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 ranging from fire safety and awareness, fire suppression, firefighter survival skills to planning for a city wide disaster. Students will become certified in CPR and First Aid, receive FEMA certifications and CFR Emergency Medical Responder certification. The program offers job shadow 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 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.

Pre-Requisites

CFM

Course Objectives

Students will:

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

Integrated Academics

1 CTE Credit for successful completion of this course.

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

IFSTA- Essentials of Firefighting and Fire Department Operations. 6th Edition

Grading

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

Additional Course Policies

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

Course Calendar

Quarter	Units of Study
1	- Personal Qualities & Attributes of Fire Rescue Workers - Communication Skills Among the Fire Rescue Team and with Victims - Personal Health & Fitness Requirements for Fire Rescue Personnel - Introduction to Fire Rescue Careers - Companies and Battalions - Legal and Ethical Issues
2	- The Science of Fire - Building Construction and Fire - Fire Extinguishers - Fire Safety and Personal Protective Equipment (PPE) - Self-Contained Breathing Apparatus - Fire Detection Systems/Sprinkler Systems
3	- Water Supplies and Fire Hydrants - Fire Hoses and Hydrants - Advancing Hose Lines - Fire Streams and Foams - CPR Training/First Aid Certification - Survival and Search Skills
4	- Fire Ventilation - Ladders - Ropes & 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	Related Standards	CCLS Literacy, Math, Science
Week 1: **Personal Qualities & Attributes of Fire Rescue Workers**	• What personal qualities should fire rescue personnel possess? • What skills do you currently have? • What skills do you need to develop to be successful?	• Identify and describe personal characteristics needed for fire rescue workers. • Self-assessment of individual qualities/profile. (Identification of personal qualities to be developed during the fire rescue program.) Integrity: Honest, Trustworthy, Reliable and Accountable. Tolerance and Respect for Diversity. Flexibility/Adapting to Change. Courage. Confidence and Resilience. Teamwork. Effective Communication/Good People Skills. Critical Thinking and Problem Solving Skills. Situational Awareness. Commitment to Excellence. Awareness of Public Image	• Student research on personal qualities. • Individual student assessment of personal attributes. • Comparison of individual personal aptitudes/ attributes with those required for fire rescue personnel. • Student identification of personal attributes to be developed during the program. • Team developed personal profiles for fire rescue workers. • Teacher & student developed rubric to evaluate personal qualities during the program.	**Career Ready Practice** CRP1,2,4,7,8 **Cluster Standards** LW 1,6 **Pathway Standards** LW-EFM1 **Industry Standards**	**Literacy** RST.9-10.1 WHST.9-10.2,4,6,7 **ELA** RI9-10.1,2,3,4, SL9-10.1,2, **Math** **Science**
Week 2: **Communication Skills Among**	• Why are communication skills critical for fire personnel?	• Discussion of communication among the fire rescue team.	• Written summaries of communication types and rationales	**Career Ready Practice** CRP1,2,4,8,9	**Literacy** RST.9-10.1 WHST.9-10.4,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
the Fire Rescue Team and with Victims	• 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 we communicate as fire rescue workers?	• Understanding nonverbal communication – The impact of eye contact, facial expressions, personal space and body language. • Discussion of verbal communication styles/types. • Identification of barriers to effective communication. • Discuss of diversity and how it affects communication in emergency situations.	for adjusting to selected audiences. • Team developed verbal and nonverbal communication guidelines. • Poster and/or bulletin board displays. • Role play communication scenarios applying concepts of nonverbal and verbal guidelines.	**Cluster Standards** LW 2	**ELA** RI9-10.1,2,3,4 W9-10.2,3,4,5,8 SL9-10.1,2,4,5,6 L9-10.1,2,4,6
				Pathway Standards LW-EFM-1,4,9	**Math**
				Industry Standards	**Science**
Week 3-4: **Personal Health & Fitness Requirements for Fire Rescue Personnel** **Physical Training (PT)**	• What fitness/physical characteristics are required of fire rescue personnel? • What does physical fitness mean as it relates to a fire rescue worker's ability to his/her job? • Am I ready to pass the fitness test? • What is meant by personal health? • What is a healthy lifestyle and how does it affect fire rescue employees, i.e., nutrition, sleep, exercise. • What lifestyle choices negatively affect health? • Are you physically and mentally fit?	• Describe the physical demands of fire rescue workers. • Assess personal fitness level and determine readiness for fire rescue work. • Understanding of individual baseline levels for personal fitness. • Discuss the concept of a personal healthy lifestyle. • Describe proper nutrition. • Identify nutrition needs and food sources. • Exploration of healthy choices to understand how selections impact overall wellness/health. • Functional knowledge of decision making for developing a safe and healthy lifestyle.	• Research and written summaries of the physical demands on fire rescue workers. • Participation in fitness tests. • Documenting baseline fitness data – rubric evaluated. • Student journaling on food intake and physical activity for a two week period. • Review and analysis of journal information,	**Career Ready Practice** CRP1,2,3,4,7,11	**Literacy** RST.9-10.1 WHST.9-10.2,4,6,7
				Cluster Standards LW 1,3	**ELA** RI9-10.1,2,3,4,5 W9-10.2,7 SL9-10.1,4 L9-10.1,2,4,6
				Pathway Standards LW-EFM-1,4	**Math**
				Industry Standards	**Science** HS-LS1-2 LE-S4-K5 S2.K1 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	Related Standards	CCLS Literacy, Math, Science
		• Recognition of harmful choices related to nutrition, sleep, drug and alcohol use. • Improve fitness levels and work as a member of a cohesive unit/team			
Week 5-6: **Introduction to Fire Rescue Careers** **Physical Training (PT)**	• What career opportunities are available to fire rescue workers? • What is the role of firefighters? • What are the training/ education/certifications required for each? • What are the differences between firefighter and forest fire fighters? • What are emergency dispatchers, and how do they work with fire rescue workers? • What is a fire prevention inspector? • Are you physically and mentally fit?	• Distinguish job titles with corresponding roles, responsibilities, educational requirements and wages. • Describe the function of dispatchers and how they interact with the fire rescue team. • Understanding of the role of fire prevention inspectors and discuss the reasons they are required. • Improve fitness levels and work as a member of a cohesive unit/team	• Electronic research including education, training, certifications and wage information. • Group presentations on selected pathways. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,7,11 **Cluster Standards** LW 1,9,10 **Pathway Standards** LW-EFM **Industry Standards**	**Literacy** RST.9-10.1,2,3,4,5 WHST.9-10.2,7,8,9 **ELA** RI9-10.1,2,3,4,5 SL9-10.1,2,4,5,6 **Math** **Science** S2.K1 S6.K5 HS-LS1-3.
Week 7: **Companies and Battalions**	• 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?	• Examine the way a fire department is divided into the various companies. • Analyze each of their tasks when on an emergency response. • Discuss the methods in which they interact and work independently during a fire rescue event.	• Written assignment on companies and battalions and the chain of command within each. • Quiz on roles of the three companies. • Vocabulary quiz. • Participation in weekly drill and	**Career Ready Practice** CRP 1,4,9,12 **Cluster Standards** LW4 **Pathway Standards** LW-EFM 1,4.6,7	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4 **ELA** RI9-10.1,2,3,4,8 W9-10.2,4,5,6,8 L9-10.1-6 **Math**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Physical Training (PT)	• Are you physically and mentally fit?	• Distinguish the reasons for each company to have its specialized tasks. • Discuss 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	physical fitness training. Increase from baseline achievement.	**Industry Standards**	**Science** S2.K1 S6.K5 HS-LS1-3.
Weeks 8-9: **Legal and Ethical Issues**	• What are the most important personal safety considerations for fire rescue personnel? • 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?	• Understand 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, • Understand 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	• Team presentation on part of the Fire Rescue Requirements. Rubric based evaluation • Written assignment on HIPAA Case Violation • Summary of Patients' Right Documents 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	**Career Ready Practice** CRP1,2,4,8,9,12	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,7,8,9 **ELA** RI9-10.1-8 W9-10.2,4-9 SL9-10.1-5 L9-10.1-6
				Cluster Standards LW4	**Math**
				Pathway Standards LW-EFM4	**Science** SI1.K3 S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Physical Training (PT)	• How/why should ethics always be a consideration for fire rescue personnel? • What is an ethical decision? • Are you physically and mentally fit?		Samaritan Act. • Ten Week Assessment. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.		
Weeks 10-13: **The Science of Fire** **Physical Training (PT)**	• What environmental changes impact the behavior of a fire? • What are the different types of fires? • Why is it important for fire fighters to know and understand their characteristics of fire types? • What is important to know about how a fire progresses and is controlled? • What do firefighters need to know and be able to do to stay safe during the types of fire? • Are you physically and mentally fit?	• Discuss 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. • Discuss the conditions and external variables that affect a fire's development and control. • Identify safety precautions necessary in each type of fire • Improve fitness levels and work as a member of a cohesive unit/team	• Written summary on how to manage a types of fire and the techniques necessary for gaining control. • Student developed questions for guest speaker. Guest speaker • Written reaction papers to guest speaker. • Quiz on characteristics of fires and way to predict their reactions. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,5,6,12 **Cluster Standards** LW1 **Pathway Standards** LW-EFM5 **Industry Standards**	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4 **ELA** RI9-10.11-6 W9-10.2,4-6, 9,10 SL9-10.1-3 L9-10.1-6 **Math** **Science** S6.K2 HS-PS3.1 S2.K1 S6.K5 HS-LS1-3.
Week 14: **Building Construction and Fire**	• How do different construction types effect fire growth? • What considerations do fire rescue personnel need to understand to	• Identify the different types of building construction • Examine the impact of construction on fire growth • Describe the ways building construction changes the	• Scavenger hunt of building types around Syracuse with pictures and descriptions of buildings.	**Career Ready Practice** CRP1,2,3,4,5,9,12	**Literacy** RST.9-10.1, 2, 4 WHST.9-10.2, 4 **ELA** RI9-10.1-3,7,8 W9-10.1,4-6,7 SL9-10.1

