

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The Science of Fire• Building Construction and Fire• Fire Extinguishers• Fire Safety and Personal Protective Equipment (PPE)• Self-Contained Breathing Apparatus
3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> What personal qualities should fire rescue personnel possess? What skills do you currently have? What skills do you need to develop to be successful? 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1,6 Pathway Standards LW-EFM 1	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science
Week 2 Communication Skills Among the Fire Rescue Team and with Victims	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 2 Pathway Standards LW-EFM 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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science
Weeks 3-4 Personal Health and Fitness Requirements for Fire Rescue Personnel Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1,3 Pathway Standards LW-EFM 1,4	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science 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
	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Describe proper nutrition. • 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. 	<ul style="list-style-type: none"> • Review and analysis of journal information • Weekly physical fitness training demonstrating increase from baseline achievement 		
Weeks 5-6 Introduction to Fire Rescue Careers Physical Training (PT)	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Cluster Standards LW 1,9,10 Pathway Standards LW-EFM	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3
Week 7 Companies and Battalions Physical Training (PT)	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Cluster Standards LW 4 Pathway Standards LW-EFM 1,4,6,7	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3
Weeks 8-9				Career Ready Practices CRP 1,2,4,8,9,12	ELA 9-10R 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
Legal and Ethical Issues Physical Training (PT)	<ul style="list-style-type: none"> What are the most important personal safety considerations for fire rescue personnel? 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? 	<ul style="list-style-type: none"> Describe the basics rules of personal and crew safety on the job. 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. 	<ul style="list-style-type: none"> Team presentation and rubric on Fire Rescue Requirements 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 	 Cluster Standards LW 4 Pathway Standards LW-EFM 4	9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3
Weeks 10-13 The Science of Fire Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1 Pathway Standards LW-EFM 5	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-PS3-2 HS-LS1-3.
Week 14	<ul style="list-style-type: none"> How do different construction types affect fire growth? 	<ul style="list-style-type: none"> Identify the different types of building construction. 		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

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
Building Construction and Fire Physical Training (PT)	<ul style="list-style-type: none"> What do fire rescue personnel need to consider to work safely and effectively in specific structures? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Examine the impact of construction on fire growth. Describe the ways building construction changes how firefighters attack a fire. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Pictures and descriptions of building types around Syracuse Written analyses on building construction, firefighter awareness and 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 	 Cluster Standards LW 1 Pathway Standards LW-EFM 5,10,15	9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3.
Week 15 Fire Extinguishers Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	Career Ready Practices CRP 1,2,4,8,11 Cluster Standards LW 1 Pathway Standards LW-EFM 5,9,10	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3.
Weeks 16-18 Fire Safety and Personal Protective Equipment (PPE) Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	Career Ready Practices CRP 1,2,3,5,7,12 Cluster Standards LW 1 Pathway Standards LW-EFM 5,10,13	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3. HS-PS3-3

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
	<ul style="list-style-type: none"> What vocabulary does a fire rescue worker need to use in fire safety and PPE? Are you physically and mentally fit? 		increase from baseline achievement		
Week 19 Self-Contained Breathing Apparatus Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	Career Ready Practices CRP 1,2,3,7,11,12 Cluster Standards LW 1 Pathway Standards LW-EFM 1,5,10	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3.
Week 20 Fire Detection Systems and Sprinkler Systems Physical Training (PT)	<ul style="list-style-type: none"> What are the various types of fire detection systems? What are the various types of sprinkler systems? Are you physically and mentally fit? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1,6 Pathway Standards LW-EFM 5,10,13	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3. HS-PS3-4
Week 21 Water Supplies and Fire Hydrants Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1 Pathway Standards LW-EFM 5,10	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3. HS-PS3-4
Week 22		<ul style="list-style-type: none"> Explain why each type of hose has its own specific use when fighting a fire. 	<ul style="list-style-type: none"> Quiz on visual recognition of types of fire hose 	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

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
Fire Hoses and Hydrants Physical Training (PT)	<ul style="list-style-type: none"> • 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? • What are the various hose loads and hose rolls? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Calculate the hose loads capable at standard water pressure for various hoses. • Explain why different hose loads are used for different operations. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Written assessment on how to identify the various types of hose loads and their advantages and disadvantages • 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 5,10	Science HS-LS1-3 HS-PS3-2
Weeks 23-24 Advancing Hose Lines Physical Training (PT)	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 HS-LS1-3
Week 25 Fire Streams and Foams Physical Training (PT)	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 HS-LS1-3.
Weeks 26-27 CPR Training and First Aid Certification Physical Training (PT)	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 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
	<ul style="list-style-type: none"> What technical terms are used in CPR? Are you physically and mentally fit? 				
Weeks 28-29 Survival and Search Skills Physical Training (PT)	<ul style="list-style-type: none"> How does a firefighter search a zero/limited visibility environment? How can a firefighter remove himself/herself from a dangerous situation? How are search and survivals documented? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Describe search techniques for victims and how they differ from a Rapid Intervention Team (RIT) search. 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. 	<ul style="list-style-type: none"> Skills-based practice in limited visibility situations and demonstrating rapid egress Accurately complete incident reports Weekly physical fitness training demonstrating increase from baseline achievement 	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 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 HS-LS1-3.
Weeks 30-31 Fire Ventilation Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3. HS-PS1-6
Weeks 32-33 Ladders Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3.
Week 34 Ropes and Knots Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3.
Weeks 35-36	<ul style="list-style-type: none"> What is forcible entry? 		<ul style="list-style-type: none"> Identification of tools and equipment in forced entry 	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

