skills in fire protection and learn about the chemistry of fire, fire suppression agents, chemical properties that create HazMat situations, and indicators of chemical warfare agents. Students will learn about the processes and procedures of fire investigation from evidence collection and preserving the scene through courtroom testimony. The course combines classroom and hands-on application of firefighter skills. Throughout the program, students will participate as a team member in weekly physical training (PT) drills to improve their physical and mental health.

Work-Based Learning

Students will be connected with working fire rescue professionals in the community through guest speakers, Career Coaching, field trips, and job shadowing leading to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

FRP100: Fire Rescue 100

Course Objectives

Students will:

1. Gain knowledge in basic firefighting tactics and procedures.
2. Follow fire safety rules and procedures and demonstrate effective use of personal protective equipment (PPE).
3. Demonstrate safe and effective victim removal and transport.
4. Describe Incident Command System (ICS) and its function.
5. Develop skills in emergency radio communications.
6. Explain the chemistry of hazardous materials.
7. Explain the fundamentals of fire chemistry, pyrolysis, and chemical warfare.
8. Explain the procedures of fire investigations.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit); Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- **Student will provide:** N/A

Textbook

Fire, F. L. (1996). *The Common Sense Approach to Hazardous Materials, 2nd edition*. Tulsa, OK: Fire Engineering Books & Videos.

Grading

20%	Tests
15%	Quizzes
15%	Classwork
10%	Homework
20%	Participation
20%	PT Grade

Additional Course Policies

Students must receive a standard sports physical for entry into this course. Students are required to follow all classroom and training safety rules. Students must participate in weekly Physical Training Drills.

Course Calendar

Quarter	Units of Study
1	• Review of Class Expectations • Vocabulary Review • Classroom Equipment Overview • Team Building Activities • Review of Firefighter Survival Skills • Personal Protective Equipment (PPE) • Victim Transport and Removal • Building Construction and Effects of Fire • Radio Communications/Primary Size-Up
2	• Incident Command System (ICS) 100 and 700 • Chemistry of Hazardous Materials • Fire Dynamics and Pyrolysis • Heat Transfer
3	• Fire Investigation ○ Evidence Collection and Documentation ○ Scene Preservation ○ Cause Determination ○ Methods of Preserving a Fire Scene ○ Psychology of an Arsonist
4	• Fire Investigation: ○ Incendiary Devices throughout History ○ Laws, Sentencing and Expert Testimony • Chemical Warfare Agents and IEDs • Review and Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
FRP 200: Fire Rescue 200



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 1 Review of Class Expectations Vocabulary Review Classroom Equipment Overview	- What are the classroom expectations, and how can you be a leader in the class? - What key vocabulary do you need to communicate and perform in the class? - What are the names and uses of classroom and training equipment?	- Describe classroom expectations. - Identify and describe the uses of classroom equipment. - Demonstrate the safe and proper use and handling of equipment in the fire rescue classroom.	- Signed expectations contracts - Demonstration of appropriate attitudes and interactions - Skills based test on equipment use and handling	Career Ready Practice CRP 1,4,9	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 4,5,6,10	Science S1.K3
Week 2 Team Building Activities	- What is the purpose of working together as a team? - Why do firefighters never work alone?	- Define FAST (Firefighter Assist and Search Team). - Explain the 2 in-2 out rule and its application. - Determine how various Line of Duty Deaths (LODD) and injuries might have been prevented with better teamwork.	- Case studies on freelancing incidents and LODD - Written report on the importance of firefighter teamwork	Career Ready Practice CRP 1,4,6,9	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 4	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,4,5,6,10	Science
Weeks 3-4 Review of Firefighter Survival Skills	- How do fire rescue workers recognize a hazardous situation and how can they remove themselves from the dangerous situation? - What do fire rescue workers need to consider when entering a dangerous situation? - What questions should the fire rescue team be asking prior to entering a dangerous situation? - How do fire rescue workers document events?	- Explain search techniques for victims and how they differ from a Rapid Intervention Team (RIT) search. - Demonstrate rapid egress and survival skills. - Compare and contrast risk vs. benefit in fire rescue. - Accurately document fire rescue events.	- Skills based practice and assessment - Written summary of risk vs. benefits at an emergency event - Proper completion of incident reports	Career Ready Practice CRP 4,6	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 2,3,5,6,10	Science S1.K2 S6.K2 S7.K1
Week 5 Personal Protective Equipment (PPE)	- What types of personal protective equipment (PPE) are necessary for fire rescue workers? - How is PPE constructed and tested?	- Identify the components of Personal Protective Equipment for fire rescue. - Demonstrate how each PPE type protects the fire fighter. - Examine emergency situations and identify potential risks of using incorrect PPE.	- Group flow charts of the skills a fire rescue person must have in using PPE - Ranking of the most to least used PPE in fire rescue - PPE practical assessment	Career Ready Practice CRP 1,2,4,9,11,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	How do you determine the appropriate PPE for different circumstances?			Pathway Standards LW-EFM 3,4,5,10	Science S1.K3 S2.K1 S6.K2
Week 6 Victim Transport and Removal Physical Training (PT)	- What methods of victim removal are used in an emergency situation, and how do fire rescue workers determine the correct method? - Are you physically and mentally fit to become a fire rescue worker? - Why are these qualities important? - What does it mean to be mentally fit as a fire rescue worker?	- Explain and apply the concepts of victim removal to determine the correct method of moving/removing patients from unsafe situations. - Explain the importance of physical and mental fitness in fire rescue. - Determine baseline fitness levels and set improvement goals.	- Practical assessment on victim movement, removal and transport - Research on physical and mental requirements for fire rescue workers - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 1,3,4,6,8,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3,6	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,9,10	Science S2.K1 S6.K5 HS-LS1-3.
Week 7 Building Construction and Effects of Fire Physical Training (PT)	- How do different construction types effect fire growth? - Why are certain construction types more dangerous than others for firefighters? - How does building construction change the way an attack may be made on a fire? - Are you physically and mentally fit?	- Identify the different types of building construction. - Examine the impact of construction on fire growth. - Summarize current research on physical and mental fitness. - Improve fitness levels and work as a member of a cohesive unit/team.	- Pictures and descriptions of building types around Syracuse - Written analyses on building construction and firefighter awareness - Role plays of scenarios applying the elements of mental fitness - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 3,4,6,8,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3,6,12	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 3,5,10,15	Science S1.K2 S2.K1 S6.K2 HS-LS1-3.
Week 8 Radio Communications/ Primary Size-Up Physical Training (PT)	- What is the proper method for radio communication and when should radios be used? - What information is important to convey to incoming fire companies? - Are you physically and mentally fit?	- Define key terms and acronyms used in radio communication. - Determine when radios should be used and when they should not be used. - Relay information on the fire scene over the radio. - Apply basic communication skills demonstrating the concepts of mental fitness for fire rescue workers. - Improve fitness levels and work as a member of a cohesive unit/team.	- Quiz on radio use and protocols - Practical assessment on calling a mayday and giving a size-up - Effective communication and modeling mental health, judgment and decision making for fire rescue - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 3,4,6,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,2,5,9,10,11	Science S2.K1 S6.K5 HS-LS1-3.
Weeks 9-13 Incident Command System (ICS) 100 and 700	- What are NIMS and FEMA? - How does ICS affect the duties of an EMT and who is required to have ICS Certification?	- Examine the purpose of ICS and its basic features. - Discuss the National Incident Management System (NIMS) and the purpose of the Federal Emergency	- Written summaries of emergency incident protocols - Completion of FEMA's ICS 100 and ICS 700	Career Ready Practice CRP 1,3,4,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards	Literacy

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Physical Training (PT)	- How is an emergency incident properly run? - What is the command structure for an emergency incident? - Are you physically and mentally fit?	Management Agency (FEMA). - Analyze the role and functions of the Incident Commander, command staff, general staff, operations, planning, logistics and finance/administration sections. - Describe the six basic ICS facilities. - Identify facility map symbols. - Describe emergency incident protocols and emergency incident command structure. - Improve fitness levels and work as a member of a cohesive unit/team.	courses Weekly physical fitness training demonstrating increase from baseline achievement	LW 2,3,4	9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 2,4,6,9,11,14	Science MAS1.K1 S2.K1 S6.K5 HS-LS1-3.
Weeks 14-15 Chemistry of Hazardous Materials Physical Training (PT)	- What is HazMat? - What are hazardous materials? - Which agencies regulate the use and handling of hazardous materials? - What do fire rescue workers need to know to work safely with hazardous materials? - Are you physically and mentally fit?	- Describe materials classified as hazardous material. - Define HazMat and identify the associated regulatory agencies. - Identify the chemistry of hazardous materials. - Explain how to contain HazMat situations. - Improve fitness levels and work as a member of a cohesive unit/team.	- Research and written reports on HazMat and regulatory agencies - HazMat Response certification through Saferesponse.com - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 2,3,5,7,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 3,5,12	Science ED.S1.K1 S1.K2 S2.K1 S4.K3, K4 S6.K5 HS-PS1-2.3.9.
Weeks 16-17 Fire Dynamics and Pyrolysis Physical Training (PT)	- What are the four types of fire? - How does fire grow and develop? - How can this process be stopped or contained? - Are you physically and mentally fit?	- Discuss the four types of fires. - Describe the chemical components of fire. - Explain the fire tetrahedron and the effects of changing a component in the fire tetrahedron. - Improve fitness levels and work as a member of a cohesive unit/team.	- Questions for guest speaker on fire dynamics - Written summaries on fire presentation - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 1,2,3,5,7,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 3,4,5,12	Science S2.K1 S6.K2,5 HS-LS1-3 HS-PS3-1
Week 18 Heat Transfer Physical Training (PT)	- What is meant by the term heat transfer? - What are the different methods of heat transfer and how these change fire patterns and growth? - Are you physically and mentally fit?	- Define heat transfer. - Describe the three methods of heat transfer and explain how they change fire patterns and growth. - Improve fitness levels and work as a member of a cohesive unit/team.	- Summary of field visit to arson training center - Questions for guest speaker - Reaction papers on guest speaker information - Practical assessment in identifying and working with different methods of heat transfer	Career Ready Practice CRP 2,3,5,7,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,12	Science S2.K1 S4.K4 S6.K5 HS-LS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			Weekly physical fitness training demonstrating increase from baseline achievement		HS-PS3-2
Weeks 19-21 Fire Investigation: Evidence Collection and Documentation Physical Training (PT)	- How is evidence collected and analyzed? - What is the value of evidence? - What procedures are implemented at a fire/crime scene and why they are important? - Are you physically and mentally fit?	- Conduct a systematic search of a mock fire/crime scene. - Demonstrate fire/crime scene sketching. - Draw inferences and analyze fire/crime scene evidence to develop a hypothesis. - Demonstrate correct techniques to collect and package fire/crime scene evidence. - Demonstrate chain of custody and proper handling of evidence. - Identify and explain the role of the: medical examiner, CSI, first responder, forensic specialists, and photographers. - State and describe the steps in processing a fire/crime scene. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written summaries on collection and documentation process and its effect on fire investigators and firefighters in the field - Anticipation Guide: Eyewitness Myths - Lab: Chain of Custody - Triangulate evidence - Lab: Crime Scene Sketch Reconstruction - Ethical Case Studies - Crime Scene Scenarios: Processing Mistakes - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 2,3,5,7,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,12	Science S2.K1 S6.K5 HS-LS1-3.
Weeks 22-24 Fire Investigation: Scene Preservation, Cause Determination Physical Training (PT)	- How is arson investigated? - What is an accelerant? - What are signs of arson? - Are explosives treated differently from other incendiary devices? - Are you physically and mentally fit?	- Outline the systemic process of an arson investigation, including evidence collection and preservation. - Identify signs of arson, cite the primary motives for arson and examine the use of accelerants. - Identify commonly used explosives and compare and contrast different types. - Clarify the difference between fire and explosions. - Examine the information provided by smoke and fire color. - Explain the importance of point of origin and discuss burn patterns examples - Improve fitness levels and work as a member of a cohesive unit/team.	- Identify explosives in a laboratory - Summary of field visit to recent fire scene with SFD arson investigators - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 2,3,5,7,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,12	Science S2.K1 S6.K5 HS-LS1-3.
Weeks 25-27 Fire Investigation: Methods of Preserving a Fire Scene Physical Training (PT)	- How can firefighters help to preserve a fire scene, when their main priority is life and property safety? - What is meant by the term overhaul? - What are the best methods of fire scene preservation? - What arson indicators should	- Examine methods of preserving physical evidence. - Explain how to overcome the destruction that overhaul creates. - Differentiate hose streams that may be used to preserve a fire scene. - Demonstrate methods of continuous custody.	- Educational/training quick reference pamphlets on ways to best preserve a fire scene to allow accurate cause determination - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 1,2,3,5,7,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,12	Science S2.K1 S6.K5