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Physical Training (PT)	work safely and effectively in specific structures? • Are you physically and mentally fit?	way a firefighter an attack may be made on a fire? • Improve fitness levels and work as a member of a cohesive unit/team	• Written analyses on building construction, firefighter awareness and correct approaches to selected construction types. • Apply regulations & protocols for personal and team safety.		L9-10.1-6
				Cluster Standards LW1	**Math**
				Pathway Standards LW-EFM5,10,15	**Science** S6.K2 SI1.K2 S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Week 15: **Fire Extinguishers** **Physical Training (PT)**	• 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?	• Working knowledge of fire types. • Identification of each type of fire extinguisher. • Discuss where each type of extinguisher would be used. • Demonstrate the proper care and operation of fire extinguishers. • Improve fitness levels and work as a member of a cohesive unit/team	• Practical exam on identifying the various types of extinguishers. • Group developed tri-folds on types and proper use of fire extinguishers. • Design a fire extinguisher inspection program. • Assessment of student critical thinking and decision making-rubric evaluates. • Quiz on types, care and use of fire extinguishers • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,8,11	**Literacy** RST.9-10.1,2,4,7 WHST.9-10.2,4
				Cluster Standards LW1	**ELA** RI9-10.1-3,8 W9-10.2,4-7,10 SL9-10.1-6 L9-10.1-6
				Pathway Standards LW-EFM5,9,10	**Math**
				Industry Standards	**Science** PSS4.K3 S2.K1 S6.K5 HS-LS1-3.
Weeks 16-18: **Fire Safety and**	• What are the safety issues that Fire Rescue	• Understand the safety issues affecting firefighters.	• Written assignment on current safety	**Career Ready Practice** CRP1,2,3,5,7,12	**Literacy** RST.9-10.1, 2, 4, 7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Personal Protective Equipment (PPE) **Physical Training (PT)**	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/or team safety? • What skills are necessary to correctly operate the equipment? • What vocabulary does a fire rescue worker need to use in fire safety and PPE? • Are you physically and mentally fit?	• Explain the different responsibilities for safety of the department, the team, and the individual. • Discuss 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	issues for fire fighters and determining the responsible parties. • 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 in order the most frequently to the least used equipment in the job of fire rescue personnel. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.		WHST.9-10. 2, 4
				Cluster Standards LW1	**ELA** RI9-10.1-4,8 W9-10.2,4-6,9 SL9-10.1-5 L9-10.1-6
				Pathway Standards LW-EFM5,10,13	**Math**
				Industry Standards	**Science** SIS1.K3 S6.K2 S2.K1 S6.K5 HS-LS1-3.
Weeks 19: **Self-Contained Breathing Apparatus**	• How does the self-contained breathing apparatus function? • Under what conditions will Fire Rescue personnel use a self-contained breathing apparatus? • What training/skills are needed for correct operation of self-contained breathing	• Explain how self-contained breathing apparatus technology has developed and changed over time. • Knowledge and skills in analyzing a fire rescue event to determine that a self-contained breathing apparatus should be used. • Demonstration of the operation of maintenance	• Group presentation on self-contained breathing apparatus. • Quiz on the care and use of the breathing apparatus. • Participation in weekly drill and physical fitness training. Increase from baseline	**Career Ready Practice** CRP1,2,3,7,11,12	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4
				Cluster Standards LW1	**ELA** RI9-10.1-4,8 W9-10.2 SL9-10.1-5 L9-10.1,2,6
				Pathway Standards LW-EFM1,5,10	**Math**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Physical Training (PT)	apparatus? • How will you be able to determine whether or not a self-contained breathing apparatus is indicated? • Are you physically and mentally fit?	of a self-contained breathing apparatus. • Improve fitness levels and work as a member of a cohesive unit/team	achievement.	**Industry Standards**	**Science** SI1.K2 S2.K1 S6.K5 HS-LS1-3.
Weeks 20 **Fire Detection Systems / Sprinkler Systems** **Physical Training (PT)**	• What are the various types of fire detection systems? • What are the various types of sprinkler systems? • Are you physically and mentally fit?	• Explain the difference between smoke, CO, heat, gas, and flame detectors • Explain the difference between wet, dry, deluge, pre-action and residential sprinkler systems • Improve fitness levels and work as a member of a cohesive unit/team	• Graded homework assignment on use and placement of smoke detectors • Quiz on Fire Detections and Sprinkler Systems • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,9,12	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4
				Cluster Standards LW1,6	**ELA** RI9-10.1-4 W9-10.2,10 SL9-10.1,2 L9-10.1,2,4,6
				Pathway Standards LW-EFM5,10,13	**Math**
				Industry Standards	**Science** EDS1.K1 S2.K1 S6.K5 HS-LS1-3.
Week 21: **Water Supplies and Fire Hydrants** **Physical Training (PT)**	• What are the various sources of water supply used by a Fire Rescue Team? • What are the different types of fire hydrants used in our county/city? • What are the safety concerns when accessing a fire hydrant? • Are you physically and mentally fit?	• Explain the types of water supplies used to fight fires. • Define how they are accessed by the fire rescue personnel. • Understand the various types of hydrants used by our county/city and their locations and placement. • Demonstrate how to safely access water from a hydrant. • Improve fitness levels and work as a member of a	• Written assignment describing various water supplies. • Identification of the various types of hydrants and the tools needed to access water from a hydrant. • Practical application in accessing water from fire hydrants. • Community service exercise of	**Career Ready Practice** CRP1,2,4,9,12	**Literacy** RST.9-10.1,2,4,7 WHST.9-10.2,4
				Cluster Standards LW1	**ELA** RI9-10. 1-4 W9-10.2,4-7,9 SL9-10.1,2 L9-10.1,2,4,6
				Pathway Standards LW-EFM5,10	**Math**
				Industry Standards	**Science** EDS1.K1