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
Forcible Building Entry Physical Training (PT)	<ul style="list-style-type: none"> • How do fire rescue workers correctly perform a forced entry? • How do you determine when a forced entry is necessary? • What tools and equipment are needed in forced entries? • What is a primary and secondary rescue search? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Explain situations where forcible building entry is used and the tools used to perform a forcible entry. • Define primary and secondary rescue search. • 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. 	<ul style="list-style-type: none"> • Skills based practice rubric • 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 2,5,10	Science HS-LS1-3.
Weeks 37-38 Vehicle Fires Physical Training (PT)	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 2,5,9,10	Science
Weeks 39-40 Final Exam Physical Training (PT)	<ul style="list-style-type: none"> • Are you prepared for the final assessments? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Prepare for Final Exams. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Incident Command System (ICS) 100 and 700 • Chemistry of Hazardous Materials • Fire Dynamics and Pyrolysis • Heat Transfer
3	<ul style="list-style-type: none"> • Fire Investigation <ul style="list-style-type: none"> ○ Evidence Collection and Documentation ○ Scene Preservation ○ Cause Determination ○ Methods of Preserving a Fire Scene ○ Psychology of an Arsonist
4	<ul style="list-style-type: none"> • Fire Investigation: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Week 2 Team Building Activities	<ul style="list-style-type: none"> What is the purpose of working together as a team? Why do firefighters never work alone? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Week 5 Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> What types of personal protective equipment (PPE) are necessary for fire rescue workers? How is PPE constructed and tested? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> How do you determine the appropriate PPE for different circumstances? 			Pathway Standards LW-EFM 3,4,5,10	Science HS-LS1-3
Week 6 Victim Transport and Removal Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1,2,3,6 Pathway Standards LW-EFM 1,2,3,5,9,10	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3.
Week 7 Building Construction and Effects of Fire Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1,2,3,6,12 Pathway Standards LW-EFM 3,5,10,15	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3. HS-PS3-3
Week 8 Radio Communications/ Primary Size-Up Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 1,2,3 Pathway Standards LW-EFM 1,2,5,9,10,11	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS1-3.
Weeks 9-13 Incident Command System (ICS) 100 and 700	<ul style="list-style-type: none"> What are NIMS and FEMA? How does ICS affect the duties of an EMT and who is required to have ICS 	<ul style="list-style-type: none"> Examine the purpose of ICS and its basic features. Discuss the National Incident Management System (NIMS) and the 	<ul style="list-style-type: none"> Written summaries of emergency incident protocols Completion of FEMA's 	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

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)	<ul style="list-style-type: none"> Certification? How is an emergency incident properly run? What is the command structure for an emergency incident? Are you physically and mentally fit? 	<ul style="list-style-type: none"> purpose of the Federal Emergency 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. 	<ul style="list-style-type: none"> ICS 100 and ICS 700 courses Weekly physical fitness training demonstrating increase from baseline achievement 	Cluster Standards LW 2,3,4	Literacy 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 HS-LS1-3.
Weeks 14-15 Chemistry of Hazardous Materials Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-PS1-2 HS-PS1-3 HS-PS1-5
Weeks 16-17 Fire Dynamics and Pyrolysis Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3 HS-PS3-1 HS-PS3-2
Week 18 Heat Transfer Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
			<ul style="list-style-type: none"> Weekly physical fitness training demonstrating increase from baseline achievement 		HS-PS3-2
Weeks 19-21 Fire Investigation: Evidence Collection and Documentation Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3
Weeks 22-24 Fire Investigation: Scene Preservation, Cause Determination Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3 HS-PS3-2
Weeks 25-27 Fire Investigation: Methods of Preserving a Fire Scene Physical Training (PT)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Educational/training quick reference pamphlets on ways to best preserve a fire scene to allow accurate cause determination Weekly physical fitness training demonstrating 	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	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
	<p>a firefighter look for when battling blazes?</p> <ul style="list-style-type: none"> Are you physically and mentally fit? 	<ul style="list-style-type: none"> Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> increase from baseline achievement Physical fitness progress evaluations 	LW-EFM 5,12	HS-LS1-3
Weeks 28-31 Fire Investigation: Psychology of an Arsonist Physical Training (PT)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3.
Weeks 32-33 Fire Investigation: Incendiary Devices throughout History Physical Training (PT)	<ul style="list-style-type: none"> How has history informed fire investigators about the use of incendiary devices? Are you physically and mentally fit? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3. HS-PS3-3.
Weeks 34-35 Fire Investigation: Laws, Sentencing, and Expert Testimony Physical Training (PT)	<ul style="list-style-type: none"> What are the laws and penalties for arsonists? Who may serve as an expert witness? Are you physically and mentally fit? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 HS-LS1-3. HS-ETS1-2
Weeks 36-37 Chemical Warfare Agents and IEDs Physical Training (PT)	<ul style="list-style-type: none"> What are chemical warfare agents, and how are they used? How are chemical warfare agents identified? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Explain why chemical warfare agents are a threat, small scale and large scale. Identify specific events using chemical warfare. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Research on chemical warfare and group presentations Receive Container Inspections certification from Saferesponse.com 	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