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	a firefighter look for when battling blazes? • Are you physically and mentally fit?	• Improve fitness levels and work as a member of a cohesive unit/team.	• Physical fitness progress evaluations		HS-LS1-3. SI.S1.K3
Weeks 28-31 Fire Investigation: Psychology of an Arsonist Physical Training (PT)	• What are reasons people commit arson? • How can the patterns of a serial arsonist lead to their discovery? • What are the differences between a serial arsonist and a person who commits a random act of arson? • How can an investigator get to know the arsonist based on evidence left behind? • Are you physically and mentally fit?	• Explain the basics of profiling an arsonist. • Describe common motives and patterns of a serial arsonist. • Improve fitness levels and work as a member of a cohesive unit/team.	• Written response to Points of Origin: Playing with Fire by John Orr • Written debrief of guest speaker presentation on behavioral analysis and profiling. • Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 2,3,5,7,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 5,12	Science S2.K1 S6.K5 HS-LS1-3.
Weeks 32-33 Fire Investigation: Incendiary Devices throughout History Physical Training (PT)	• How has history informed fire investigators about the use of incendiary devices? • Are you physically and mentally fit?	• Identify and describe a variety of incendiary devices and how they are used. • Summarize historic cases using incendiary devices. • Explain the need for observation skills during fire suppression. • Improve fitness levels and work as a member of a cohesive unit/team.	• Case study analysis • Quiz on incendiary devices • Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 1,2,3,5,7,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 3,4,5,12,13, 15	Science SIS1.K2 S2.K1 S6.K5 HS-LS1-3. HS-PS3-3.
Weeks 34-35 Fire Investigation: Laws, Sentencing, and Expert Testimony Physical Training (PT)	• What are the laws and penalties for arsonists? • Who may serve as an expert witness? • Are you physically and mentally fit?	• Explain how science is used to solve crimes. • Describe the importance of physical evidence. • List the types of evidence (eyewitness, class evidence, and physical evidence). • Explain how evidence is used to convince a jury of guilt. • Improve fitness levels and work as a member of a cohesive unit/team.	• Death by Fire Case Study • Reading: "Six Astonishing Mistakes that will Make you Rethink the Death Penalty" • Lab: Garbagology • Reading: CSI Effect • Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practice CRP 1,2,3,5,7,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 3,4,5,12,13, 15	Science SI.S1.K2 S2.K1 S6.K5 HS-LS1-3.
Weeks 36-37 Chemical Warfare Agents and IEDs	• What are chemical warfare agents, and how are they used? • How are chemical warfare agents identified?	• Explain why chemical warfare agents are a threat, small scale and large scale. • Identify specific events using chemical warfare.	• Research on chemical warfare and group presentations • Receive Container Inspections certification	Career Ready Practice CRP 1,2,3,5,7,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards	Literacy

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Physical Training (PT)	Are you physically and mentally fit?	Improve fitness levels and work as a member of a cohesive unit/team.	from Saferesponse.com Weekly physical fitness training demonstrating increase from baseline achievement	LW 1,2,3	9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 3,4,5,12,13,15	Science S2.K1 S6.K5 HS-LS1-3. HS-PS1-2,5
Weeks 38-40 Review and Final Exam	- Are you prepared for the final exam? - Are you physically and mentally fit?	- Prepare for Final Exam. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written Final Exam - Weekly physical fitness training demonstrating increase from baseline achievement - Final Fitness Evaluation	Career Ready Practice CRP 1,2,3,6,8,9,11,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7
				Pathway Standards LW-EFM 1,4,5,7,10,12	Science

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
FRP300: Fire Rescue 300**



Program Overview

The Fire Rescue program at PSLA is designed to provide students with experience in the field of firefighting and to prepare them for the fire academy. Throughout the program, a wide range of topics will be covered including fire safety and awareness, fire suppression, firefighter survival skills, and planning for a city-wide disaster. Students will become certified in CPR and First Aid, and receive Certified First Responder (CFR)/Emergency Medical Responder (EMR) certification. The program offers job shadowing and internship experiences, the opportunity to earn college credits from OCC and credit for the completion of New York State Firefighter courses. Those successfully completing the program will earn a Regents diploma and pass an industry-based assessment to receive a technical endorsement on their diploma. Career opportunities for graduates from the program include firefighter, fire protection professional, industrial fire safety professional and fire investigator.

Course Description

Students in this course will continue to work on proficiency in firefighter skills and practice all the skills required for certification in Basic Exterior Firefighting Operations (BEFO) as outlined by the NYS Office of Fire Prevention and Control and the International Fire Service Training Association. Students will also be introduced to a few topics required for Interior Firefighting Operations (IFO) that will be a foundation for students' further training and education. Students will review CPR and First Aid training will also earn their Certified First Responder (CFR)/Emergency Medical Responder (EMR) certification. Throughout the program, students will participate as a team member in weekly physical training (PT) drills to improve their physical and mental health.

Work-Based Learning

Students will be connected with working fire rescue professionals in the community through guest speakers, Career Coaching, field trips, and job shadowing leading to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

FRP100: Fire Rescue 100 and FRP200: Fire Rescue 200

Course Objectives

Students will:

1. Continue to gain proficiency in fire rescue skills.
2. Demonstrate basic knowledge of the situational planning and pre-planning.
3. Increase their understanding about interacting with and educating the public.
4. Review/complete CPR & First Aid Certification.
5. Obtain Certified First Responder (CFR)/Emergency Medical Responder (EMR) Certification.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit); Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- **Student will provide:** N/A

Textbook

International Fire Service Training Association (IFSTA). (2018). *Essentials of Fire Fighting, 7th Edition*. Stillwater, OK: Fire Protection Publications.

Grading

20%	Tests
15%	Quizzes
15%	Classwork
10%	Homework
20%	Participation

Additional Course Policies

Students must receive a standard sports physical for entry into this course. Students are required to follow all classroom and training safety rules. Students must participate in weekly Physical Training Drills.

Course Calendar

Quarter	Units of Study
1	• Orientation and Review • Fire Service and Firefighter Safety (EOFF 1) • Firefighter Personal Protective Equipment (EOFF 5) • Fire Dynamics (EOFF 4) • Portable Fire Extinguishers (EOFF 6) • Building Construction (EOFF 3) • Communications (EOFF 2) • Scene Size-Ups
2	• Ground Ladders (EOFF 8) • Ropes and Knots (EOFF 7) • Structural Search and Rescue (EOFF 10) • Analyzing the Incident (EOFF 24) • Personal Protective Equipment, Product Control, and Decontamination (EOFF 26) • Fire Origin and Cause Determination (EOFF 20)
3	• Overhaul, Property Conservation, and Scene Preservation (EOFF 15) • National Incident Management System-Incident Command Structure (EOFF 27) • NIMS 700 and NIMS 100 Review • Fire Hose (EOFF 12) • Fire Suppression (EOFF 14) • Forcible Entry (EOFF 9) • Tactical Ventilation (EOFF 11) • Hose Operations and Hose Streams (EOFF 13) • Fire Suppression (EOFF 14) Review • Vehicle Fires • Survival Skills
4	• Incident Scene Operations (EOFF 19) • Action Options and Response Objectives (EOFF 25) • Structural Fire Skill Review • Testing • First Aid Provider (EOFF 23) • OSHA Certification • Civil Service Test Prep • Review and Final Exam