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		cohesive unit/team	shoveling out fire hydrants. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.		S2.K1 S6.K5 HS-LS1-3.
Weeks 22: **Fire Hoses and Hydrants** **Physical Training (PT)**	• What types of fire hose are used by the County and City 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?	• Explain why each type of hose has its own specific use when fighting a fire. • Calculate the hose loads capable at standard water pressure for various hoses. • Explain why different hose loads are used for different operations. • Improve fitness levels and work as a member of a cohesive unit/team	• Quiz on visual recognition of types of fire hose. • Written assessment on how to identify the various types of hose loads and their advantages and disadvantages. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,7,8,11	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4
				Cluster Standards LW 1	**ELA** RI9-10.1-4,8 W9-10.2,4-6,9 SL9-10.1-3 L9-10.1,2,4,6
				Pathway Standards LW-EFM 5, 10	**Math**
				Industry Standards	**Science** MA.S1.K1 S2.K1 S6.K5 HS-LS1-3.
Weeks 23-24: **Advancing Hose Lines** **Physical Training (PT)**	• How are hose lines advanced in a structure? • What are the skills and physical requirements needed to go up and down stairs, using a standpipe, and working off of a ladder? • Are you physically and mentally fit?	• Explain how to advance a fire hose in multiple operations. • Demonstrate the procedure for advancing a fire hose up and down stairs. • Explain the use of a stand pipe and how safely to work from a ladder with a fire hose • Improve fitness levels and work as a member of a	• Hands-on practical team exercise advancing hoses up and down stairs with full equipment • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,8,12	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4
				Cluster Standards LW1	**ELA** RI9-10.1-4 SL9-10.1,2,4
				Pathway Standards LW-EFM2,5,6,9,10	**Math**
				Industry Standards	**Science** PS.S2.K1

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		cohesive unit/team			PS.S6.K5 HS-LS1-3.
Week 25: **Fire Streams and Foams** **Physical Training (PT)**	• What is a fire stream? • What is the difference between small, medium and master stream devices? • How does a Firefighter determine what master stream should be used when fighting a fire? • What types of fires require the use of foam? • Why would a Firefighter use foam versus water? • What are the different types of foam? • What are the factors in selecting the right foam? • Are you physically and mentally fit?	• Define the various types of fire streams and their effectiveness. • Demonstrate the various types of fire streams. • Understand when and how to choose which hose stream. • Explain the reason why foam is used in fire service. • Understand where each type of foam is used and why. • Discuss the chemical makeup of the foams and how they extinguish a fire. • Improve fitness levels and work as a member of a cohesive unit/team	• Written summary on various types of hose streams. • Responses to scenarios on selecting the appropriate fire stream and the rationale its use. • Hands-on exercise using various types of hose streams. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,6,9,12	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4
				Cluster Standards LW 2	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4
				Pathway Standards LW-EFM 1, 9, 10	**Math**
				Industry Standards	**Science** SI1.K2 SI1.K3 PS.S2.K1 PS.S6.K5 HS-LS1-3.
Week 26-27: **CPR Training/ First Aid Certification** **Physical Training (PT)**	• Why is it important for Fire Rescue personnel to train in cardiopulmonary resuscitation (CPR)**?** • What key vocabulary applies to CPR performance? • What anatomy and physiology apply to the performance of CPR? • What technical terms are used in CPR? • Are you physically and mentally fit?	• Understand the A & P involved in CPR. • Application of 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	• Successful completion of practical and written exams for CPR/ First Aid certification. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,9,10	**Literacy** RST.9-10.1,2,4,7 WHST.9-10.2,4
				Cluster Standards LW 1 6	**ELA** RI9-10.1-4 W9-10.2,10 SL9-10.1,2 W9-10.1,2,4,6
				Pathway Standards LW-EFM1,2,4,5,9,10	**Math**
				Industry Standards	**Science** LE.S4.K5 PS.S2.K1 PS.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	Related Standards	CCLS Literacy, Math, Science
Week 28-29: **Survival and Search Skills** **Physical Training (PT)**	• 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?	• Understand search techniques for victims and how they differ from a RIT search. • Demonstrate survival skills and rapid egress skills. • Knowledge of incident reports • Improve fitness levels and work as a member of a cohesive unit/team	• Skills-based practice in limited visibility situations. • Skill-based practice in demonstrating rapid egress. • Accurately complete Incident reports. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,6,7,8,12 **Cluster Standards** LW1 **Pathway Standards** LW-EFM1,2,5,9,10 **Industry Standards**	**Literacy** RST.9-10.1,2,3,5 **ELA** RI9-10.1-3,6,8 W9-10.2,4-6,10 SL9-10.1,24 L9-10.1,2,4,6 **Math** **Science** S2.K1 S6.K5 HS-LS1-3.
Week 30-31: **Fire Ventilation** **Physical Training (PT)**	• What methods and types of ventilation are used when fighting a fire? • What types of fire suppression are used in controlling a fire? • Are you physically and mentally fit?	• Explain why ventilation helps in fire suppression • Discuss 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	• Teams problem-solving questions on deciding proper procedures for proper ventilation and fire suppression • Skills practical on roof prop • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,4,5,8 **Cluster Standards** LW1 **Pathway Standards** LW-EFM2,5,10 **Industry Standards**	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4 **ELA** RI9-10.1-4,8 W9-10.2 SL9-10.1,2,4 L9-10.1,2,4,6 **Math** **Science** SI1.K3 S6.K2 S2.K1 S6.K5 HS-LS1-3.
Week 32-33: **Ladders**	• How do Fire Rescue personnel decide which ladders to use?	• Identify the parts of ladders and explain their construction	• Demonstration of safe ladder practice-rubric evaluated.	**Career Ready Practice** CRP1,4,8	**Literacy** RST.9-10.1,2,4,7 WHST.9-10.2,4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Physical Training (PT)	• What safety practices are used when working with a ladder? • Are you physically and mentally fit?	• Demonstrate the selection and proper use of ladders in a rescue • Improve fitness levels and work as a member of a cohesive unit/team	• Identification of types of ladders. • Labeled diagrams of ladder components on multiple types of ladders. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Cluster Standards** LW1	**ELA** RI9-10.1-6 W9-10.2,6 SL9-10.1,2,4 L9-10.1,2,4,5,6
				Pathway Standards LW-EFM2,5,10	**Math**
				Industry Standards	**Science** S2.K1 S6.K5 HS-LS1-3.
Week 34: **Ropes & Knots** **Physical Training (PT)**	• What types of ropes and knots are used in the fire service? • How are they used in fire rescue situations? • Are you physically and mentally fit?	• Explain the various rope construction methods and their characteristics • Identify the knots used and provided scenarios on when the specific knot is used • Define the impact on rope and knot safety on firefighting • Explain situations where forcible building entry is used and the tools used to perform a forcible entry • Improve fitness levels and work as a member of a cohesive unit/team	• Demonstration of tying specific knots required of the profession • Quiz on rope and knot identification • Identification of pictures of various forcible building entry tools and written summary of how and why each would be used • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP 1, 2, 4, 8, 11	**Literacy** RST.9-10.1,2,4,7 WHST.9-10.2,4
					ELA RI9-10.1-4 W9-10.2,10 SL9-10.1,4 L9-10.1,2,4,6
				Cluster Standards LW1	**Math**
				Pathway Standards LW-EFM5,10	**Science** S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Weeks 35 & 36: **Forcible Building Entry**	• What is forcible entry? • How do fire rescue workers correctly perform a forced entry? • How do you determine when a forced entry is necessary?	• Define primary and secondary rescue search/ • Apply critical thinking and decision making to determine the need for forced entry. • Understand the concept of “try it before you pry it”.	• Skills based practice-rubric evaluated. • Identification of tools and equipment in forced entry • Participation in weekly drill and	**Career Ready Practice** CRP1,4,6,8,9,12	**Literacy** RST.9-10.1,2,4,7 WHST.9-10.2,4
				Cluster Standards LW1	**ELA** RI9-10.1-4,6,8 SL9-10.1,2,4
				Pathway Standards	**Math**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Physical Training (PT)	• What tools and equipment are needed in forced entries? • What is a primary and secondary rescue search? • Are you physically and mentally fit?	• Demonstrate "through the lock" methods. • Perform a forced entry simulations • Improve fitness levels and work as a member of a cohesive unit/team	physical fitness training. Increase from baseline achievement.	LW-EFM2,5,10 **Industry Standards**	**Science** ED.S1.K1 S2.K1 S6.K5 HS-LS1-3.
Weeks 37-38: **Vehicle Fires** **Physical Training (PT)**	• How do vehicle fires start? • How are vehicle fires extinguished? • What safety considerations are needed for fire rescue workers with vehicle fires? • What are the rescue procedures for extricating victims from a burning vehicle? • Are you physically and mentally fit?	• Describe the protocols for examining the scene for safety at the vehicle fire. • Apply the concepts of fire science to vehicle fire scenarios. • Determine the appropriate method to safely extinguish a vehicle fire. • Know extrication procedures for vehicle fires • Improve fitness levels and work as a member of a cohesive unit/team	• Case study reviews and corresponding written reports. • Skills testing. • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,7 **Cluster Standards** LW1 **Pathway Standards** LW-EFM2,5,910 **Industry Standards**	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4 **ELA** RI9-10.1-5,8 W9-10.2,4-6,10 SL9-10.1,4 L9-10.1,2,4,6 **Math** **Science** RI9-10.1-5,8 W9-10.2,4-6,10 SL9-10.1,4 L9-10.1,2,4,6
Week 39-40 **Final Exam** **Physical Training (PT)**	• Final Review • Are you physically and mentally fit?	• Preparation for Final Exams • Improve fitness levels and work as a member of a cohesive unit/team	• Final Exam – Written • Skill based final exam- teamed with EMT and Law Enforcement; scenario based • Participation in weekly drill and physical fitness training. Increase from baseline achievement.	**Career Ready Practice** CRP1,2,4,6,7,8,9,11,12 **Cluster Standards** LW1,2,3,4,6 **Pathway Standards** LW-EFM1,2,5,6,9,10, 11,14 **Industry Standards**	**Literacy** **ELA** RI9-10.1-6,8 W9-10.2,4-6,10 SL9-10.1-4,6, L9-10.1,2,4,6 **Math** **Science** S2.K1