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
			<ul style="list-style-type: none"> Weekly physical fitness training demonstrating increase from baseline achievement 	Pathway Standards LW-EFM 3,4,5,12,13,15	Science HS-LS1-3. HS-PS1-2 HS-PS1-5
Weeks 38-40 Review and Final Exam	<ul style="list-style-type: none"> Are you prepared for the final exam? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Prepare for Final Exam. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> 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 Cluster Standards LW 2,3 Pathway Standards LW-EFM 1,4,5,7,10,12	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 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 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, 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 in this course 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. Students will complete reports and analyze laws related to patient and firefighter rights. A review of current incident plans in major cities and an analysis of plans in place for Onondaga County is completed and students will develop incident plans for implementation at school. 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. Gain knowledge and skill in technical writing.
3. Demonstrate basic knowledge of the situational planning and pre-planning.
4. Increase their understanding about interacting with and educating the public.
5. Demonstrate greater knowledge of the roles and responsibilities of emergency medical responders.
6. Review/complete CPR & First Aid Certification.
7. 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

TBD

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	<ul style="list-style-type: none"> • Team Building Activities • Review of Safety Procedures • Introduction to Emergency Management Planning and Technical Writing • Writing Process and Collaborative Writing • Memos, E-Mails, and Letters • How to Get a Job • Document Design and Visuals • Review of Emergency Management • Review of Incident Command and Department Structures
2	<ul style="list-style-type: none"> • Instructions, Procedures, Short Reports, and Proposals • Oral Presentations • Onondaga County Emergency Management • Emergency Management in the Fire Rescue Field
3	<ul style="list-style-type: none"> • Human Body Systems • Legal and Ethical issues • Lifting and Moving Patients • Airway • Patient Assessment • Circulation • Illness and Injury, Part 1: Bleeding and Soft Tissue • Illness and Injury, Part 2: Injuries to Muscles and Bones • Childbirth and Children • EMS Operations
4	<ul style="list-style-type: none"> • CFR Roles and Responsibilities • CFR Certification Exam • Job Search • Review and Final Exam