- Physical Training (PT) continues throughout the year

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
FRP300: Fire Rescue 300



Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 Orientation and Review Fire Service and Firefighter Safety (EOFF 1)	- What are the classroom expectations? - What is the mission of the fire service? - How are fire departments organized? - What are the various specializations within the fire service? - What fire department SOPs, rules, and regulations affect a fire fighter? - How do fire departments interact with other organizations and agencies? - What are the roles and duties of a fire fighter? - What fire and life safety initiatives are aimed at reducing firefighter illnesses, injuries, and fatalities? - What are the general guidelines for operating safely at structural fire scenes? - What are safe practices for riding in fire service vehicles and apparatus? - What is the importance of personnel accountability systems? - What are the guidelines for operating safely at highway and roadway incidents?	1. Explain the mission of the fire service. [NFPA 1001, 4.1.1] 2. Describe how fire departments are organized. [NFPA 1001, 4.1.1] 3. Describe the various specializations within the fire service. [NFPA 1001, 4.1.1] 4. Describe fire department SOPs, rules, and regulations that affect a Fire Fighter I. [NFPA 1001, 4.1.1, 4.1.2] 5. Explain ways that fire departments may interact with other organizations and agencies. [NFPA 1001, 4.1.1] 6. Explain the roles and duties of a Fire Fighter I. [NFPA 1001, 4.1.1] 7. Describe fire and life safety initiatives aimed at reducing firefighter illnesses, injuries, and fatalities. [NFPA 1001, 4.1.1] 8. Describe the aspects of NFPA 1500 related to firefighter safety and health. [NFPA 1001, 4.1.1] 9. Describe fire department programs intended to reduce firefighter illnesses, injuries, and fatalities. [NFPA 1001, 4.1.1, 4.3.10] 10. Summarize general guidelines for operating safely at structural fire scenes. [NFPA 1001, 4.3.3] 11. Summarize safe practices for riding in fire service vehicles and apparatus. [NFPA 1001, 4.3.2, 4.3.3] 12. Explain the use of emergency scene lighting and equipment. [NFPA 1001, 4.3.17] 13. Explain the importance of personnel accountability systems. [NFPA 1001, 4.2.4, 4.3.5] 14. Summarize general guidelines for operating safely at highway/roadway incidents. [NFPA 1001, 4.3.3]	- Officer Applications, - Lab Safety Contracts, - Class Contracts, - Remind, Canvas - Skills based tests on equipment use/handling - SS (Skill Sheet) 1-1: Mount and dismount an apparatus for incident response. [NFPA 1001, 4.3.2, 4.3.3] - SS 1-2: Deploy and operate a portable electrical power supply unit. [NFPA 1001, 4.3.17] - SS 1-3: Deploy lighting equipment. [NFPA 1001, 4.3.17] - SS 1-4: Demonstrate scene management at a roadway incident using traffic and scene control devices. [NFPA 1001, 4.3.3]	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3,4,5,6	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,4,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		- Identify and describe the uses of classroom equipment. - Demonstrate the safe and proper use and handling of equipment in the fire rescue classroom.			
Week 3 Firefighter Personal Protective Equipment (EOFF 5) Physical Training (PT)	- What are the types and uses of personal protective equipment (PPE) worn by firefighters? - How is PPE inspected, cleaned and maintained? - What are the conditions that require the use of respiratory protection equipment? - What the components of SCBA (Self-Contained Breathing Apparatus)? - What are the limitations of SCBA? - What are the procedures for donning and doffing SCBA? - What are safety considerations for working in and exiting a hazardous atmosphere while wearing SCBA?	- Describe the various types and uses of personal protective equipment (PPE) worn by firefighters. [NFPA 1001, 4.1.1, 4.3.2, 4.3.3] - Describe the inspection, cleaning, and maintenance of PPE. [NFPA 1001, 4.1.2] - Describe conditions that require the use of respiratory protection equipment. [NFPA 1001, 4.3.1] - Identify SCBA components. [NFPA 1001, 4.3.1] - Describe SCBA limitations. [NFPA 1001, 4.3.1] - Describe the procedures for donning and doffing SCBA. [NFPA 1001, 4.3.1] - Explain the process of inspecting and cleaning SCBA. [NFPA 1001, 4.5.1] - Describe methods of refilling, replacing, and storing SCBA cylinders. [NFPA 1001, 4.3.1, 4.5.1] - Describe safety considerations for working in and exiting a hazardous atmosphere while wearing SCBA. [NFPA 1001, 4.3.1] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 5-1: Don structural PPE. [NFPA 1001, 4.1.2] - SS 5-2: Don SCBA. [NFPA 1001, 4.3.1] - SS 5-3: Don SCBA while seated. [NFPA 1001, 4.3.1] - SS 5-4: Doff personal protective equipment, including SCBA, and prepare for reuse. [NFPA 1001, 4.1.2, 5.3.3] - SS 5-5: Inspect SCBA. [NFPA 1001, 4.5.1] - SS 5-6: Clean and sanitize SCBA. [NFPA 1001, 4.5.1] - SS 5-7: Fill an SCBA cylinder. [NFPA 1001, 4.3.1] - SS 5-8: Replace an SCBA cylinder. [NFPA 1001, 4.3.1] - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,5,6,10	Science
Weeks 4-5 Fire Dynamics (EOFF 4) Physical Training (PT)	- What are the basic principles of fire science? - How does thermal energy impact fire behavior? - What is the function of fuel within the combustion process? - What is the function of oxygen within the combustion process?	- Explain the basic principles of fire science. [NFPA 1001, 4.3.11] - Describe how thermal energy impacts fire behavior. [NFPA 1001, 4.3.11, 4.3.12] - Explain the function of fuel within the combustion process. [NFPA 1001, 4.3.10, 4.3.11] - Explain the function of oxygen within the combustion process. [NFPA 1001, 4.3.11]	- Fire Labs - Skills based tests on equipment use/handling - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,5,6	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	- What is the self-sustained chemical reaction involved in flaming combustion? - What are the stages of fire development? - How can firefighting operations influence fire behavior in a structure? - How does building construction and layout affect fire development?	- Explain the self-sustained chemical reaction involved in flaming combustion. [NFPA 1001, 4.3.11] - Differentiate among the stages of fire development. [NFPA 1001, 4.3.11, 4.3.12] - Explain how firefighting operations can influence fire behavior in a structure. [NFPA 1001, 4.3.11] - Describe how building construction and layout affects fire development. [NFPA 1001, 4.3.10, 4.3.11] - Improve fitness levels and work as a member of a cohesive unit/team.			
Week 6 Portable Fire Extinguishers (EOFF 6) Physical Training (PT)	- What are the five classifications of portable fire extinguishers? - What are the various types of portable fire extinguishers? - What is the process of selecting and using a portable fire extinguisher?	- Distinguish among the five classifications of portable fire extinguishers. [NFPA 1001, 4.3.16] - Distinguish among the various types of portable fire extinguishers. [NFPA 1001, 4.3.16] - Describe the process of selecting and using a portable fire extinguisher. [NFPA 1001, 4.3.16] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 6-1: Extinguish an incipient Class A, B, or C fire with a portable fire extinguisher. [NFPA 1001, 4.3.16] - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science
Weeks 7-8 Building Construction (EOFF 3) Physical Training (PT)	- What are different types of building construction? - How are floors, ceilings, and walls constructed? - How can basements and stairs impact firefighting operations? - How are different roof types constructed? - How are different types of doors constructed and operated? - How are different types of windows constructed and operated?	- Differentiate among types of building construction. [NFPA 1001, 4.3.12] - Describe the construction of floors, ceilings, and walls. [NFPA 1001, 4.3.4, 4.3.12] - Explain how basements and stairs may impact firefighting operations. [NFPA 1001, 4.3.12] - Compare the construction of different roof types. [NFPA 1001, 4.3.12] - Describe the construction and operation methods of different types of doors. [NFPA 1001, 4.3.4] - Describe the construction and operation methods of different types of windows. [NFPA 1001, 4.3.4]	- Skills based tests on equipment use/handling - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		Improve fitness levels and work as a member of a cohesive unit/team.			
Week 9 Communications (EOFF 2) Scene Size-Ups Physical Training (PT)	- What are the procedures for receiving nonemergency calls? - What types of communications systems and equipment are used to receive and process emergency calls? - What are the procedures for receiving and dispatching emergency calls? - What radio equipment and procedures are used for internal fire department communications? - What information needs to be gathered for a scene size-up?	- Explain the procedures for receiving nonemergency calls. [NFPA 1001, 4.2.2] - Describe the types of communications systems and equipment used to receive and process emergency calls. [NFPA 1001, 4.2.1] - Explain the procedures for receiving and dispatching emergency calls. [NFPA 1001, 4.2.1] - Describe radio equipment and procedures used for internal fire department communications. [NFPA 1001, 4.2.1, 4.2.2, 4.2.3] - Describe the types of information that needs to be gathered for a scene size-up. - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 2-1: Handle emergency and nonemergency phone calls. [NFPA 1001, 4.2.1, 4.2.2] - SS 2-2: Use a portable radio for routine and emergency traffic. [NFPA 1001, 4.2.1, 4.2.3] - Size Up Activity - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science