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
					S6.K5 HS-LS1-3.

Syracuse City School District
Career and Technical Education
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 ranging from fire safety and awareness, fire suppression, firefighter survival skills to planning for a city wide disaster. Students will become certified in CPR and First Aid, receive FEMA certifications and CFR Emergency Medical Responder certification. The program offers job shadow 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 include Firefighter, Fire Protection Professional, Industrial Fire Safety Professional and Fire Investigator.

Course Description

During this course, students become aware of the immense amount of science incorporated in 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, indicators of chemical warfare agents and synthetic drug labs. The course combines classroom and hands-on application of firefighter skills.

Course Objectives

Students will:

1. Gain knowledge in basic firefighting tactics and procedures.
2. Be knowledgeable in fire safety and personal protective equipment (PPE).
3. Gain proficiencies in victim removal and transport.
4. Understand Incident Command Systems (ICS).
5. Develop skills in emergency radio communications.
6. Be familiar with the chemistry of hazardous materials.
7. Learn basic knowledge of fire chemistry, pyrolysis, and chemical warfare.
8. Understand the procedures of fire investigations.

Integrated Academics

N/A

Equipment and Supplies

TBD

Textbook

Fire, Frank. The Common Sense Approach to Hazardous Materials, 2nd edition/ Sadlebrook: Fire Engineering Books & Videos, 1996

Grading

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

Additional Course Policies

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

Course Calendar

Quarter	Units of Study
1	• Review of equipment, expectations and vocab • Team Building Activities • Review of Fire fighter survival skills • PPE • Victim transport/removal
2	• Building construction/effects of fire Radio communications/ primary size-up • ICS 100 and 700 Chemistry of Hazardous Materials • Elements of Hazardous Materials • Chemical Compounds
3	• Fire Dynamics and Pyrolysis Effects of Heat Transfer on Fires • Fire Investigation, Evidence Collection & Scene Preservation Arson and Incendiary Devices • Psychology of an Arsonist
4	• Arson Investigations • Laws, Sentencing and Expert Testimony • Chemical Warfare Agents • Review and Final Exam

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

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Week 1 **Review of Class Expectations** **Vocabulary** **Classroom Equipment Overview**	● What are the classroom expectations, and how can you be a leader in the class? ● What key vocabulary do you need to communicate and perform in the class? ● What are the names and uses of classroom/lab equipment?	● Describe classroom expectations and refresh on para-military expectations ● Identify and describe the uses of classroom equipment ● Demonstrate the safe and proper use/handling of equipment in the Fire Rescue classroom	● Signed student expectations contracts ● Student demonstration of appropriate attitudes and interactions ● Skills based test on equipment use/handling	**Career Ready Practice** CRP1,4,9	**Literacy** RST.11-12.4
					ELA RI-11-12.1-4 SL11-12.1,4
				Cluster Standards LW2	**Math**
				Pathway Standards LW-EFM4,5,6,10	**Science** S1.K3
				Industry Standards	
Week 2 **Team Building Activities**	● What is the purpose of working together as a team? ● Why do Firefighters never work alone?	● Firefighter Assist and Search Team (FAST) ● Understand 2 in-2 out rule and its application ● Determine how various “Line of Duty Deaths” (LODD) and injuries could be prevented with better teamwork	● Case studies on “freelancing” incidents and LODD ● Written report on the importance of firefighter teamwork	**Career Ready Practice** CRP1,4,6,9	**Literacy** RST.11-12.3 WHST.11-12.2
				Cluster Standards LW4	**ELA** RI11-12.1-6 W11-12.1,4-9 SL11-12.1,2 L11-12.1,2,4-6
				Pathway Standards LW-EFM1,4,5,6,10	**Math**
				Industry Standards	**Science**
Week 3-4 **Review of Firefighter**	● How do fire rescue workers recognize a hazardous situation and how can they remove	● Understand search techniques for victims and how they differ from a “Rapid Intervention Team”	● Skills based practice/ assessment ● Written summary of	**Career Ready Practice** CRP4,6	**Literacy** RST.11-12.1,3 WHST.11-12.6

Survival Skills	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?	(RIT) search ● Demonstrate rapid egress and survival skills ● Compare/contrast “Risk v. Benefit” in fire rescue ● Accurately document fire rescue events	risk v. benefits at an emergency event ● Proper completion of Incident reports	**Cluster Standards** LW1	**ELA** RI11-12.1-6 W11-12.1,4-6,9, 10 SL11-12.1,2,4,5 L11-12.1-6
				Pathway Standards LW-EFM2,3,5,6, 10	**Math**
				Industry Standards	**Science** S1.K2 S6.K2 S7.K1
Week 5 **Personal Protective Equipment (PPE)**	● What types of personal protective equipment (PPE) are necessary for fire rescue workers? ● How is PPE constructed and tested? ● How do you determine the appropriate PPE for different circumstances?	● Identify the components of Personal Protective Equipment for Fire Rescue ● Demonstrate how each type protects the fire fighter ● Examine emergency situations and identify potential risks of using incorrect PPE	● Group flow charts of the skills a fire rescue person must have in using PPE ● Rank in order the most to least used equipment in the job of Fire Rescue ● PPE lab practical	**Career Ready Practice** CRP1,2,4,9,11,12	**Literacy** RST.11-12. 3,5 WHST.11-12.2,4, 6 SL.11-12.1a,b
				Cluster Standards LW2	**ELA** RI11-12.1-4,7,8 W11-12.2,4-6 SL11-12.1,4 L11-12.2,6
				Pathway Standards LW-EFM3,4,5,10	**Math**
				Industry Standards	**Science** S1.K3 S2.K1 S6.K2
Week 6 **Victim Transport & Removal** **Physical**	● 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?	● Understand and apply the concepts of victim removal to determine the correct method of moving/ removing patients from unsafe situations ● Discuss the importance of physical and mental fitness in fire rescue ● Determine baseline fitness levels and set improvement	● Practical assessment on victim movement, removal and transport ● Research on physical and mental requirements for fire rescue workers ● Participation in weekly drill and	**Career Ready Practice** CRP1,3,4,6,8,9, 12	**Literacy** RST.11-12.1,4, WHST.11-12.2d, 4,6,7 SL.11-12.1a,d,5
				Cluster Standards LW1,2,3,6	**ELA** RI11-12.1-4,6,8 W11-12.2,7,9 SL11-12.1,2,4 L11-12.1,2,4,6