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



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 Team Building Activities Review of Safety Procedures	<ul style="list-style-type: none"> • What is the purpose of working together as a team? • Why do firefighters never work alone? 	<ul style="list-style-type: none"> • Explain the 2 in-2 out rule and its application. • Analyze data to determine how many Lin of Duty Deaths (LODD) and injuries might have been prevented with better teamwork. • Identify and describe the uses of classroom equipment. • Demonstrate the safe and proper use/handling of equipment in the fire rescue classroom. 	<ul style="list-style-type: none"> • Case studies on freelancing incidents and LODD • Written report on the importance of teamwork • Skills based test on equipment use/handling 	Career Ready Practices CRP 1,4,6,9	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 1,4,5,6,10,11	Science
Week 2 Introduction to Emergency Management Planning and Technical Writing	<ul style="list-style-type: none"> • What is Emergency Management? • What is the difference between technical writing, academic writing and business writing? 	<ul style="list-style-type: none"> • Describe the roles of Emergency Management. • Analyze the writing and planning involved in emergency preparation. 	<ul style="list-style-type: none"> • Research examples of the types of technical writing • Venn Diagram comparing different forms of writing 	Career Ready Practices CRP 2,4,7,11	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	Science
Week 3 Writing Process and Collaborative Writing Physical Training (PT)	<ul style="list-style-type: none"> • What is the writing process and why is it important? • When do firefighters use collaborative writing in their careers? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Describe and demonstrate the writing process. • Apply proof reading and editing skills. • Analyze career-oriented collaborative writing (e.g., grant requests). • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Quiz on steps of the writing process • Proof reading and editing assignments • Collaborative writing-peer created checklist • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 2,4,12	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	Science HS-LS1-3
Week 4 Memos, E-Mails, and Letters Physical Training (PT)	<ul style="list-style-type: none"> • How do firefighters read, understand and write professional memos and emails? • How do professional emails differ from personal emails? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Demonstrate proficiency in producing professional emails and letters. • Distinguish characteristics of personal and professional documents. • Apply correct formatting to written/typed documents. • Use technology to generate professional correspondence. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Transcription assignments • Formatted and typed business memos, emails and letters • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,4,11	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	Science 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
Week 5 How to Get a Job Physical Training (PT)	<ul style="list-style-type: none"> • What does a good resume look like? • How should you write a cover letter? • How should you dress and conduct yourself in an interview? • What kinds of questions should you expect at the interview? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Identify behaviors noticed during an interview. • Develop and type a resume and cover letter to apply for a job in the classroom. • Develop responses to a list of general interview questions. • Identify legal and illegal interview questions. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Writing Assignment: Resume • Mock interview participation • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,8,10,11	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 1,6	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM	Science HS-LS1-3
Week 6 Document Design and Visuals Physical Training (PT)	<ul style="list-style-type: none"> • Why are well-designed documents and visuals important in professional careers? • How will you recognize the characteristics of quality documents and visuals? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Identify qualities that well designed graphic documents possess. • Describe why eye-appeal is important in presentations. • Evaluate selected presentations for attractiveness and appeal. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Critique of content and format of the “City of New Orleans EOC Update”, 0900 hours, 8 November 2006 PowerPoint presentation with recommendations for improvement and rationale • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,8,11	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	Science HS-LS1-3
Weeks 7-8 Review of Emergency Management Physical Training (PT)	<ul style="list-style-type: none"> • How does ICS 100 and 700 fit into Emergency Management? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Dramatize an account of a city-wide disaster. • Diagram the chain of command in this case. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Skit • Graphic on Chain of Command • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,4,6,8,9,12	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 2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 14	Science HS-LS1-3
Weeks 9-10 Review of Incident Command and Department Structures Physical Training (PT)	<ul style="list-style-type: none"> • How does Incident Command (IC) differ from Emergency Management? • How is a Fire Department organized and operated? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Demonstrate knowledge of the chain of command in a fire department. • Design a quick reference card for on-scene IC chain of command. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Quick Reference IC Card activity • Peer reviews of quick reference IC cards • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,7,8,9,11,12	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 2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,5,12,14	Science 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
Weeks 11-13 Instructions, Procedures, Short Reports, and Proposals Physical Training (PT)	<ul style="list-style-type: none"> How is writing different for a career in emergency services than another career path? What is a short report and how is it used? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Create a condensed version of a county Emergency Operation Plan (EOP), without losing vital content. Apply knowledge of keywords and descriptors in report writing/instruction writing. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Writing Assignment: Revision of Emergency Support Function (ESF) 8 Annex of a generic County Emergency Operations Plan (EOP) Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,8,11	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 1,12	Science HS1-LS1-3
Week 14-15 Oral Presentations Physical Training (PT)	<ul style="list-style-type: none"> How do you make technical writing understandable? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Create a new technical writing manual that can be understood easily, yet teaches necessary skills. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Writing Assignment: Written Procedures for chosen technical process, (e.g. changing mobile radio channels, starting an I.V., etc.) Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,4,8	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 2	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,12	Science HS-LS1-3
Weeks 16-17 Oral Presentations Physical Training (PT)	<ul style="list-style-type: none"> How do firefighters plan for large scale disasters? How do firefighters work effectively and efficiently with outside agencies? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Create a plan to keep students and property safe during a disaster, as well as notify all necessary individuals of ongoing events. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Disaster Plan Projects Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,4,8,9,11,12	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 3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,11,12,14	Science HS-LS1-3
Week 18 Onondaga County Emergency Management Physical Training (PT)	<ul style="list-style-type: none"> How does Onondaga County Emergency Management affect the Syracuse Fire Department? What possible career opportunities are there in Emergency Management? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Identify OCEM roles in emergency responses and planning county-wide. Explain how OCEM has managed past emergencies, and its impact on current and future plans. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Paper on history, roles and responsibilities, major events of OCEM Response to field trip to OCEM Weekly physical fitness training demonstrating increase from baseline achievement 	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 1,6	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,8	Science HS-LS1-3
Weeks 19-20 Emergency Management in	<ul style="list-style-type: none"> How would a firefighter, interact with Emergency Management? 	<ul style="list-style-type: none"> Develop and implement an emergency management-oriented drill in the school. 	<ul style="list-style-type: none"> Plan for emergency drill in the school 	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

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
the Fire Rescue Field Physical Training (PT)	<ul style="list-style-type: none"> • Would a firefighter implement an emergency management drill? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • After Action Report/Debrief • Weekly physical fitness training demonstrating increase from baseline achievement 		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 1,2,5,9,12	Science HS-LS1-3 HS1-ETS1-2
Weeks 21 Human Body Systems Physical Training (PT)	<ul style="list-style-type: none"> • What is anatomy and physiology? • What is the anatomy and physiology of each body system? • Why would a Certified First Responder (CFR) use anatomic terms? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Describe the body's topographic anatomy, including the anatomic positions and body planes. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Application of anatomical terms • Quiz • Team vocabulary foldable • Quiz on each body system • Team presentation on a body system and associated disease • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 2,11,12	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 2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,13	Science HS-LS1-2 HS-LS1-3
Weeks 22 Legal and Ethical issues Lifting and Moving Patients Physical Training (PT)	<ul style="list-style-type: none"> • How do legal and ethical issues impact the CFR? • What guidelines should CFRs follow to protect themselves from legal action? • How do HIPAA, Patient Rights and the ADA impact the CFR career field? • What is the impact of the Good Samaritan Act on CFRs? • What is an ethical decision? • What is the correct way to lift and/or transport a patient? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Recognize the importance of detailed record keeping and data collection as a CFR. • Analyze HIPAA regulations, Patient Rights and the Americans with Disabilities Act in relation to the CFR position. • Describe the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy. • Predict how ethical decisions might strike at core human values as part of the CFR position. • Examine the Good Samaritan Act and how it affects the CFR in providing medical services. • Demonstrate appropriate equipment use. • Demonstrate safe patient lifting and transporting. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Written assignment on HIPAA Case Violations • Summary of Patients' Rights documents and what they protect • Summary of research on current legal and ethical issues in the medical field • Written statement of ethical behavior • Quiz on Good Samaritan Act • Practical assessment on lifting, transporting, and patient drags • Quiz on patient transport methods • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,8,11	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 3,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,5,10	Science HS-LS1-3
Week 23 Airway	<ul style="list-style-type: none"> • What are the components of the human respiratory system? • How does the human 	<ul style="list-style-type: none"> • List the components of the human respiratory system and explain their function. • Analyze typical patient airway issues. 	<ul style="list-style-type: none"> • Quiz on function of human respiratory system • Written summary of 	Career Ready Practices CRP 2,3,4,8,11	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