Weeks 10-11 Ground Ladders (EOFF 8) Physical Training (PT)	- What are the parts of a ladder? - What are the different types of ladders? - What is the process of cleaning, inspecting, and maintaining a ladder? - What are safe practices for using ladders? - What is the process of carrying a ladder? - What is the proper procedure for placing a ground ladder? - What are ways to secure a ground ladder? - What are methods for raising and lowering a ladder? - What are the methods to safely work from a ladder? - What are methods to assist a victim down a ladder?	- Identify the parts of a ladder. [NFPA 1001, 4.3.6] - Differentiate among types of ladders. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - Describe the process of cleaning, inspecting, and maintaining a ladder. [NFPA 1001, 4.5.1] - Describe safe practices for using ladders. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - Describe the process of carrying a ladder. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - Describe the proper procedure for placing a ground ladder. [NFPA 1001, 4.3.6, 4.3.9, 4.3.11, 4.3.12] - Describe ways to secure a ground ladder. [NFPA 1001, 4.3.6] - Describe methods for raising and lowering a ladder. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - Describe how to safely work from a ladder. [NFPA 1001, 4.3.9, 4.3.10, 4.3.11, 4.3.12]	- Skills based tests on equipment use/handling - SS 8-1: Clean, inspect, and maintain a ladder. [NFPA 1001, 4.5.1] - SS 8-2: Carry a ladder using the one-firefighter low-shoulder method. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - SS 8-3: Carry a ladder using a two-firefighter carry. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - SS 8-4: Raise and lower a ladder using a one-firefighter method. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - SS 8-5: Raise and lower a ladder using a two-firefighter method. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12] - SS 8-6: Reposition a ladder. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12]	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		10. Describe methods to assist a victim down a ladder. [NFPA 1001, 4.3.9] Improve fitness levels and work as a member of a cohesive unit/team.	- SS 8-7: Leg lock on a ground ladder. [NFPA 1001, 4.3.9, 4.3.11, 4.3.12] - SS 8-8: Deploy a roof ladder on a pitched roof. [NFPA 1001, 4.3.12] - SS 8-9: Assist a victim down a ground ladder. [NFPA 1001, 4.3.9] - Weekly physical fitness training demonstrating increase from baseline achievement		
Weeks 12-13 Ropes and Knots (EOFF 7) Physical Training (PT)	- What is the difference between life safety rope and utility rope? - What are the various materials and methods used to construct ropes? - What are the procedures for inspecting, cleaning, and maintaining ropes? - How is webbing used, inspected, maintained, and stored? - What are different types of knots? - What is the procedure for hoisting various tools and equipment? - How are ropes and knots used during rescues and at other emergencies?	- Differentiate between life safety rope and utility rope. [NFPA 1001, 4.3.20] - Describe the various materials and methods used to construct ropes. [NFPA 1001, 4.3.20] - Describe the procedures for inspecting, cleaning, and maintaining ropes. [NFPA 1001, 4.3.20, 4.5.1] - Describe how webbing is used, inspected, maintained, and stored. [NFPA 1001, 4.5.1] - Identify types of knots. [NFPA 1001, 4.3.20] - Describe the procedure for hoisting various tools and equipment. [NFPA 1001, 4.1.2, 4.3.20] - Explain how ropes and knots are used during rescues and at other emergencies. [NFPA 1001, 4.3.3, 4.3.9] - Improve fitness levels and work as a member of a cohesive unit/team.	- Rope Activities - Skills based tests on equipment use/handling - SS 7-1: Inspect, clean, and store rope. [NFPA 1001, 4.5.1] - SS 7-2: Tie an overhand knot. [NFPA 1001, 4.3.20] - SS 7-3: Tie a clove hitch. [NFPA 1001, 4.3.20] - SS 7-4: Tie a clove hitch around an object. [NFPA 1001, 4.3.20] - SS 7-5: Tie a figure-eight knot. [NFPA 1001, 4.3.20] - SS 7-6: Tie a figure-eight on a bight. [NFPA 1001, 4.3.20] - SS 7-7: Tie a figure-eight follow through. [NFPA 1001, 4.3.20] - SS 7-8: Tie a water knot. [NFPA 1001, 4.3.20] - SS 7-9: Hoist an axe. [NFPA 1001, 4.3.20] - SS 7-10: Hoist a pike pole. [NFPA 1001, 4.3.20] - SS 7-11: Hoist a roof ladder. [NFPA 1001, 4.3.20] - SS 7-12: Hoist a dry hoseline. [NFPA 1001, 4.3.20] - SS 7-13: Hoist a power saw. [NFPA 1001, 4.3.20] - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science
Weeks 14-16		Explain best practices to ensure firefighter survival during interior	Mannequins, Gear, Flashlights, Radios	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Structural Search and Rescue (EOFF 10) Physical Training (PT)	- What are best practices to ensure firefighter survival during interior operations? - What are air-monitoring operations? - What are structural search and rescue operations? - What are victim removal methods? - What are MAYDAY protocols? - What are emergency evacuation methods? - What are rapid intervention crew equipment and duties?	- operations. [NFPA 1001, 4.2.4, 4.3.5, 4.3.9] - Describe air-monitoring operations. [NFPA 1001, 4.3.21] - Describe structural search and rescue operations. [NFPA 1001, 4.3.5, 4.3.9] - Describe victim removal methods. [NFPA 1001, 4.2.4, 4.3.5, 4.3.9] - Describe MAYDAY protocols. [NFPA 1001, 4.2.4, 4.3.5] - Describe emergency evacuation methods. [NPFA 1001, 4.2.4, 4.3.1, 4.3.5, 4.3.9] - Describe rapid intervention crew equipment and duties. [NPFA 1001, 4.3.9] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 10-1: Enact the proper procedures for an SCBA air emergency. [NFPA 1001, 4.2.4, 4.3.1] - SS 10-2: Operate an air-monitoring device. [NFPA 1001, 4.3.21] - SS 10-3: Conduct a primary or secondary search. [NFPA 1001, 4.3.9] - SS 10-4: Perform the incline drag. [NFPA 1001, 4.3.9] - SS 10-5: Perform the extremities lift/carry using the two-rescuer method. [NFPA 1001, 4.3.9] - SS 10-6: Perform the webbing drag. [NFPA 1001, 4.3.9] - SS 10-7: Transmit a MAYDAY report. [NFPA 1001, 4.2.4] - SS 10-8: Follow a hoseline or search line out as a withdrawal procedure. [NFPA 001, 4.2.4, 4.3.5] - SS 10-9: Perform reduced profile maneuvers without removal of SCBA using the side technique. [NFPA 1001, 4.3.1, 4.3.5, 4.3.9] - SS 10-10: Breach an interior wall. [NFPA 1001, 4.3.5, 4.3.9] - SS 10-11: Perform reduced profile maneuvers without removal of SCBA using the SCBA-first technique. [NFPA 1001, 4.3.1, 4.3.5, 4.3.9] - SS 10-12: Disentangle from debris or wires. [NFPA 1001, 4.3.5, 4.3.9] - Weekly physical fitness training demonstrating increase from baseline achievement		11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science
Week 17 Analyzing the Incident (EOFF 24)	What is the APIE (Assessment, Planning, Implementing and Evaluating) process at	Explain the APIE process at hazardous materials incidents. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.3.1]	- FEMA Accounts - FEMA Certification - Skills based tests on equipment use/handling	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Physical Training (PT)	hazardous materials incidents? • What is a hazardous materials incident? • What are ways that hazardous materials harm people? • What are states of matter as they relate to hazardous materials? • What are the physical properties that aid in identifying potential hazards and predicting behavior of hazardous materials? • What are the chemical properties that aid in identifying potential hazards and predicting behavior of hazardous materials? • What is the role of the General Hazardous Materials Behavior Model in predicting the behavior of containers? • What are the seven clues to the presence of hazardous materials? • How do preincident plans, occupancy types, and locations indicate the presence of hazardous materials? • What are general container types and their associated behaviors and hazards? • What are ways that transportation placards, labels, and markings indicate the presence and hazards of hazardous materials? • What are the hazard classes? • What are other markings and colors that indicate the presence of hazardous materials?	2. Define a hazardous materials incident. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1] 3. Recognize ways that hazardous materials harm people. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1] 4. Identify states of matter as they relate to hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1] 5. Explain physical properties that aid in identifying potential hazards and predicting behavior of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1] 6. Explain chemical properties that aid in identifying potential hazards and predicting behavior of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1, 5.2.1] 7. Explain the role of the General Hazardous Materials Behavior Model in predicting the behavior of containers. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1] 8. Identify the seven clues to the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1] 9. Explain how preincident plans, occupancy types, and locations may indicate the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1] 10. Recognize general container types and their associated behaviors and hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1, 5.2.1] 11. Describe ways that transportation placards, labels, and markings indicate the presence and hazards of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1] 12. Define the hazard classes. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1] 13. Identify other markings and colors that indicate the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]	• SS 24-1: Analyze a hazardous materials scenario to identify potential hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1] • SS 24-2: Identify indicators and hazards present at a hazardous materials incident using approved reference sources. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1] • Weekly physical fitness training demonstrating increase from baseline achievement	Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	What are ways that written resources are used to identify hazardous materials and their hazards?	14. Describe ways that written resources are used to identify hazardous materials and their hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1] Improve fitness levels and work as a member of a cohesive unit/team.			