Training (PT)	● What does mentally fit mean as a fire rescue worker?	goals	physical fitness training. Increase from baseline achievement		
				Pathway Standards LW-EFM1,2,3,5, 9,10	**Math**
				Industry Standards	**Science** S2.K1 S6.K5 HS-LS1-3.
Week 7 **Building and Construction Effects of Fire** **Physical Training (PT)**	● How do different construction types effect fire growth? ● Why are certain construction types more dangerous than others for firefighters? ● How does building construction change the way an attack may be made on a fire? ● Are you physically and mentally fit?	● Identify the different types of building construction ● Examine the impact of construction on fire growth ● Discussion of research on physical and mental fitness ● Improve fitness levels and work as a member of a cohesive unit/team	● Scavenger hunt of building types around Syracuse including pictures and description of buildings ● Written analyses on building construction and firefighter awareness ● Role plays with scenarios applying the elements of mental fitness ● Participation in weekly physical fitness	**Career Ready Practice** CRP3,4,6,8,12	**Literacy** RST.11-12.1,4 WHST.11-12.2a, b,d SL.11-12.1a,d
				Cluster Standards LW1,2,3,6,12	**ELA** RI11-12.1-6,8 W11-12.1,3,4-9 SL11-12.1-4,6 L11-12.1-6
				Pathway Standards LW-EFM3,5,10,15	**Math**
				Industry Standards	**Science** S1.K2 S2.K1 S6.K2 HS-LS1-3.
Week 8 **Radio Communications/Primary Size-Up** **Physical Training (PT)**	● What is the proper method for radio communication and when should radios be used? ● What information is important to convey to incoming fire companies? ● Are you physically and mentally fit?	● Understand 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 ● Improve fitness levels and work as a member of a cohesive unit/team	● Guest speaker or field trip? ● Quiz on radio use and protocols ● Practical assessment on calling a mayday and giving a size-up ● Effective communication and modeling mental	**Career Ready Practice** CRP3,4,6,9,12	**Literacy** RST.11-12.1,2 SL.11-12.1a,b,d
					ELA RI11-12.1-4,8 W11-12.2,10 SL11-12.1-4,6 L11-12.1,2,6

		● Application of basic communication skills demonstrating the concepts of mental fitness for fire rescue workers.	health, judgment and decision making for fire rescue ● Participate in weekly fitness drills	**Cluster Standards** LW1,2,3	**Math**
				Pathway Standards LW-EFM1,2,5,9,10, 11	**Science** S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Weeks 9-13 **Incident Command System (ICS) 100 and 700** **Physical Training (PT)**	• What is NIMS and FEMA? • How does ICS effect the duties of an EMT and who is required to have ICS Certification? ● How is an emergency incident properly run? ● What is the command structure for an emergency incident? ● Are you physically and mentally fit?	• Examine the purpose of ICS and its basic features • Discuss National Incident Management System (NIMS) and the 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 understand emergency incident command structure • Improve fitness levels and work as a member of a cohesive unit/team	• Written summaries emergency incident protocols. • Successful completion of FEMA's ICS 100 and ICS 700 courses • Participate in weekly fitness drills	**Career Ready Practice** CRP1,3,4,9,12	**Literacy** RST.11-12.1,3,4 WHST.11-12.2a, b,d SL.11-12.1a,b
					ELA RI11-12.1-6,8 W11-12.2,4-6 SL11-12.1,2 L11-12.1-3,6
				Cluster Standards LW2,3,4	**Math**
				Pathway Standards LW-EFM2,4,6,9,11, 14	**Science** MAS1.K1 S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Weeks 14-15 **Chemistry of Hazardous**	● What is HazMat, and what are hazardous materials? ● Which agencies regulate	● Describe materials classified as hazardous material ● Define HazMat and identify the associated regulatory	● Research and written reports on HazMat and regulatory agencies	**Career Ready Practice** CRP2,3,5,7,9,12	**Literacy** RST.11-12.1,4,5 WHST.11-12.2a, b,d, 4,6,7

Materials **Physical Training (PT)**	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?	agencies ● Describe the chemistry of hazardous materials ● Understand how to contain HazMat situations ● Improve fitness levels and work as a member of a cohesive unit/team.	● HazMat Response certification through "Saferesponse.com" ● Participate in weekly fitness drills		**ELA** RI11-12.1-5,8 W11-12.2,4-9 SL11-12.1 L11-12.1-6
				Cluster Standards LW 2,3	**Math**
				Pathway Standards LW-EFM3,5,12	**Science** ED.S1.K1 S1.K2 S2.K1 S4.K3, K4 S6.K5 HS-PS1-2.3.9.
				Industry Standards	
Weeks 16-17 **Fire Dynamics and Pyrolysis** **Physical Training (PT)**	● What are the four types of fire? ● How does fire grow and develop? ● How can this process be stopped or contained? ● Are you physically and mentally fit?	● Discuss the four types of fires ● Describe the chemical components of fire ● Understand the fire tetrahedron ● Understand the effects of changing a component in the fire tetrahedron ● Improve fitness levels and work as a member of a cohesive unit/team	● Guest speaker fire dynamics ● Student generated questions ● Written summaries on fire presentation ● Participate in weekly fitness drills	**Career Ready Practice** CRP1,2,3,5,7,12	**Literacy** RST.11-12.1,2,3 WHST.11-12.4,6 SL.11-12.1a,3
					ELA RI11-12.1-5 W11-12.2,4-6 SL11-12.1-3 L11-12.1-6
				Cluster Standards LW1,2,3	**Math**
				Pathway Standards LW-EFM3,4,5,12	**Science** S2.K1 S6.K2,5 HS-LS1-3. HS-PS3-1
				Industry Standards	
Week 18 **Heat Transfer** **Physical Training (PT)**	● What is meant by the term "Heat Transfer? ● What are the different methods of Heat Transfer? ● How do these change fire patterns and growth? ● Are you physically and mentally fit?	● Define "Heat Transfer? ● Discuss the 3 methods of Heat Transfer ● Improve fitness levels and work as a member of a cohesive unit/team	● Field visit to arson training center ● Student developed questions for guest speaker ● Reaction papers on guest speaker information ● Practical assessment in identifying and	**Career Ready Practice** CRP2,3,5,7,9,12	**Literacy** RST.11-12.1,3,4,5 WHST.11-12.4,6 SL.11-12.1a,c,3
					ELA RI11-12.1-4,7,8 W11-12.2,4,5,9,10 SL11-12.1-3 L11-12.1-6

			working with different methods of heat transfer ● Participate in weekly fitness drills	**Cluster Standards** LW2,3	**Math**
				Pathway Standards LW-EFM5,12	**Science** S2.K1 S4.K4 S6.K5 HS-LS1-3. HS-PS3-2
				Industry Standards	
Week 19-21: **Evidence Collection and Documentation** **Physical Training (PT)**	● How is evidence collected and analyzed? ● What is the value of evidence? ● What procedures are implemented at a crime scene and why they are important? ● Are you physically and mentally fit?	● Conduct a systematic search of a mock crime scene ● Demonstrate crime scene sketching ● Draw inferences and analyze crime scene evidence to develop a hypothesis ● Demonstrate correct techniques to collect and package 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, photographers ● State and describe the steps in processing a crime scene ● Improve fitness	● Written summaries on collection and documentation process. How does this effect 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 fitness drills	**Career Ready Practice** CRP2,3,5,7,9,12	**Literacy** RST.11-12. 1, 4 WHST.11-12. 2b, d, 4, 5,7
					ELA RI11-12.1-4,6,7 W11-12.1,2,4-10 SL11-12.1 L11-12.1-6
				Cluster Standards LW2,3	**Math** MP 1,2,4,5,6
				Pathway Standards LW-EFM5,12	**Science** S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Week 22-24: **Scene Preservation Importance/**	● How is arson investigated? ● What is an accelerant? ● What are signs of arson? ● Are explosives treated	● Outline the systemic process of an arson investigation, including evidence collection and preservation	● Identify explosives in a laboratory ● Field visit to recent fire scene with SFD arson investigators	**Career Ready Practice** CRP2,3,5,7,9,12	**Literacy** RST.11-12.1,2,3, 4,7,8,9 WHST.11-12.1,2, 4,7,8,9