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)	<ul style="list-style-type: none"> respiratory system function? How do CFRs treat inadequate breathing? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Demonstrate airway management techniques. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> airway management techniques Demonstration of airway management techniques Weekly physical fitness training demonstrating increase from baseline achievement 	Cluster Standards LW 3,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,9,10	Science HS-LS1-2 HS-LS1-3
Week 24 Patient Assessment Physical Training (PT)	<ul style="list-style-type: none"> How is the medical condition of a patient assessed? What skills are necessary to perform patient assessments? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Explain how the CFR approaches the process of patient evaluation. Analyze how patient evaluation impacts treatment decisions. Demonstrate steps in the patient assessment process. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Group data collection on patient medical conditions Written summary of patient assessment procedure Role playing exercise between CFR and Patient with rubric Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 2,4,8,11,12	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 4,5	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,7	Science HS-LS1-3
Week 25 Circulation Physical Training (PT)	<ul style="list-style-type: none"> What is the function of the circulatory system? Why is it important for a CFR to understand the circulatory system? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Identify and describe the different sections and functions of the heart. Examine the differences in veins and arteries and the function of each. Demonstrate the ability to stop blood flow when needed. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Quiz on circulatory system Life-size poster demonstrating circulatory system path through the body Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 2,3,4,8,11	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 3,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,9,10	Science HS-LS1-2 HS-LS1-3
Week 26 Illness and Injury, Part 1: Bleeding and Soft Tissue Physical Training (PT)	<ul style="list-style-type: none"> What are soft tissue injuries to the body? How does a CFR treat a patient with a soft tissue injury? Are you physically and mentally fit? 	<ul style="list-style-type: none"> Examine soft tissue injuries. Explain treatments used for a soft tissue injury. Demonstrate treatments for soft tissue injuries. Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Quiz Practical assessment Creation of information posters on soft tissue injuries Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 2,3,4,8,11,12	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 3,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,13	Science HS-LS1-2 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
Week 27 Illness and Injury, Part 2: Injuries to Muscles and Bones Physical Training (PT)	<ul style="list-style-type: none"> • What are musculoskeletal injuries to the body? • How does a CFR treat a patient with a musculoskeletal injury? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Identification of bones. • Examine musculoskeletal injuries. • Explain treatments used for musculoskeletal injury. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Quiz • Creation of information posters on musculoskeletal problems • Bone identification activity • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 2,3,4,8,11,12	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 3,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,13	Science HS-LS1-2 HS-LS1-3
Week 28 Childbirth and Children Physical Training (PT)	<ul style="list-style-type: none"> • How does a CFR assist in emergency child delivery? • How are infants, children and adults treated differently by a CFR? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Identify and demonstrate correct methods of emergent child delivery. • Compare and contrast treatment of infants, children and adults. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Quiz on childbirth • Practical assessment on child delivery and treatment of infants and children • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,9,12	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	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,9,12	Science HS-LS1-2 HS-LS1-3
Week 29 Emergency Medical Services (EMS) Operations Physical Training (PT)	<ul style="list-style-type: none"> • What types of medical devices and equipment is the CFR responsible for? • What are the skills needed to operate the equipment? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • List and describe the types of equipment carried on an ambulance. • Describe the different levels of EMS responders. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Group presentation on medical equipment, including function, how it used and other relevant information • Flow chart illustrating skills a CFR must have to use the medical equipment • Rank order the most to least used equipment in the job of the CFR • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,6,9,11,12	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 2,3,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-CFM 1,3,10	Science HS-LS1-3
Week 30 CFR Roles and Responsibilities CFR Certification Exam	<ul style="list-style-type: none"> • What are some of the most important roles of a CFR? • What are some of the best ways for CFRs to interact with patients? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Demonstrate practical and academic knowledge in the roles and responsibilities of a CFR. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • CFR Certification Exam • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,4,11,12	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 2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7

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
Physical Training (PT)				Pathway Standards LW-EFM 1,3,5,12	Science HS-LS1-3
Weeks 31-37 Job Search Physical Training (PT)	<ul style="list-style-type: none"> • What other jobs are open to individuals with a fire prevention background? • What skills are needed? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Compose a paper researching a fire field career path. • Evaluate job skills needed. • Categorize pros/cons of jobs. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Research paper on a different career pathway • Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,4,11	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 5,6	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 8	Science HS-LS1-3 PS.S2.K1 PS.S6.K5
Weeks 38-40 Review and Final Exam Physical Training (PT)	<ul style="list-style-type: none"> • Are you prepared for the final exam? • Are you physically and mentally fit? 	<ul style="list-style-type: none"> • Review cumulative content throughout the year. • Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> • Written Final Exam • Practical Final Exam • Weekly physical fitness training demonstrating increase from baseline achievement • Final Physical Evaluation 	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 2,3,4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 8	Science HS-LS1-3