Week 18 Personal Protective Equipment, Product Control, and Decontamination (EOFF 26) Physical Training (PT)	- What respiratory protection is used at hazardous materials incidents? - What types of protective clothing is worn at hazardous materials incidents? - What personal protective equipment ensembles are used during hazardous materials incidents? - What are PPE-related stresses? - What are the procedures for safely using PPE? - What are the procedures for inspection, storage, testing, maintenance, and documentation of PPE? - What are the methods of spill control? - What are the methods of leak control? - What is the difference between gross decontamination and emergency decontamination?	1. Describe respiratory protection used at hazardous materials incidents. [NFPA 1072, 5.3.1, 5.4.1, 6.2.1] 2. Describe types of protective clothing worn at hazardous materials incidents. [NFPA 1072, 5.3.1, 5.4.1, 6.2.1] 3. Describe personal protective equipment ensembles used during hazardous materials incidents. [NFPA 1072, 5.3.1, 5.4.1, 6.2.1, 6.6.1] 4. Explain PPE-related stresses. [NFPA 1072, 5.4.1, 6.2.1] 5. Describe procedures for safely using PPE. [NFPA 1072, 5.4.1, 5.5.1, 5.6.1, 6.2.1] 6. Identify procedures for inspection, storage, testing, maintenance, and documentation of PPE. [NFPA 1072, 6.2.1] 7. Describe methods of spill control. [NFPA 1072, 6.6.1] 8. Describe methods of leak control. [NFPA 1072, 6.6.1] 9. Differentiate between gross decontamination and emergency decontamination. [NFPA 1072, 5.3.1, 5.4.1, 5.5.1, 6.2.1] Improve fitness levels and work as a member of a cohesive unit/team.	- HazMat Project - Skills based tests on equipment use/handling - SS 26-1: Select appropriate PPE to address a hazardous materials scenario. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1] - SS 26-2: Don, work in, and doff a Level C ensemble. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1] - SS 26-3: Don, work in, and doff liquid splash-protective clothing. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1] - SS 26-4: Don, work in, and doff vapor-protective clothing. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1] - SS 26-5: Perform absorption/adsorption. [NFPA 1072, 6.6.1] - SS 26-6: Perform damming. [NFPA 1072, 6.6.1] - SS 26-7: Perform diking operations. [NFPA 1072, 6.6.1] - SS 26-8: Perform diversion. [NFPA 1072, 6.6.1] - SS 26-9: Perform retention. [NFPA 1072, 6.6.1] - SS 26-10: Perform vapor suppression. [NFPA 1072, 6.6.1] - SS 26-11: Perform vapor dispersion. [NFPA 1072, 6.6.1] - SS 26-12: Perform dilution. [NFPA 1072, 6.6.1] - SS 26-13: Perform remote valve shutoff or activate emergency shutoff device. [NFPA 1072, 6.6.1]	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			- SS 26-14: Perform gross decontamination. [NFPA 1072, 5.4.1, 6.2.1] - SS 26-15: Perform emergency decontamination. [NFPA 1072, 5.5.1, 6.2.1] - Weekly physical fitness training demonstrating increase from baseline achievement		
Week 19 Fire Origin and Cause Determination (EOFF 20) Physical Training (PT)	- What are the roles and responsibilities of firefighters and fire investigators at a fire investigation? - What is the process of determining area of origin? - What is the process of fire cause determination? - What are some considerations related to evidence preservation?	- Identify the roles and responsibilities of firefighters and fire investigators at a fire investigation. [NFPA 1001, 5.3.4] - Explain the process of determining area of origin. [NFPA 1001, 5.3.4] - Explain the process of fire cause determination. [NFPA 1001, 5.3.4] - Describe considerations related to evidence preservation. [NFPA 1001, 5.3.4] - Improve fitness levels and work as a member of a cohesive unit/team.	- Arson Activities - Skills based tests on equipment use/handling - SS 20-1: Protect and document evidence of fire origin and cause. [NFPA 1001, 5.3.4] - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science
Week 20 Overhaul, Property Conservation, and Scene Preservation (EOFF 15) Physical Training (PT)	- What is overhaul? - How can property be conserved at a fire scene? - What are the duties that firefighters must perform to protect and preserve a fire scene?	- Describe overhaul. [NFPA 1001, 4.3.8, 4.3.10, 4.3.13] - Explain how to conserve property at a fire scene. [NFPA 1001, 4.3.14, 4.5.1] - Describe the duties that firefighters must perform to protect and preserve a fire scene. [NFPA 1001, 4.3.8, 4.3.13, 4.3.14] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 15-1: Locate and extinguish hidden fires. [NFPA 1001, 4.3.8, 4.3.10, 4.3.13] - SS 15-2: Roll a salvage cover for a one-firefighter spread. [NFPA 1001, 4.3.14] - SS 15-3: Spread a rolled salvage cover using a one-firefighter method. [NFPA 1001, 4.3.14] - SS 15-4: Fold a salvage cover for a one-firefighter spread. [NFPA 1001, 4.3.14] - SS 15-5: Spread a folded salvage cover using a one-firefighter method. [NFPA 1001, 4.3.14] - SS 15-6: Fold a salvage cover for a two-firefighter spread. [NFPA 1001, 4.3.14] - SS 15-7: Spread a folded salvage cover using the two-firefighter balloon throw. [NFPA 1001, 4.3.14]	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			- SS 15-8: Construct and place a water chute. [NFPA 1001, 4.3.14] - SS 15-9: Construct a catchall. [NFPA 1001, 4.3.14] - SS 15-10: Construct a water chute and attach it to a catchall. [NFPA 1001, 4.3.14] - SS 15-11: Cover building openings to prevent damage after fire suppression. [NFPA 1001, 4.3.14] - SS 15-12: Clean, inspect, and repair a salvage cover. [NFPA 1001, 4.5.1] - Weekly physical fitness training demonstrating increase from baseline achievement		
Weeks 21-22 National Incident Management System-Incident Command Structure (EOFF 27) NIMS 700 and NIMS 100 Review Physical Training (PT)	- What is the function of each section within the NIMS-ICS organizational structure? - What is the process of establishing and transferring command of an incident? - What are the traits and values of an effective leader? - How are incidents managed? - How is an Incident Action Plan used? - What are the key concepts, principles, scope, and applicability underlying NIMS? - What are some activities and methods for managing resources? - What are the characteristics of NIMS Management? - What are the organizational structures of the Incident Command System (ICS)? - What are the functions, common models for staff organization, and activation	- Describe the function of each section within the NIMS-ICS organizational structure. [NFPA 1001, 4.1; NFPA 1072, 5.4.1] - Explain the process of establishing and transferring command of an incident. [NFPA 1072, 5.4.1] - Identify the traits and values of an effective leader. [NFPA 1072, 5.4.1] - Explain how incidents are managed. [NFPA 1001, 5.1; NFPA 1072, 5.4.1] - Describe the use of an Incident Action Plan. [NFPA 1072, 5.4.1] - Describe and identify key concepts, principles, scope, and applicability underlying NIMS. (NIMS 700) - Describe activities and methods for managing resources. (NIMS 700) - Describe NIMS Management characteristics. (NIMS 700) - Identify and describe Incident Command System (ICS) organizational structures. (NIMS 700) - Explain Emergency Operations Center (EOC) functions, common models for staff organization, and activation levels. (NIMS 700)	- FEMA Accounts - Skills based tests on equipment use/handling - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	levels of the Emergency Operations Center (EOC)? - How are the NIMS Management and other coordination structures interconnected? - What are the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats? - What are the ICS functional areas and the roles of the Incident Commander and Command Staff? - What are the General Staff roles within ICS? - How do the NIMS Management Characteristics apply to ICS for a variety of roles and discipline areas?	11. Explain the interconnectivity within the NIMS Management and Coordination structures: ICS, EOC, Joint Information Systems (JIS), and Multiagency Coordination Groups (MAC Groups). (NIMS 700) 12. Identify and describe the characteristics of communications and information systems, effective communication, incident information, and communication standards and formats. (NIMS 700) 13. Explain the principles and basic structure of the Incident Command System (ICS). (NIMS 100) 14. Describe the NIMS Management Characteristics that are the foundation of the ICS. (NIMS 100) 15. Describe the ICS functional areas and the roles of the Incident Commander and Command Staff. (NIMS 100) 16. Identify the General Staff roles within ICS. (NIMS 100) 17. Identify how the NIMS Management Characteristics apply to ICS for a variety of roles and discipline areas. (NIMS 100) ----- - Improve fitness levels and work as a member of a cohesive unit/team.			
Week 23 Fire Hose (EOFF 12) Physical Training (PT)	- What are the characteristics of fire hose? - How is fire hose inspected, cared for and maintained? - What are different methods of rolling hose? - What are hose loads?	1. Describe characteristics of fire hose. [NFPA 1001, 4.3.8] 2. Describe the inspection, care, and maintenance of fire hose. [NFPA 1001, 4.5.2] 3. Explain methods of rolling hose. [NFPA 1001, 4.5.2] 4. Describe hose loads. [NFPA 1001, 4.5.2] ----- - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 12-1: Couple and uncouple a hose. [NFPA 1001, 4.3.10] - SS 12-2: Inspect, clean, and maintain a hose. [NFPA 1001, 4.5.2] - SS 12-3: Make a straight hose roll. [NFPA 1001, 4.5.2] - SS 12-4: Make a donut hose roll. [NFPA 1001, 4.5.2] - SS 12-5: Make a flat hose load. [NFPA 1001, 4.5.2] - SS 12-6: Make the accordion hose load. [NFPA 1001, 4.5.2]	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			- SS 12-7: Make the preconnected flat hose load. [NFPA 1001, 4.5.2] - SS 12-8: Make the triple layer hose load. [NFPA 1001, 4.5.2] - SS 12-9: Make the minuteman hose load. [NFPA 1001, 4.5.2] - Weekly physical fitness training demonstrating increase from baseline achievement		
Week 24 Fire Suppression (EOFF 14) Physical Training (PT)	- What is the science behind fire suppression? - What are the methods for suppressing structural fires? - What is the role of firefighters with regards to supporting fire protection systems during fire suppression? - What are the duties of firefighters related to building utilities? - What is the process of attacking fires in exterior Class A materials? - What is ground cover fire attack?	- Explain the science behind fire suppression. [NFPA 1001, 4.3.10, 4.3.11] - Describe methods for suppressing structural fires. [NFPA 1001, 4.3.8, 4.3.10, 4.3.13] - Explain the role of firefighters with regards to supporting fire protection systems during fire suppression. [NFPA 1001, 4.3.13, 4.3.14] - Explain the duties of firefighters related to building utilities. [NFPA 1001, 4.3.18] - Describe the process of attacking fires in exterior Class A materials. [NFPA 1001, 4.3.8] - Describe ground cover fire attack. [NFPA 1001, 4.3.19] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 14-1: Attack an interior structure fire at ground level using a direct, indirect, or combination attack. [NFPA 1001, 4.3.10] - SS 14-2: Attack a structure fire using a transitional attack. [NFPA 1001, 4.3.10] - SS 14-3: Attack a structure fire above and below grade level using an interior attack. [NFPA 1001, 4.3.10] - SS 14-4: Operate sprinkler system control valves. [NFPA 1001, 4.3.14] - SS 14-5: Stop the flow of water from an activated sprinkler. [NFPA 1001, 4.3.14] - SS 14-6: Turn off building utilities. [NFPA 1001, 4.3.18] - SS 14-8: Attack a fire in exterior stacked or piled Class A materials. [NFPA 1001, 4.3.8] - SS 14-9: Attack a fire in a small unattached structure. [NFPA 1001, 4.3.8] - SS 14-10: Extinguish a fire in a trash container. [NFPA 1001, 4.3.8] - SS 14-11: Attack a ground cover fire. [NFPA 1001, 4.3.19] - SS 14-12: Construct a fire line. [NFPA 1001, 4.3.19] - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science
Weeks 25				Career Ready Practices	ELA