Cause Determination **Physical Training (PT)**	differently from other incendiary devices ● Are you physically and mentally fit?	● Identify signs of arson, cite the primary motives for arson and examine the use of accelerants ● Understand commonly used explosives and Compare/ 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			**ELA** RI11-12.1-8 W11-12.2,4-6 SL11-12.1-3 L11-12,1,2,4,6
				Cluster Standards LW2,3	**Math**
				Pathway Standards LW-EFM5,12	**Science** S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Weeks 25-27: **Methods of Preserving a Fire Scene** **Physical Training (PT)**	● How can firefighters help to preserve a fire scene, when their main priority is life and property safety? ● What do we mean by “overhaul”? ● What are the best methods of fire scene preservation? ● What arson indicators should a firefighter look for when battling blazes? ● Are you physically and mentally fit?	● Examine methods of preserving physical evidence ● Overcome the destruction that overhaul creates ● Differentiate hose streams that may be used ● Demonstrate methods of “continuous custody” ● Improve fitness levels and work as a member of a cohesive unit/team	● Educational/training quick reference pamphlets on ways to best preserve a fire scene to allow accurate cause determination ● Participate in weekly physical fitness ● Physical fitness progress evaluations	**Career Ready Practice** CRP1,2,3,5,7,9,12	**Literacy** RST.11-12.1,4,5 WHST.11-12.2b, d,4,5 SL.11-12.1b,2,4,5
					ELA RI11-12.1-4,8 W11-12.2,4-6,10 SL11-12.1-3 L11-12.1,2,4,6
				Cluster Standards LW2,3	**Math**
				Pathway Standards LW-EFM5,12	**Science** S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	SI.S1.K3
Weeks 28-31: **Psychology of**	● What are reasons people commit arson? ● How can the patterns of	● Basics of profiling an arsonist ● Motives and patterns of a	● Successfully complete Point of Origin: Playing with	**Career Ready Practice** CRP2,3,5,7,9,12	**Literacy** RST.11-12.1,2 SL.11-12.1a

an Arsonist **Physical Training (PT)**	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?	serial arsonist ● Improve fitness levels	Fire by John Orr ● Guest speaker on behavioral analysis and profiling. Written debrief from guest speaker ● Participate in weekly physical fitness		**ELA** RI11-12.1-4,6-8 W11-12.2,4 SL11-12.1 L11-12.1,2,4,6
				Cluster Standards LW2,3	**Math**
				Pathway Standards LW-EFM5,12	**Science** S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Weeks32-33: **Incendiary Devices throughout History** **Physical Training (PT)**	● How has history informed fire investigators about the use of incendiary devices? ● Are you physically and mentally fit?	● Identify and describe a variety of incendiary devices and how they are used ● Discuss historic cases using incendiary devices ● Explain the need for observation skills during fire suppression ● Improve fitness levels	● Case study discussions ● Quiz on incendiary devices ● Participate in weekly physical fitness	**Career Ready Practice** CRP1,2,3,5,7,12	**Literacy** RST.11-12.1,2, 4,5 WHST.11-12.4, 6,7
					ELA RI11-12.1-4,6 W11-12.2,4,10 SL11-12.1a,2 L11-12.1,2,4,6
				Cluster Standards LW1,2,3	**Math**
				Pathway Standards LW-EFM3,4,5,12,13, 15	**Science** SIS1.K2 S2.K1 S6.K5 HS-LS1-3. HS-PS3-3.
				Industry Standards	
Weeks 34-35: **Laws, Sentencing, and Expert Testimony** **Physical Training (PT)**	● What are the laws and penalties for arsonists? ● Who may serve as an "expert witness"? ● Are you physically and mentally fit?	● Explain how science is used to solve crimes ● Describe the importance of physical evidence ● List the types of evidence (eyewitness, class evidence, and physical evidence) ● Discuss how evidence is used to convince a jury of	● "Death by Fire" Case Study ● Reading: "Six Astonishing Mistakes that will Make you Rethink the Death Penalty" ● Lab: Garbage-ology	**Career Ready Practice** CRP1,2,3,5,7,12	**Literacy** RST.11-12.1,2, 4,5 WHST.11-12.4,6, 7
					ELA RI11-12.1-6,8 W11-12.2,4,10 SL11-12.1a,2, L11-12.1,2,4,6

		guilt ● Improve fitness levels	● Reading: CSI Effect ● Participation in weekly physical fitness	**Cluster Standards** LW1,2,3	**Math**
				Pathway Standards LW-EFM3,4,5,12,13, 15	**Science** SI.S1.K2 S2.K1 S6.K5 HS-LS1-3.
				Industry Standards	
Weeks 36-37: **Chemical Warfare Agents and IEDs** **Physical Training (PT)**	● What are chemical warfare agents, and how are they used? ● How are chemical warfare agents identified? ● Are you physically and mentally fit?	● Understand why chemical warfare agents are a threat, small scale and large scale. ● Discuss specific events using chemical warfare, ● Improve fitness levels	● Research on chemical warfare and group presentations ● Receive “Container Inspections” certification from saferesponse.com ● Participation in weekly physical fitness	**Career Ready Practice** CRP1,2,3,5,7,12	**Literacy** RST.11-12.1,2,4, 5 WHST.11-12.4,6, 7
				Cluster Standards LW1,2,3	**ELA** RI.11-12.1-5 W.11-12.2,4,7,10 SL.11-12.1 L.11-12.1,2,4,6
					Math
				Pathway Standards LW-EFM3,4,5,12,13, 15	**Science** S2.K1 S6.K5 HS-LS1-3. HS-PS1-2,5
				Industry Standards	
Weeks 38-40: Review and Final Exam	● Final Review	● Preparation for Final Exams	● Written Final Exam	**Career Ready Practice**	**Literacy**
					ELA
				Cluster Standards	**Math**
				Pathway Standards	**Science**
				Industry Standards	

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 ranging from fire safety and awareness, fire suppression, firefighter survival skills to planning for a city wide disaster. Students will become certified in CPR and First Aid, receive FEMA certifications and CFR Emergency Medical Responder certification. The program offers job shadow 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 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 PSLA. CPR and First Aid Certification is part of FRP300 and students will also earn their Emergency Medical Responder certificate.

Pre-Requisites

FRP 100-Essentials of Firefighting
FRP 200-Fire Science

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. Complete CPR & First Aid Certification.
7. Obtain CFR/Emergency Medical Responder Certification.

Integrated Academics

1 CTE Credit for successful completion of this course.
1 English Credit for successful completion of this course.

Equipment and Supplies

- School will provide: Textbooks and all other print material; PT Gear (1 PT T-shirt, 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%	PT Lab Grade	20%	Participation

Additional Course Policies

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

Course Calendar

Quarter	Units of Study
1	Review of equipment, safety expectations and vocab Introduction to Emergency Management Planning and Technical Writing Writing Process and Collaborative Writing Memos, Faxes, 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	Instructions and Procedures; Short Reports and Proposals Oral Presentations Onondaga County Emergency Management Emergency Management in the Fire Rescue Field
3	Human Body Systems/Well Being Legal/Ethical issues Lifting and Moving Patients Airway Patient Assessment Circulation Illness and Injury Pt 1 (Bleeding and Soft Tissue) Illness and Injury Pt2 (Injuries and Muscles to Bones) Childbirth and Children EMS Operations
4	Complete CFR Coursework Job Search

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

Time Frame Unit of study	Key Questions	• Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA, Math, Science
Week 1 **Team Building Activities** **Review of Safety Procedures**	• What is the purpose of working together as a team? • Why do we never work alone?	• Understand 2 in-2 out rule and its application • Analyze data/statistics and determine how many LODD and injuries could be 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	• Case studies on "freelancing" incidents and LODD • Written report on the importance of teamwork • Skills based test on equipment use/handling	**Career Ready Practice** CRP1,4,6,9	**Literacy** RST.11-12.1,2,4, 7 WHST.11-12.2,4,9, 10
				Cluster Standards LW4	**ELA** W.11-12.4-8 SL.11-12.1,2,4,5
				Pathway Standards LW-EFM1,4,5,6,10, 11	**Science**
				Industry Standards	
Week 2 **Introduction to Emergency Management Planning and Technical Writing**	• What is Emergency Management? • What is the difference between technical writing, academic writing and business writing?	• Describe the roles of Emergency Management • Analyze the writing and planning involved in emergency preparation	• Research examples of the types of writing that will be discussed in class • Venn Diagram comparing different forms of writing	**Career Ready Practice** CRP 2,4,7,11	**Literacy** RST.11-12.4,5,6
				Cluster Standards LW1	
				Pathway Standards LW-EFM1	**ELA** SL.11-12.1,2,4
				Industry Standards	**Science** PS.SI1.K1
Week 3 **Writing Process and**	• What is the writing process and why is it important? • When will I use	• Describe the writing process • Apply proof reading and editing skills • Demonstrate the writing	• Quiz on steps of the writing process • Proof reading and editing assignments	**Career Ready Practice** CRP2,4,12	**Literacy** RST.11-12.4 WHST.11-12.4,5