**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 in this course 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. Students will build on the knowledge and skills they developed in obtaining Certified First Responder Certification in FRP 300 as they work with students from the Emergency Medical Technician Pathway to obtain Emergency Medical Technicians certification. EMTs conduct basic, non-invasive interventions to help save lives and reduce harm at emergency sites and may provide out-of-hospital care. EMTs also use skills to transport patients safely, perform cardiopulmonary resuscitation (CPR), administer oxygen, administer glucose, and assist patients experiencing asthma attacks or allergic reactions.. This course will advance student knowledge of medical terminology, emergency response skills, HIPAA, patient rights and responsibilities and scope of practice within the Good Samaritan Act. Students will also obtain CPR Certification as they explore the job functions and key skills needed to be an Emergency Medical Technician. Students will have the opportunity to engage in internship experiences along with gaining college credit in Anatomy and Physiology. 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 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. Explore the job functions and key skills needed to be an Emergency Medical Technician.
2. Be able to discuss the role of the EMT in the health care system and elaborate what credentials are needed to fulfill this role.
3. Review/obtain American Heart Association (AHA) healthcare provider CPR and First Aid Certification.
4. Obtain Emergency Medical Technician-Basic (EMT-Basic) Certification.
5. Complete job shadows 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

TBD

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	<ul style="list-style-type: none">• Medical Terminology (Ongoing throughout the year)• Physical Training (Ongoing throughout the year)• Emergency Medical Technician• Workplace Safety and Wellness• <i>The Unthinkable</i> by Amanda Ripley• Safety, Legal, and Ethical Issues
2	<ul style="list-style-type: none">• Vital Signs, Sample History, Military Time, Documentation, Weight/Height• Healthcare Provider CPR and First Aid Review• Anatomy and Physiology Review
3	<ul style="list-style-type: none">• Anatomy and Physiology Review Continued• Science Fair• Patient Assessment
4	<ul style="list-style-type: none">• Medical Emergency Response• Trauma Response• Job shadow• Triage• Community Outreach• EMT Certification Exam

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



FRP400: 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)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Written documentation and interpretation of medical terminology daily Personal medical dictionary Monthly test on medical terminology suffixes, prefixes, and abbreviations Independent assignments in medical terminology workbook Radio communication case review Index cards for study purposes 	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 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1	Science HS-LS1-2 HS-LS1-3
Weeks 1-40 Physical Training (PT) (Ongoing throughout the year)	<ul style="list-style-type: none"> Are you physically and mentally fit? 	<ul style="list-style-type: none"> Improve fitness levels and work as a member of a cohesive unit/team. 	<ul style="list-style-type: none"> Weekly physical fitness training demonstrating increase from baseline achievement 	Career Ready Practices CRP 1,2,3	ELA 11-12R 1,2 11-12W 2 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 11-12 WHST 2
				Pathway Standards LW-EFM 1	Science HS-LS1-3
Weeks 1-4 Emergency Medical Technician	<ul style="list-style-type: none"> Do you know 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 the EMT? What is the essential equipment in EMT work and how does each function? What is the role and responsibility of a medical director? 	<ul style="list-style-type: none"> Identify levels of certification and licensing for EMTs in NYS. Differentiate responsibilities and equipment used in the role of First Responder, EMT-Basic, EMT-Intermediate and EMT-Paramedic. Explain the professional attributes required for the EMT-Basic. Examine ambulance equipment and analyze the functions of each. Explain the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy. 	<ul style="list-style-type: none"> Written summaries on EMT duties and responsibilities Team presentation on roles of the EMT-rubric evaluation Group summary on standards required for EMT-rubric evaluation Rubric of students' abilities compared with EMT requirements Quiz on roles and responsibilities of an EMT-Basic Word wall on professional attributes for EMTs Foldable activity and team presentation on equipment identification and function 	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