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Forcible Entry (EOFF 9) Physical Training (PT)	- What are the basic principles of forcible entry? - What kind of tools are used for forcible entry? - What are the considerations for forcible entry tool safety? - How are forcible entry tools carried? - How are forcible entry tools cleaned and maintained? - What are the methods of forcing entry through doors and windows? - What are the methods for breaching walls?	- Describe the basic principles of forcible entry. [NFPA 1001, 4.3.4, 4.3.11] - Describe forcible entry tools. [NFPA 1001, 4.3.4, 4.3.9] - Explain considerations for forcible entry tool safety. [NFPA 1001, 4.3.4] - Explain how to carry forcible entry tools. [NFPA 1001, 4.3.4] - Describe how to clean and maintain forcible entry tools. [NFPA 1001, 4.5.1] - Describe methods of forcing entry through doors. [NFPA 1001, 4.3.4, 4.3.9, 4.3.11] - Describe methods for forcing entry through windows. [NFPA 1001, 4.3.4, 4.3.9, 4.3.11] - Describe methods for breaching walls. [NFPA 1001, 4.3.4, 4.3.9] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 9-1: Clean, inspect, and maintain hand tools and equipment. [NFPA 1001, 4.5.1] - SS 9-2: Force entry through an inward-swinging door. [NFPA 1001, 4.3.4] - SS 9-3: Force entry through an outward-swinging door. [NFPA 1001, 4.3.4] - SS 9-4: Force entry through a door lock. [NFPA 1001, 4.3.4] - SS 9-5: Force entry through a padlock. [NFPA 1001, 4.3.4] - SS 9-6: Force entry through a window. [NFPA 1001, 4.3.4] - SS 9-7: Force entry through a wood-framed wall (Type V construction). [NFPA 1001, 4.3.4] - SS 9-8: Breach a masonry wall with hand tools. [NFPA 1001, 4.3.4] - SS 9-9: Breach a metal wall with a rotary saw. [NFPA 1001, 4.3.4] - Weekly physical fitness training demonstrating increase from baseline achievement	CRP 1,2,4,8,9,12	11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science
Weeks 26 Tactical Ventilation (EOFF 11) Physical Training (PT)	- Explain why tactical ventilation is performed at a structure fire? - What are the safety considerations related to tactical ventilation? - What tools and equipment are used for ventilation? - What is horizontal ventilation? - What is vertical ventilation? - What are the considerations related to the ventilation of basements and other special compartments?	- Explain why tactical ventilation is performed at a structure fire. [NFPA 1001, 4.3.11, 4.3.12] - Describe safety considerations related to tactical ventilation. [NFPA 1001, 4.3.11, 4.3.12] - Describe ventilation tools and equipment. [NFPA 1001, 4.3.11, 4.3.12, 4.5.1] - Describe horizontal ventilation. [NFPA 1001, 4.3.11] - Describe vertical ventilation. [NFPA 1001, 4.3.12] - Describe considerations related to the ventilation of basements and other special compartments. [NFPA 1001, 4.3.11, 4.3.12]	- Roof Prop/ Door prop - Skills based tests on equipment use/handling - SS 11-1: Perform mechanical positive pressure ventilation. [NFPA 1001, 4.5.1, 4.3.11] - SS 11-2: Perform horizontal hydraulic ventilation. [NFPA 1001, 4.3.11] - SS 11-3: Ventilate a flat roof. [NFPA 1001, 4.3.12] - SS 11-4: Ventilate a pitched roof. [NFPA 1001, 4.3.12] - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		Improve fitness levels and work as a member of a cohesive unit/team.			
Week 27 Hose Operations and Hose Streams (EOFF 13) Physical Training (PT)	- Describe methods of supplying water for firefighting operations? - Describe methods used to deploy fire hose? - Describe methods of advancing hoselines? - Differentiate among types of hose streams and nozzles? - Explain how to operate different types of hoselines, nozzles, and master stream devices?	- Describe methods of supplying water for firefighting operations. [NFPA 1001, 4.3.15] - Describe methods used to deploy fire hose. [NFPA 1001, 4.3.10, 4.3.15] - Describe methods of advancing hoselines. [NFPA 1001, 4.3.7, 4.3.10] - Differentiate among types of hose streams and nozzles. [NFPA 1001, 4.3.10] - Explain how to operate different types of hoselines, nozzles, and master stream devices. [NFPA 1001, 4.3.7, 4.3.8, 4.3.10] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 13-1: Make soft-sleeve and hard-suction hydrant connections. [NFPA 1001, 4.3.15] - SS 13-2: Connect and place a hard-suction hose for drafting from a static water source. [NFPA 1001, 4.3.15] - SS 13-3: Deploy a portable water tank. [NFPA 1001, 4.3.15] - SS 13-4: Make a hydrant connection from a forward lay. [NFPA 1001, 4.3.15] - SS 13-5: Make a reverse hose lay. [NFPA 1001, 4.3.15] - SS 13-6: Advance a hose load. [NFPA 1001, 4.3.10] - SS 13-7: Extend a hoseline. [NFPA 1001, 4.3.10] - SS 13-8: Replace a burst hoseline. [NFPA 1001, 4.3.10] - SS 13-9: Advance a charged hoseline using the working line drag method. [NFPA 1001, 4.3.7, 4.3.10] - SS 13-10: Advance a hoseline into a structure. [NFPA 1001, 4.3.10] - SS 13-11: Advance a hoseline up or down an interior stairway. [NFPA 1001, 4.3.10] - SS 13-12: Connect to a stairway or improvised standpipe and advance an attack hoseline onto a floor. [NFPA 1001, 4.3.10] - SS 13-13: Advance an uncharged line up a ladder into a window. [NFPA 1001, 4.3.10] - SS 13-14: Advance a charged attack line up a ladder into a window. [NFPA 1001, 4.3.10]	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			- SS 13-15: Operate a charged attack line from a ladder. [NFPA 1001, 4.3.10] - SS 13-16: Operate a smooth bore or fog nozzle. [NFPA 1001, 4.3.7, 4.3.10] - SS 13-17: Operate a small hoseline using the one-firefighter method. [NFPA 1001, 4.3.10] - SS 13-18: Operate a large hoseline for exposure protection using the one-firefighter method. [NFPA 1001, 4.3.8] - SS 13-19: Operate a large hoseline using the two-firefighter method. [NFPA 1001, 4.3.8, 4.3.10] - SS 13-20: Deploy and operate a master stream device. [NFPA 1001, 4.3.8] - Weekly physical fitness training demonstrating increase from baseline achievement		
Weeks 28-29 Fire Suppression (EOFF 14) Review Vehicle Fires Survival Skills Physical Training (PT)	- What is the science behind fire suppression? - What are the methods for suppressing structural fires? - What is the role of firefighters with regards to supporting fire protection systems during fire suppression? - What are the duties of firefighters related to building utilities? - What is the process of attacking a vehicle fire? - What is the process of attacking fires in exterior Class A materials? - What is ground cover fire attack?	1. Explain the science behind fire suppression. [NFPA 1001, 4.3.10, 4.3.11] 2. Describe methods for suppressing structural fires. [NFPA 1001, 4.3.8, 4.3.10, 4.3.13] 3. Explain the role of firefighters with regards to supporting fire protection systems during fire suppression. [NFPA 1001, 4.3.13, 4.3.14] 4. Explain the duties of firefighters related to building utilities. [NFPA 1001, 4.3.18] 5. Describe the process of attacking a vehicle fire. [NFPA 1001, 4.3.7] 6. Describe the process of attacking fires in exterior Class A materials. [NFPA 1001, 4.3.8] 7. Describe ground cover fire attack. [NFPA 1001, 4.3.19] - Improve fitness levels and work as a member of a cohesive unit/team.	- Maze/Survival Activity - Skills based tests on equipment use/handling - SS 14-1: Attack an interior structure fire at ground level using a direct, indirect, or combination attack. [NFPA 1001, 4.3.10] - SS 14-2: Attack a structure fire using a transitional attack. [NFPA 1001, 4.3.10] - SS 14-3: Attack a structure fire above and below grade level using an interior attack. [NFPA 1001, 4.3.10] - SS 14-4: Operate sprinkler system control valves. [NFPA 1001, 4.3.14] - SS 14-5: Stop the flow of water from an activated sprinkler. [NFPA 1001, 4.3.14] - SS 14-6: Turn off building utilities. [NFPA 1001, 4.3.18]	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			- SS 14-7: Attack a passenger vehicle fire. [NFPA 1001, 4.3.7] - SS 14-8: Attack a fire in exterior stacked or piled Class A materials. [NFPA 1001, 4.3.8] - SS 14-9: Attack a fire in a small unattached structure. [NFPA 1001, 4.3.8] - SS 14-10: Extinguish a fire in a trash container. [NFPA 1001, 4.3.8] - SS 14-11: Attack a ground cover fire. [NFPA 1001, 4.3.19] - SS 14-12: Construct a fire line. [NFPA 1001, 4.3.19] - Weekly physical fitness training demonstrating increase from baseline achievement		
Week 30 Incident Scene Operations (EOFF 19) Physical Training (PT)	- What is the process of initiating incident operations? - What is the process of transferring Command? - What are the duties of a unit or team leader during fireground operations? - What is the use of postincident reports?	1. Explain the process of initiating incident operations. [NFPA 1001, 5.1.1, 5.1.2, 5.3.2] 2. Explain the process of transferring Command. [NFPA 1001, 5.1.1] 3. Describe the duties of a unit or team leader during fireground operations. [NFPA 1001, 5.2.2, 5.3.2] 4. Explain the use of postincident reports. [NFPA 1001, 5.2.1] - Improve fitness levels and work as a member of a cohesive unit/team.	- Skills based tests on equipment use/handling - SS 19-1: Establish Incident Command and coordinate interior attack of a structure fire. [NFPA 1001, 5.1.1, 5.1.2, 5.2.2, 5.3.2] - SS 19-2: Create a postincident report. [NFPA 1001, 5.2.1] - Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science
Weeks 31-33 Action Options and Response Objectives (EOFF 25) Structural Fire Skill Review Testing Physical Training (PT)	- What are predetermined procedures and notification procedures? - What is the role of first responders in initiating protective actions? - What is the process of size-up and risk assessment? - What are the different hazardous materials incident levels? - What are the three modes of operation at hazardous materials incidents? - What is the process of planning the initial response	1. Explain predetermined procedures and notification procedures. [NFPA 1072, 5.3.1] 2. Explain the role of first responders in initiating protective actions. [NFPA 1072, 4.4.1, 5.2.1, 5.3.1] 3. Describe the process of size-up and risk assessment. [NFPA 1072, 4.2.1, 5.2.1, 5.3.1, 5.4.1] 4. Differentiate among hazardous materials incident levels. [NFPA 1072, 5.2.1] 5. Explain the three modes of operation at hazardous materials incidents. [NFPA 1072, 5.3.1] 6. Explain the process of planning the initial response at hazardous	- Written Test - Burn Tower Activity - Skills based tests on equipment use/handling - SS 25-1: Make appropriate notifications of a hazardous materials incident. [NFPA 1072, 4.4.1] - SS 25-2: Implement protective actions at a hazardous materials incident. [NFPA 1072, 4.3.1] - SS 25-3: Provide scene control at a hazardous materials incident. [NFPA 1072, 5.4.1] - SS 25-4: Identify actions available at a hazardous	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	at hazardous materials incidents? • What are ways of implementing response objectives and action options? • What are different types of terrorist attacks and their associated hazards? • What are the hazards at illicit laboratories? • What are the characteristics of illegal hazardous materials dumps? • What is the hazardous materials response during and after natural disasters? • What are processes for evaluating progress at a hazardous materials incident?	materials incidents. [NFPA 1072, 5.3.1] 7. Explain ways of implementing response objectives and action options. [NFPA 1072, 5.4.1] 8. Differentiate among types of terrorist attacks and their associated hazards. [NFPA 1072, 4.3.1, 5.2.1] 9. Identify hazards at illicit laboratories. [NFPA 1072, 5.2.1] 10. Recognize illegal hazardous materials dumps. [NFPA 1072, 5.2.1] 11. Describe hazardous materials response during and after natural disasters. [NFPA 1072, 5.2.1] 12. Identify processes for evaluating progress at a hazardous materials incident. [NFPA 1072, 5.6.1] ----- • Improve fitness levels and work as a member of a cohesive unit/team.	materials incident. [NFPA 1072, 5.3.1] • SS 25-5: Evaluate progress made at a hazardous materials incident. [NFPA 1072, 5.6.1] • Weekly physical fitness training demonstrating increase from baseline achievement		
Week 34 First Aid Provider (EOFF 23) Physical Training (PT)	• What is the role of the fire service in providing emergency medical care? • What are the requirements for patient confidentiality? • What are some communicable diseases that first responders commonly encounter? • What are ways to prevent the spread of communicable diseases during emergency medical care? • What is the process of patient assessment? • What is Cardiopulmonary Resuscitation (CPR)? • What are the methods of controlling bleeding? • What is shock management?	1. Describe the role of the fire service in providing emergency medical care. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] 2. Explain patient confidentiality requirements. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] 3. Identify communicable diseases that first responders commonly encounter. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] 4. Explain ways to prevent the spread of communicable diseases during emergency medical care. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] 5. Explain the process of patient assessment. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] 6. Describe Cardiopulmonary Resuscitation (CPR). [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] 7. Describe methods of controlling bleeding. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] 8. Explain shock management. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1] -----	• Cooperative Activity with EMT Props • Skills based tests on equipment use/handling • Weekly physical fitness training demonstrating increase from baseline achievement	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,10	Science