Collaborative Writing **Physical Training (PT)**	collaborative writing in my career?	process ● Analyze career-oriented Collaborative writing (grant requests)	● Collaborative writing-peer created checklist	**Cluster Standards** **Pathway Standards** LW-EFM1 **Industry Standards**	 **ELA** W.11-12.4-8 SL.11-12.2,4,5,6 **Science** PS.SI1.K1
Week 3 **Memos, Faxes, E-Mails; and Letters** **Physical Training (PT)**	● How do I read, understand and write professional memos and emails? ● How do professional emails differ from personal emails?	● 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	● Transcription assignments- ● Format and type business memos, faxes, emails and letters	**Career Ready Practice** CRP1,4,11 **Cluster Standards** **Pathway Standards** LW-EFM1 **Industry Standards**	**Literacy** RST.11-12.1,2,4,5 WHST.11-12.4,5,6 **ELA** W.11-12.4,5,6 SL.11-12.1,3 **Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 4-5 **How to Get a Job** **Physical Training (PT)**	● What does a good resume look like? ● How should I write a cover letter? ● How should I dress and conduct myself in an interview? ● What kinds of questions should I expect at the interview?	● 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	● Writing Assignment: Develop a resume based upon the job-seeking lessons ● Students with current resumes may review and update information for submittal ● Mock interview participation	**Career Ready Practice** CRP1,2,4,8,10,11 **Cluster Standards** LW1,6 **Pathway Standards** **Industry Standards**	**Literacy** RST.11-12.4,7 WHST.11-12.4,5,6 **ELA** W.11-12.4,5,6,8 SL.11-12.1,2,4,6 **Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 6 **Document Design and Visuals** **Physical**	● Why are well designed documents and visuals important in professional careers? ● How will I recognize the characteristics of quality documents and	● Identify qualities that well designed graphic documents possess ● Describe why eye-appeal is important in presentations ● Evaluate selected presentations for	● Apply formatting, editing and design skills to critique content and format of the “City of New Orleans EOC Update, 0900 hours, 8	**Career Ready Practice** CRP1,2,4,8,11 **Cluster Standards**	**Literacy** RST.11-12.4,5,6,7 WHST.11-12.5

Training (PT)	visuals?	attractiveness and appeal	November 2006 PowerPoint presentation ● Make recommendations to modify and improve the presentation's effectiveness ● Provide rationale (referencing course textbook guidance) for recommendations?	**Pathway Standards**	**ELA** W.11-12.1,2,4,5,6,7 SL.11-12.1,3,4,5,6
				Industry Standards	**Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 7-8 **Review of Emergency Management** **Physical Training (PT)**	● How does ICS 100 & 700 fit into Emergency Management?	● Dramatize an account of a city wide disaster ● Diagram the chain of command in this case	● Skit ● Graphic on Chain of Command	**Career Ready Practice** CRP1,4,6,8,9,12	**Literacy**
				Cluster Standards	
				Pathway Standards LW-EFM14	**ELA** W.11-12.3-6 SL.11-12.1,2,4,5
				Industry Standards	**Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 9-10 **Review of Incident Command and Department Structures** **Physical Training (PT)**	● How does Incident Command differ from Emergency Management? ● How is a Fire Department organized and operated?	● Demonstrate knowledge of the chain of command in a fire department ● Design a quick reference card for on-scene IC chain of command	● Quick Reference IC Card activity ● Peer reviews of quick reference IC cards	**Career Ready Practice** CRP1,2,4,7,8,9,11,12	**Literacy** RST.11-12.3,4 WHST.11-12.4
				Cluster Standards LW2,3	**ELA** W.11-12.2,4,5,6,7 SL.11-12.1,4,5
				Pathway Standards LW-EFM1,4,5,12,14	**Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
				Industry Standards	
Weeks 11-13 **Instructions**	● How is writing different for a career in emergency services	● Create a condensed version of a count EOP, without losing vital content	● Writing Assignment: Review and revise the provided Emergency	**Career Ready Practice** CRP1,2,4,8,11	**Literacy** RST.11-12.2,3,4 WHST.11-12.4,5,6

and Procedures; and, Short Reports and Proposals **Physical Training (PT)**	than another career path? ● What is a short report, and how is it used?	● Apply knowledge of keywords and descriptors in report writing/instruction writing ● (PBJ Activity)	Support Function (ESF) 8 Annex of a generic County Emergency Operations Plan (EOP) ● Select a method for revision from the textbook and other course materials and presentations ● Create a more concise Annex while retaining essential content	**Cluster Standards** **Pathway Standards** LW-EFM1,12 **Industry Standards**	**ELA** W.11-12.2,4,5,6 SL.11-12.1,3 **Science**
Week 14-15 **Oral Presentations** **Physical Training (PT)**	● How do I make technical writing understandable?	● Create a new technical writing manual that can be understood easily, yet teaches necessary skills	● Writing Assignment: Choose a technical process, e.g. changing mobile radio channels, starting an I.V., etc.; and develop written procedures based upon the guidance provided in this week's course content on writing instructions and procedures	**Career Ready Practice** CRP1,4,8 **Cluster Standards** LW2 **Pathway Standards** LW-EFM1,12 **Industry Standards**	**Literacy** RST.11-12.3,4 WHST.11-12.4,5,6 **ELA** W.11-12.2,4,5,6 SL.11-12.1,2,4,5,6 **Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 16-17 **Oral Presentations II; Wrap-up** **Physical Training (PT)**	● How do we plan for large scale disasters? ● How do you work effectively and efficiently with outside agencies?	● Create a plan to keep students and property safe during a disaster, as well as notify all necessary individuals of ongoing events.	Disaster Plan Projects: ● Develop a disaster plan for PSLA, based on selected scenarios in consideration of student safety, designated staff roles, transportation, evacuation details, parent and media notifications	**Career Ready Practice** CRP1,4,8,9,11,12 **Cluster Standards** LW3 **Pathway Standards** LW-EFM1,2,11,12,14 **Industry Standards**	**Literacy** RST.11-12.2,3,4 WHST.11-12.2,4,5,6 **ELA** W.11-12.2,4-8 SL.11-12.1,2,4,5 **Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 18 **Onondaga County**	● How does Onondaga County Emergency Management effect the Syracuse Fire	● Identify OCEM roles in emergency responses/ planning county wide ● Illustrate understanding of	● Short paper on history, roles and responsibilities, major events of OCEM	**Career Ready Practice** CRP1,2,4,8,9,11,12	**Literacy** RST.11-12.2,4,7 WHST.11-12.2,4,6,7,8,9

Emergency Management **Physical Training (PT)**	Department? ● What possible career opportunities are in Emergency Management?	how OCEM managed past emergencies, and its impact on current, future plans	● Field trip to OCEM	**Cluster Standards** LW 1,6	**ELA** W.11-12.2,4,5,6,7, 8 SL.11-12.1
				Pathway Standards LW-EFM1,8	**Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 19-20 **Emergency Management in the Fire Rescue Field** **Physical Training (PT)**	● How would I, as a firefighter, interact with Emergency Management? ● Would I be able to implement an emergency management drill?	● Develop and implement an emergency management oriented drill in the school.	● Plan and administer an emergency drill in the school ● After Action Report/Debrief	**Career Ready Practice** CRP1,2,4,8,9,11,12	**Literacy** RST.11-12.3,4,5,9 WHST.11-12.4,5,6, 7
				Cluster Standards LW3	**ELA** W.11-12.2, 4-8 SL.11-12.1,2,4,5
				Pathway Standards LW-EFM1,2,5,9,12	**Science** PS.ED1.K1 PS.S2.K1 HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 21 **Human Body Systems** **Well Being** **Physical Training (PT)**	● What is anatomy and physiology? ● What is the anatomy and physiology of each body system? ● Why would a CFR use anatomic terms?	● Understand the body's topographic anatomy, including the anatomic positions and body planes	● Application of anatomical terms ● Quiz ● Team vocabulary foldable ● Quiz on each body system ● Team presentation on a body system and associated disease	**Career Ready Practice** CRP2,11,12	**Literacy** RST.11-12.4,7 WHST.11-12.4,5,6
				Cluster Standards	**ELA** W.11-12.2,4,5,6,7 SL.11-12.1,2,3,4,5, 6 L.11-12.1,2,5,6
				Pathway Standards LW-EFM1,13	**Science** LE.S4.K5 HS-LS1-2,3 PS.S2.K1 PS.S6.K5
				Industry Standards	
Week 22 **Legal/ Ethical issues**	● How do legal and ethical issues impact the CFR? ● What guidelines should	● Recognize the importance of detailed record keeping and data collection as a CFR ● Analyze HIPAA regulations,	● Written assignment on HIPAA Case Violations ● Summary of Patient	**Career Ready Practice** CRP1,2,4,8,11	**Literacy** RST.11-12.1,3,4,8 WHST.11-12.4,5,6, 7,8,9