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
			<ul style="list-style-type: none"> Quiz on equipment identification and function Practical exam on proper lifting techniques Responses to guest speakers- Medical Director, AMR Completed HIPAA training 		
Weeks 5-8 Workplace Safety and Wellness	<ul style="list-style-type: none"> What are pathogens and how are diseases transmitted? How do individuals get 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 do you safely use a gurney during patient transport? 	<ul style="list-style-type: none"> Analyze the mode of transmission and understand 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. 	<ul style="list-style-type: none"> Quiz Research and presentation on a specific disease with emphasis on the mode of transmission Demonstration of proper handwashing, gloving and de-gloving techniques OSHA Blood-borne pathogen training with test Practical test on lifting techniques Infection control plan for a clinic in a specific area of the world, including training for staff Informational video 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-LS1-2 HS-LS1-3 HS-LS4-3 HS-LS4-4
Weeks 5-15 The Unthinkable by Amanda Ripley	<ul style="list-style-type: none"> How do people act in a crisis? How can the brain be trained to survive in a crisis? What have professionals learned from past crisis to help in future crisis? 	<ul style="list-style-type: none"> Recognize how the average person reacts individually in an emergency. Recognize how the average person reacts as part of a group in an emergency. Discuss large emergencies from the past and discuss lessons learned. Describe ways to train your brain to react in an emergency situation. Participate in a book club discussions and contribute appropriately. 	<ul style="list-style-type: none"> Chapter quizzes Book report Group book club discussions Independent Reading 	Career Ready Practices CRP 1,2,4,9	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 1,2,3	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,5	Science HS-LS1-3
Weeks 9-12 Safety Legal, and Ethical Issues	<ul style="list-style-type: none"> How do legal and ethical issues impact the EMT–Basic? What guidelines should EMTs follow to protect themselves from legal action? How do HIPAA, Patient Rights and the ADA impact the EMT-Basic? What is the impact of the Good Samaritan Act on EMTs? What is an ethical decision? 	<ul style="list-style-type: none"> Analyze HIPAA regulations, Patients' Rights, and the American with Disabilities Act and their relevance to the EMT position. Explain what current legal and ethical issues are relevant to an EMT-Basic. Describe the responsibilities of record keeping and data collection as an EMT-Basic. Create a patient run report demonstrating proper legal requirements. Predict how ethical decisions might 	<ul style="list-style-type: none"> Summary of Patient Rights Documents and what they are intended to protect Written assignment on HIPAA Case Violation Summary of research on current legal issues in the medical field Written statement of ethical behavior Quiz on Good Samaritan Act Article critique on EMT legal issues Creation of template run reports Ten Week Assessment 	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
				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

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
	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> strike at core human values as part of the EMT-Basic position. Examine the Good Samaritan Act and how it affects the EMT in providing medical services in the community. Research cases where EMTs have been challenged under the Good Samaritan Act. 			
Week 13-15 Vital Signs, Sample History, Military Time, Documentation, Weight/Height	<ul style="list-style-type: none"> What are indicators of bad/abnormal vital signs and how are they recorded? What are normal ranges for vital signs? What are abnormal ranges that need to be treated immediately? How is SAMPLE used and what does the acronym stand for? What results of SAMPLE are important to an EMT? Why is important to have a resume? Who reviews resumes and how do they analyze the information? What does a potential employer look for when hiring an EMT? 	<ul style="list-style-type: none"> Perform and record baseline vital signs. Be able to ask for and record a SAMPLE history. Recognize SAMPLE from various patient reports, to include documentation of SAMPLE. Identify parts of equipment used to measure blood pressure and weight Read weight scale. Take blood pressure readings. Recognize a problem with equipment and troubleshoot for accurate readings. Read and write conversion to military time. Develop and type a resume. 	<ul style="list-style-type: none"> Quiz Lab Practicals: Vital Signs Brochure listing normal ranges of vitals for patient education Training unit on military time Journal of patient run reports Role playing with patient questions and proper documentation Resume writing and revisions 	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-LS1-2 HS-LS1-3
Weeks 16-17 Healthcare Provider CPR and First Aid Review	<ul style="list-style-type: none"> Why is Healthcare Provider CPR and First Aid certification needed for a career as an EMT? 	<ul style="list-style-type: none"> Perform and certify in American Heart Association (AHA) CPR and First Aid Standards. 	<ul style="list-style-type: none"> Certification Test for American Heart Association (AHA) Heartsaver CPR/First Aid Certification 	Career Ready Practices CRP 1,2,9,11	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 4	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,4	Science
Weeks 18-28 Anatomy and Physiology Review	<ul style="list-style-type: none"> What are the anatomical directions, planes and cavities? What are the names of each bone of the body? What are the different types of fractures? 	<ul style="list-style-type: none"> Explain the body's topographic anatomy, including the anatomic position and the planes of the body. Compare and contrast anatomy and physiology of bones. Recognize bone injury and analyze proper treatment. 	<ul style="list-style-type: none"> Create an instructional video on anatomical terms Quiz Creation of Scavenger Hunt using anatomical terms Quiz on each body system Field trip to morgue/ hospital 	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 2	Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7