Time Frame Unit of Study	Key Questions	IFSTA Objectives Additional Objectives	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		Improve fitness levels and work as a member of a cohesive unit/team.			
Weeks 35-40 OSHA Certification Civil Service Test Prep Review and Final Exam Physical Training (PT)	- Are you prepared for the final exam? - Are you physically and mentally fit?	- Review cumulative content throughout the year. - Obtain OSHA Certification. - Explain the requirements for Civil Service Examinations. - Improve fitness levels and work as a member of a cohesive unit/team.	- Written Final Exam - Practical Final Exam - OSHA Certification - Civil Service Practice Test - Weekly physical fitness training demonstrating increase from baseline achievement - Final Physical Evaluation	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3,4,5,6	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,6,9,10,11	Science

**Syracuse City School District
Career and Technical Education Program
Course Syllabus**



FRP400: Fire Rescue 400-Emergency Medical Technician

Program Overview

The Fire Rescue program at PSLA is designed to provide students with experience in the field of firefighting and to prepare them for the fire academy. Throughout the program, a wide range of topics will be covered including fire safety and awareness, fire suppression, firefighter survival skills, and planning for a city-wide disaster. Students will become certified in CPR and First Aid, receive Certified First Responder (CFR)/Emergency Medical Responder (EMR) certification, and Emergency Medical Technician-Basic (EMT-Basic) certification. The program offers job shadowing and internship experiences, the opportunity to earn college credits from OCC and credit for the completion of New York State Firefighter courses. Those successfully completing the program will earn a Regents diploma and pass an industry-based assessment to receive a technical endorsement on their diploma. Career opportunities for graduates from the program include firefighter, fire protection professional, industrial fire safety professional and fire investigator.

Course Description

Students will continue to work on proficiency in firefighter skills and become aware of the high degree of planning and writing involved in planning for disasters. In this course, students will explore and experience the role of the EMT in the health care system and progress toward obtaining the credentials are needed to fulfill this role. Students will practice taking vital signs and assessing patients for both appropriate medical and trauma response and will practice writing complete and accurate Patient Care Reports (PCR). Students will advance their knowledge of human anatomy and physiology and the common types of injuries and conditions that EMTs encounter in the field. Students will continue to work toward proficiency in the skills required for NYS EMT Certification and will become aware of the high degree of planning and writing involved in disaster management. The course combines classroom and hands-on application of the skills required of first responders and EMTs. Students will have the opportunity to engage in job shadow and internship experiences and test for NYS EMT Certification.

Work-Based Learning

Students will be connected with working fire rescue professionals in the community through guest speakers, Career Coaching, field trips, and job shadowing leading to further opportunities for direct job training and real-world experience. Students will also have the opportunity to participate in on-the-job internships to apply what they have learned. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

FRP100: Fire Rescue 100, FRP200: Fire Rescue 200, and FRP300: Fire Rescue 300

Course Objectives

Students will:

1. Explain the role of the EMT in the health care system and elaborate what credentials are needed to fulfill this role.
2. Apply proper medical terminology to complete patient care reports.
3. Practice safety and comply with legal and ethical behaviors expected of the EMT.
4. Demonstrate accuracy in patient assessments.
5. Use vital sign and patient assessment skills for both medical and trauma patients.
6. Obtain FEMA Incident Command System (ICS) 100, 200, and 300 Certifications.
7. Obtain NYS Mandated Reporter Certification
8. Explain the basic function of the systems of the human anatomy.
9. Describe the basics of illness and injury, including bleeding, soft tissue, and musculoskeletal injury.
10. Compare and contrast the processes of medical and trauma response.
11. Practice dispatch communication protocols and codes and understand the triage process.
12. Obtain/review American Heart Association (AHA) Healthcare Provider CPR/AED Certification.
13. Obtain NYS EMT Certification.
14. Complete job shadow and internship experiences.

Integrated Academics

1 CTE Integrated ELA Credit

Equipment and Supplies

- **School will provide:** Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit); Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- **Student will provide:** N/A

Textbook

Pollak, A. N., Mejia, A., McKenna, K., & Edgerly, D. (2021). *Emergency Care and Transportation of the Sick and Injured, 12th edition*. Burlington, MA: Jones & Bartlett Learning; .

Grading

Tests:	40%
Classwork:	20%
Participation:	10%
Labs:	30%

Additional Course Policies

Students must receive a standard sports physical for entry into this course. Students are required to follow all classroom and training safety rules. Students must participate in weekly Physical Training Drills.

Course Calendar

Quarter	Units of Study
1	• Medical Terminology (Ongoing throughout the year) • Patient Care Reports (PCR) (Ongoing) • Emergency Medical Technician • Workplace Safety and Wellness • AHA Healthcare Provider CPR and AED • Safety, Legal, and Ethical Issues • Work-Based Learning: Career Coaching
2	• Patient Care Reports (PCR) (Ongoing) • Vital Signs, Sample History, Military Time, Documentation • FEMA Incident Command System: ICS 100, 200, 700 • Healthcare Provider CPR and First Aid Review • Anatomy and Physiology Review • Work-Based Learning: Career Coaching
3	• NYS EMT Practical Skills Checklist (Ongoing) • Anatomy and Physiology Review (continued) • Patient Assessment • Work-Based Learning: Career Coaching
4	• NYS EMT Practical Skills Checklist (Ongoing) • Job Shadow/Internship • Medical Emergency Response • Trauma Response • Triage • Community Outreach: Schoolwide Blood Drive • Work-Based Learning: Career Coaching • Course Review, Final Exam, NYS EMT Certification Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence



FRP 400: Fire Rescue 400-Emergency Medical Technician

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-40 Medical Terminology (Ongoing Throughout the Year)	- What is the appropriate terminology for medical professionals? - What study techniques can be applied for success in medical terminology? - How can medical dictionaries be used as a resource?	- Interpret medical prefixes, suffixes, root words and abbreviations to simplify terminology for the layperson. - Create written medical documentation with the use of proper medical terminology. - Communicate effectively through radio communication by using proper medical terminology and technical language. - Use a medical dictionary to decode medical terminology and create medical words with prefix suffix and root words.	- Daily Written Documentation of Medical Terminology - Personal Medical Dictionary - Monthly Test: Medical Terminology Suffixes, Prefixes, Acronyms and Abbreviations - Independent Assignments - Radio Communication Case Review - Index Cards for Independent Study	Career Ready Practices CRP 1,2,3	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 3	Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1	Science HS-LS-2, 3
Weeks 1-20 Patient Care Reports (PCR) (Ongoing)	- What the EMT reporting requirements in NYS? - What is the Patient Care Report (PCR)? - What are the components of the PCR? - What information should be included in the PCR? - What are the legal implications of the PCR? - Why should reports be timely, accurate, and professional?	- Explain state reporting requirements. - Explain the rationale for patient care documentation. - Explain the components of the PCR and the information that should be included. - Identify the various sections of the PCR and describe what information is required in each section and how it should be entered. - Describe the legal implications associated with the PCR. - Explain the reason for using medical terminology correctly. - Explain the rationale for using an accurate and synchronous clock - Complete a PCR.	Completed PCRs for Authentic Scenarios	Career Ready Practices CRP 1,2,3	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 3	Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1	Science HS-LS-2, 3
Weeks 21-40 NYS EMT Practical Skills Checklist (Ongoing)	What knowledge and skills are necessary to become certified as an EMT in NYS?	- Explain and demonstrate the following skills required for NYS EMT Certification: - Patient Assessment Management - Trauma - Patient Assessment Management - Medical - Cardiac Arrest Management/AED - Bag-Valve-Mask Apneic Patient - Upper Airway Adjuncts and Suction - Supplemental Oxygen Administration - Bleeding Control/Shock Management - Long Bone Injury Immobilization - Joint Injury Immobilization - Traction Splint Immobilization	- Completion of NYS Required Lab (Weekly) - Completion of NYS EMT Practical Skills Checklist Booklet with NYS Rubrics	Career Ready Practices CRP 1,2,3	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 3	Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1	Science HS-LS-2, 3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Emergency Medical Technician	- What are the different certification and licensing levels for EMTs in NYS? - What does HIPAA stand for and what role does it play in the work of an EMT? - What are the physical standards for an EMT? - What is the essential equipment in EMT work and how does each function? - What is the role and responsibility of a medical director?	- Identify and differentiate between responsibilities and equipment used in the role of First Responder, EMT, EMT-Intermediate and EMT-Paramedic. - Identify levels of certification and licensing for EMTs in NYS. - Explain the professional attributes required for an EMT. - Examine ambulance equipment and analyze the functions of each. - Explain the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy.	- Summary: EMT Duties and Responsibilities - Presentation: EMT Roles - Summary: EMT Standards - Assessment: Students' Abilities Compared with EMT Requirements - Quiz: EMT Roles and Responsibilities - Graphic Organizer: EMT Professional Attributes - Quiz On Equipment Identification and Function - Practical Exam: Proper Lifting Techniques - Guest Speakers - HIPAA Training	Career Ready Practices CRP 1,4,10	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2,6	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4	Science
Weeks 5-7 Workplace Safety and Wellness	- What are pathogens and how are diseases transmitted? - How does the body develop immunity to diseases? - What are the key elements of an Infection Control Plan? - Why are universal precautions necessary for EMTs? - What are proper lifting techniques for patients? - How does an EMT safely use a gurney during patient transport?	- Analyze modes of disease transmission and describe the steps to prevent and/or follow-up on an exposure. - Describe how immunity to infectious disease is acquired. - Identify and explain the safety protocols, universal precautions and blood-borne pathogen procedures that all EMTs must use in their work. - Describe the emotional aspects of emergency care. - State the steps that contribute to wellness and their importance in managing stress.	- Quiz - Presentation: Specific Disease and Modes of Transmission - Demonstration: Proper Handwashing, Gloving and De-Gloving Techniques - OSHA Blood-Borne Pathogen Training - Practical Test: Lifting Techniques - Infection Control Plan - PSA on Flu Prevention in Schools	Career Ready Practices CRP 1,4,5	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,5,13	Science HS-LS1-1,2,3
Week 8 AHA Healthcare Provider CPR and AED	- When should CPR be performed? - How should CPR be performed? - When should an AED be used? - How is an AED used?	- Explain when CPR should be performed. - Explain when an AED should be used. - Demonstrate proper AHA Healthcare Provider CPR and AED skills.	Hands-On Drills for AHA Healthcare Provider CPR and AED	Career Ready Practices CRP 1,2,4,8,9	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,7	Science
Weeks 9-11 Safety Legal, and Ethical Issues	- How do legal and ethical issues impact an EMT? - What guidelines should EMTs follow to protect	Analyze HIPAA regulations, Patients' Rights, and the American with Disabilities Act and their relevance to an EMT.	Summary: Patient Rights Documents and Their Purposes	Career Ready Practices CRP 1,4,8,9	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Work-Based Learning: Career Coaching	themselves from legal action? - How do HIPAA, Patient Rights and the ADA impact an EMT? - What is the impact of the Good Samaritan Act on EMTs? - What is an ethical decision? - When is an "Against Medical Advice" (AMA) form used and how is it documented? - When can't an AMA be used? - What is a "Do Not Resuscitate" (DNR) order? - What can be learned from fire and emergency medical services professionals?	- Explain what current legal and ethical issues are relevant to an EMT. - Explain the responsibilities of record keeping and data collection as an EMT. - Create a patient run report demonstrating proper legal requirements. - Predict how ethical decisions might conflict with core human values as an EMT. - Examine the Good Samaritan Act and how it affects an EMT in providing medical services in the community. - Research cases where EMTs have been challenged under the "Good Samaritan Act". - Participate in Career Coaching process.	- Assignment: HIPAA Case Violations - Summary: Current Legal Issues in the Medical Field - Statement Of Ethical Behavior - Quiz: Good Samaritan Act - Article Critique: EMT Legal Issues - Template Run Reports - Ten Week Assessment - Career Coaching Self-Assessment	Cluster Standards LW 2,5	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,7	Science
Week 12-13 Vital Signs, SAMPLE History, Military Time, Documentation	- What are normal ranges for vital signs? - What are indicators of abnormal vital signs and how are they recorded? - What are abnormal vital signs that need to be treated immediately? - What does the acronym SAMPLE stand for and how is it used? - What results of SAMPLE are important to an EMT?	- Perform and record baseline vital signs. - Ask for and record a SAMPLE (Signs and Symptoms, Allergies, Medications, Past medical history, Last oral intake, and Events leading up to present injury) History - Identify SAMPLE from various patient reports. - Include SAMPLE in patient documentation. - Identify parts of equipment used and be able to read weight scale and BP readings. - Identify a problem with equipment and troubleshoot for accurate readings. - Read and write conversion to military time.	- Quiz - Lab Practical - Patient Education Information Guide: Normal" Ranges for Vital Signs - Training Unit: Military Time - Journal Of Patient Run Reports - Role Play: Patient Questions and Proper Documentation	Career Ready Practices CRP 1,2,4,11	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,10,13	Science HS-LS1-1,3,8
Weeks 14-16 FEMA Incident Command System: ICS 100, 200, 700	- What is NIMS, ICS and FEMA? - How does ICS affect the duties of an EMT? - Who is required to have ICS Certification?	- Examine the purpose of ICS and its basic features. - Analyze the role and functions of the Incident Commander, Command staff, general staff, operations, planning, logistics and finance/administration sections.	- Summary: ICS Requirements Purposes and Common Incident Tasks - Information Guide: Purpose of NIMS Components - Successful Completion of ICS 100, 200 and 700 Certifications	Career Ready Practices CRP 1, 2, 4, 8, 9, 10	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards	Science

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		- Describe the six basic ICS facilities, identifying facilities that may be located together. - Identify facility map symbols. - Complete ICS 100, 200, and 700 training.		LW-EFM 1,3,5,9,10	
Weeks 17-28 Anatomy and Physiology Review Work-Based Learning: Career Coaching	- What are the anatomical directions, planes, and cavities? - What are the names of the bones of the body? - What are the different types of fractures? - What is the best way to explain basic respiratory and heart functions to patients? - What can be learned from fire and emergency medical services professionals?	- Describe the body's topographic anatomy, including the anatomic position and the planes of the body. - Compare and contrast anatomy and physiology of bones. - Identify a bone injury and analyze proper treatment. - Explain basic anatomy and physiology of the respiratory system. - Distinguish among airway tools (OPA, NPA, Combi) and determine the correct tool. - Explore and analyze the anatomy and physiology of the circulatory system. - Describe the path and process of blood movement throughout the body. - Compare and contrast methods of bleeding control. - Develop patient treatment plans for soft tissue injuries and burns. - Calculate percentage of burns on body. - Participate in Career Coaching process.	- Instructional Video of Anatomical Terms - Quiz: Body Systems - Field Trip: Morgue/ Hospital Departments/or Body Exhibit - Dissections: Orange, Fetal Pig, Heart, Lung - Practical Exams: Splinting, Including Traction Splint; Bleeding Control - Test: Calculation of Burn Percentage on Body - Career Coaching Self-Assessment	Career Ready Practices CRP 1,2,4,11	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3	Science HS-LS1-1,2,3,4, 8
Weeks 29-30 Patient Assessment Work-Based Learning: Career Coaching	- How are patient medical conditions assessed? - What are the differences between medical and trauma assessments? - How does a primary assessment differ from a secondary assessment? - How is scene safety assessed in every situation? - When might an EMT need to request additional resources? - What can be learned from fire and emergency medical services professionals?	- Demonstrate how an EMT approaches patient evaluation in the field. - Compare/contrast medical, NOI (Medical) and trauma, MOI (Trauma) assessments in patients. - Demonstrate EMT primary assessment. - Analyze how patient evaluation impacts treatment decisions. - Compare and contrast primary and secondary patient assessment protocols. - Demonstrate steps in secondary assessment process. - Demonstrate how to properly package a patient and operate a gurney. - Explain how to assess the safety of a scene. - Analyze a situation and determine need for additional resources. - Participate in Career Coaching process.	- Medical Case Review with Anticipated EMT Protocols - Role Play: EMT And Patient - Practical Tests: Medical Assessment, Trauma Assessment - Test Assessment Acronyms - Guest Speakers - Vocabulary Assessment - Career Coaching Self-Assessment	Career Ready Practices CRP 1,2,4,8,9,11	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,4,7,9,10	Science HS-LS1-1,2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 30-32 Job Shadow/Internship	- How can job shadows enhance classroom learning? - Who will the supervisor of the job shadow experience be? - What is the student's role during a job shadow? - What challenges might a student experience during a job shadow?	- Determine areas of interest through shadow experiences - Provide details of new learning obtained in the field - Identify areas or topics needing review or reinforcement to improve knowledge and skills. - Observe the chain of command and order of operations in the field - Demonstrate maturity and responsibility when interacting with medical professionals	- Completed shift rotations at AMR ambulance service - Completed PCRs for 10 Patients - Job Shadow/Internship Self-Assessment	Career Ready Practices CRP 1,4	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 6	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,8	Science HS-LS1-1,3
Weeks 33 Medical Emergency Response	- How does an EMT respond to and treat a variety of medical conditions? - What knowledge is necessary to respond to toxicological, abdominal gynecologic, genitourinary and renal conditions? - When is an EMT responsible for delivering a baby?	- Develop treatment plans for each various medical conditions including respiratory, cardiovascular, altered mental status, stroke, headache, seizures and syncope, acute diabetic, and anaphylactic reactions. - Demonstrate administering nebulizer treatment. - Demonstrate oxygen placement with SpO2 (pulse oximetry) monitoring. - Administer NYS EMT medications with proper dosages. - Demonstrate proper protocols for childbirth, to include cutting umbilical cord.	- Assignments: Treatments for Medical Emergencies; Specific Medical Condition with Proper EMT Treatment - Practical Assessment: O2 Equipment and Placement	Career Ready Practices CRP 1,2,4,8,9,11	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,9,10,13	Science HS-LS1-1,3,8
Week 34 Trauma Response	- What is the goal of initial trauma assessment? - What questions should an EMT ask in trauma assessment? - How does a patient's age affect an EMT's approach to trauma? - What systematic steps are taken in trauma assessment? - What response and treatments are necessary for life threatening trauma injuries? - When would a trauma patient need to be stabilized using a backboard or KED?	- Explain the goal of initial trauma assessment. - List the questions that an EMT should ask in trauma assessment. - Explain how a patient's age affects an EMT's approach to trauma. - Explain the steps that should be taken in a trauma assessment. - Analyze trauma situations and determine response/treatment. - Demonstrate stabilization of a femur fracture using a traction splint. - Demonstrate the method of splinting a broken bone. - Demonstrate how to safely control bleeding with direct pressure, lifting, using pressure point and tourniquet. - Explain when a trauma patient would need to be stabilized using a backboard or KED.	- Skills Practices and Assessments: Fractures, Bleeding, Lifting, Backboard, KED - Lab Simulations: Fractures, Bleeding, Lifting, Backboard, KED	Career Ready Practices CRP 1,2,4,8,9,11,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3	Science HS-LS1-1

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		- Demonstrate correct method of back stabilization using a backboard and straps. - Demonstrate the use of a KED to provide C-Spine alignment.			
Weeks 35-36 Triage	- When would a Triage Center need to be established? - How does a Triage Center Work? - Where have Triage Centers been used in this community?	- Analyze when and why a Triage Center would be established. - Define how a Triage Center works. - Construct a simulated Triage Center, assigning roles and responsibilities of class members. - Participate in a full-scale emergency exercise.	- Summary: Triage Process and Examples - Triage Center Simulation - Full Scale Emergency Exercise	Career Ready Practices CRP 1,2,4,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,9,11,12	Science
Weeks 37-39 Community Outreach: Schoolwide Blood Drive Work-Based Learning: Career Coaching	- What are the benefits of hosting a schoolwide blood drive? - What are the steps needed to host a successful blood drive? - How does the school community become aware of the blood drive? - What can be learned from fire and emergency medical services professionals?	- Explain the benefits of hosting a schoolwide blood drive. - Describe the steps needed to host a successful blood drive. - Publicize the blood drive within the school community. - Participate in recruiting and scheduling donors for appointments. - Participate in managing donors on the day of the drive - Participate in Career Coaching process.	- Schoolwide Blood Drive - Career Coaching Self-Assessment	Career Ready Practices CRP 1,2,4,6,8,9,12	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,13	Science
Week 40 Course Review, Final Exam, NYS EMT Certification Exam	What knowledge and skills are required for the Final Exam and NYS EMT Certification Exam?	Review and prepare for Final Exam and NYS EMT Certification Exam.	- Final Exam - NYS EMT Certification Exam	Career Ready Practices CRP 1,2,4,8	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,5	Science