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
	<ul style="list-style-type: none"> How do you explain basic respiratory functions to patients? How do you explain basic heart functioning to patients? 	<ul style="list-style-type: none"> 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 circulatory system. Describe 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. 	departments/or body exhibit <ul style="list-style-type: none"> Orange dissection Practical exam on splinting, including traction splint Practical exam of bleeding control Fetal pig dissection Heart dissection Lung dissection Test on calculation of burn percentage on body 	Pathway Standards LW-EFM 1,3	Science HS-LS1-1 HS-LS1-2 HS-LS1-3 HS-LS1-7
Weeks 24-29 Science Fair	<ul style="list-style-type: none"> How do you complete a science experiment? What is a hypothesis? 	<ul style="list-style-type: none"> Identify a patient-based experiment. Research data to support background information relevant to your experiment. Compile data and interpret results of experiment. Create and conduct presentation of experiment. 	<ul style="list-style-type: none"> Create a research-based experiment for presentation at Science Fair Complete Science Fair data packet Class presentation 	Career Ready Practices CRP 1,2,4,6,8,9,11,12 Cluster Standards LW 2,3 Pathway Standards LW-EFM 1,3,4,5	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 Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 Science HS-ETS1-2 HS-ETS1-3
Weeks 29-30 Patient Assessment	<ul style="list-style-type: none"> How are patient medical conditions assessed? What does DR. ABCDE stand for? What are the differences between medical and trauma assessments? How does a primary assessment differ from a secondary assessment? When might an EMT need to request additional resources? 	<ul style="list-style-type: none"> Demonstrate how the EMT-Basic approaches patient evaluation in the field.. Explain the acronym DR. ABCDE. Compare/contrast medical NOI (Nature of Illness) and trauma MOI (Mechanism of Injury) assessments in patients. Demonstrate EMT-Basic 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 patient and operate gurney. Analyze situation and determine need for additional resources. 	<ul style="list-style-type: none"> Medical case review with anticipated EMT-Basic protocols Role playing exercises between EMT and patient-rubric scored Practical test on medical assessment Practical test on trauma assessment Test on assessment acronyms Response to Guest Speaker-Mercy Flight-Helo operations Vocabulary reinforcement through group activity 	Career Ready Practices CRP 1,2,4,8,9,11 Cluster Standards LW 1,2 Pathway Standards LW-EFM 1,3,4,7,9,10	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 Literacy 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 Science HS-LS1-2 HS-LS4-4

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 31-32 Medical Emergency Response	<ul style="list-style-type: none"> How does an EMT respond to and treat respiratory, cardiovascular, altered mental status, stroke, headache, seizures and syncope, acute diabetic, and anaphylactic reactions? What knowledge is necessary to respond to toxicological, abdominal gynecologic, genitourinary and renal conditions? When is an EMT-Basic responsible for delivering a baby? 	<ul style="list-style-type: none"> Develop treatment plans for each respective medical condition. Demonstrate administering nebulizer treatment. Demonstrate oxygen placement with SpO2 monitoring. Administer appropriate EMT- Basic medications within the scope of practice. Demonstrate proper protocols for childbirth, including cutting umbilical cord. 	<ul style="list-style-type: none"> Gallery walk of treatments for medical emergencies Instructional video of a medical condition with proper EMT-Basic treatment Rubric for peer review of video Practical assessment for 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-LS1-2 HS-LS1-3 HS-LS1-6 HS-LS1-7
Week 33 Trauma Response	<ul style="list-style-type: none"> What is the goal of initial trauma assessment? What questions should an EMT ask in trauma assessment? How does a patient's age affect the EMT's approach to trauma? What systematic steps are taken in trauma assessment? 	<ul style="list-style-type: none"> Analyze medical 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. Demonstrate correct method of back stabilization using a backboard and straps. Apply the use of a KED to provide C-Spine alignment. 	<ul style="list-style-type: none"> Skills practice and assessments Lab Simulations 	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-LS1-3 HS-ETS1-2
Weeks 30-36 Job shadow	<ul style="list-style-type: none"> How can job shadows enhance classroom learning? Who will supervise you at your shadow experience? What is your role during a job shadow? What challenges might you experience during a job shadow? 	<ul style="list-style-type: none"> Determine areas of interest through shadow experiences. Discuss new learning in the field. Identify areas/topics needing review or reinforcement to improve understanding. Observe the chain of command and order of operations in the field. Demonstrate maturity and responsibility when interacting with medical professionals. 	<ul style="list-style-type: none"> Participate in shift rotations at AMR ambulance service Complete reflective job shadow journal entries Share shadow experiences with class 	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
Weeks 34-36 Triage	<ul style="list-style-type: none"> When would you need to establish a Triage Center? How does a Triage Center work? Where in our community have Triage Centers been used? 	<ul style="list-style-type: none"> Analyze when and why a Triage Center would be established. Define how a Triage Center works. Construct a Triage Center, assigning roles and responsibilities of class members. 	<ul style="list-style-type: none"> Written summary of the triage process, citing historical examples of their use Construct a Triage Center and role play emergency scenarios-performance rubric 	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

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
			<ul style="list-style-type: none"> Field trip and participation in a full-scale emergency exercise 	Pathway Standards LW-EFM 1,4,9,11,12	Science
Weeks 37-39 Community Outreach	<ul style="list-style-type: none"> What is National Emergency Medical Services Week? How do we make our school community aware of National Emergency Service Week? How do we educate others in the vital role of EMTs in the community? 	<ul style="list-style-type: none"> Design and execute an EMS walk in the school exposing the range of medical issues faced by EMTs on the job. Discuss and demonstrate the skills needed to be an EMT in a community setting. Produce information pamphlets on the role of the EMT in the community, including required skill sets and certifications. 	<ul style="list-style-type: none"> Participation in the school hallway walk-through –rubric score Informational pamphlets for EMT’s role in community - rubric Response to field trip to Ronald McDonald house to assist with staff and family/patient needs 	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 HS-ETS1-3
Week 40 Emergency Medical Technician Certification Exam	<ul style="list-style-type: none"> Are you prepared for the EMT certification exam? 	<ul style="list-style-type: none"> Review and prepare for EMT Certification Exam. 	<ul style="list-style-type: none"> Emergency Medical Technician Certification Testing 	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