Lifting and Moving Patients **Physical Training (PT)**	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?	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	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	**Cluster Standards** LW3,4	**ELA** W.11-12.2,4,5,6 SL.11-12.1 L.11-12.1,2,5,6
				Pathway Standards LW-EFM1,5,10	**Science** PS.S6.K2,5 HS-LS1-3 PS.S2.K1
Week 23 **Airway** **Physical Training (PT)**	● What are the components of the human respiratory system? ● How does the human respiratory system function? ● How do CFRs treat inadequate breathing?	● List the components of the human respiratory system and explain their function ● Analyze typical patient airway issues ● Demonstrate airway management techniques	● Quiz on function of human respiratory system ● Written summary of airway management techniques ● Demonstration of airway management techniques	**Career Ready Practice** CRP2,3,4,8,11	**Literacy** RST.11-12.3,4,5 WHST.11-12.2,4,5,6
				Cluster Standards LW 3,4	**ELA** W.11-12.2,4,5,6 SL.11-12.1 L.11-12,1,2,5,6
				Pathway Standards LW-EFM1,2,3,9,10	**Science** HS-LS1-2,3
				Industry Standards	PS.S2.K1 PS.S6.K5
Week 24 **Patient Assessment** **Physical Training (PT)**	● How is the medical condition of a patient assessed? ● What skills are necessary to perform patient assessments?	● Explain how the CFR approaches the process of patient evaluation ● Analyze how patient evaluation impacts treatment decisions ● Demonstrate steps in the patient assessment process	● Group data collection on patient medical conditions ● Written summary of patient assessment procedure ● Role playing exercise between CFR and	**Career Ready Practice** CRP2,4,8,11,12	**Literacy** RST.11-12.1,2,4,6,7,9 WHST.11-12.1,2,4,5,6,7,9
				Cluster Standards LW 4,5	**ELA** W.11-12.2,4,5 6 SL.11-12.1,4,6 L.11-12.1,2,5,6
				Pathway Standards	**Science**

			Patient-Rubric scored	LW-EFM1,3,7 **Industry Standards**	LE.S1.K2 HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 25 **Circulation** **Physical Training (PT)**	● What is the function of the circulatory system? ● Why is it important for a CFR to understand the circulatory system?	● 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	● Quiz on circulatory system ● Life-size poster demonstrating circulatory system path through the body	**Career Ready Practice** CRP2,3,4,8,11 **Cluster Standards** LW3,4 **Pathway Standards** LW-EFM1,2,3,9,10 **Industry Standards**	**Literacy** RST.11-12.4,5,7 WHST.11-12.4,57 **ELA** W.11-12.4 SL.11-12.1,4 L.11-12.2,5,6 **Science** HS-LS1-2 LE.S4.K5 HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 26 **Illness and Injury-Part 1 (Bleeding and Soft Tissue)** **Physical Training (PT)**	● What are soft tissue injuries to the body? ● How does a CFR treat a patient with a soft tissue injury?	● Examine soft tissue injuries ● Explain treatments used for a soft tissue injury ● Demonstrate treatments for soft tissue injuries	● Quiz ● Lab Practice ● Creation of information posters on soft tissue injuries	**Career Ready Practice** CRP2,3,4,8,11,12 **Cluster Standards** LW3,4 **Pathway Standards** LW-EFM1,2,13 **Industry Standards**	**Literacy** RST.11-12.1,4,7 WHST.11-12.2,7, 8,9 **ELA** W.11-12.2,4 SL.11-12.1,4 L.11-12.2,5,6 **Science** HS-LS1-2 LE.S4.K5 HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 27 **Illness and Injury-Part 2 (Injuries and Muscles to Bones)** **Physical Training (PT)**	● What are musculoskeletal injuries to the body? ● How does a CFR treat a patient with a musculoskeletal injury?	● Identification of bones Examine musculoskeletal injuries ● Explain treatments used for musculoskeletal injury	● Quiz ● Creation of information posters on musculoskeletal problems ● Bone identification activity	**Career Ready Practice** CRP2,3,4,8,11,12 **Cluster Standards** LW 3,4 **Pathway Standards**	**Literacy** RST.11-12.1,4,7 WHST.11-12.2,7, 8,9 **ELA** W.11-12.2, 4 SL.11-12.1,4,6 L.11-12.2,5,6 **Science**

				LW-EFM1,2,13 **Industry Standards**	LE.S1.K2 HS-LS1-3 HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 28 **Childbirth and Children** **Physical Training (PT)**	● How does a CFR assist in emergency child delivery? ● How are babies, children and adults treated differently by a CFR?	● Identify and demonstrate correct methods of emergent child delivery	● Quiz on childbirth ● Practical assessment on child delivery	**Career Ready Practice** CRP1,2,4,9,12 **Cluster Standards** **Pathway Standards** LW-EFM1,4,9,12 **Industry Standards**	**Literacy** RST.11-12.1,4,7 **ELA** SL.11-12.1 L.11-12.5,6 **Science** HS-LS1-8 LE.S4.K4 HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 29 **EMS Operations** **Physical Training (PT)**	● What types of medical devices and equipment is the CFR responsible for? ● What are the skills needed to operate the equipment?	● List and describe the types of equipment carried on an ambulance ● Describe the different levels of EMS responders	● 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	**Career Ready Practice** CRP1,2,4,6,9,11,12 **Cluster Standards** **Pathway Standards** LW-CFM1,3,10 **Industry Standards**	**Literacy** RST.11-12.14,7 WHST.11-12.4,6,9 **ELA** W.11-12.2,4, 5,6 SL.11-12.1,4,5 L.11-12.1,2,5,6 **Science**
Week 30 **Finish CFR Coursework** **Physical Training (PT)**	● What are some of the most important roles of a CFR? ● What are some of the best ways for CFRs to interact with patients?	● Demonstrate practical and academic knowledge in the roles and responsibilities of a CFR	● CFR Certification Exam	**Career Ready Practice** CRP1,2,4,11,12 **Cluster Standards** **Pathway Standards** LW-EFM1,3,5,12	**Literacy** RST.11-12.4,7 **ELA** SL.11-12.1 L.11-12.5,6

				Industry Standards	**Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
Week 31-37 **Job Search** **Physical Training (PT)**	● What other jobs are open to individuals with a Fire Prevention background? ● What skills are needed?	● Compose a paper researching a fire field career path ● Evaluate job skills needed ● Categorize pros/cons of jobs	● Research paper on a differing career tract	**Career Ready Practice** CRP1,4,11	**Literacy** RST.11-12.1-4,7, 10 WHST.11-12.1,2, 4,6,7,8,9,10
				Cluster Standards LW6	**ELA** W.11-12.2,4-8 SL.11-12.1 L.11-12.1,2,3,4,5,6
				Pathway Standards LW-EFM8	**Science** HS-LS1-3 PS.S2.K1 PS.S6.K5
				Industry Standards	
Weeks 38-40 **Review and Final Exam Prep** **Physical Training (PT)**	● Review and Final Exam	● Review cumulative content throughout the year	● Written Final Exam ● Practical Final Exam	**Career Ready Practice** CRP1,2,4,8	**Literacy** RST.11-12.1,4,7
				Cluster Standards LW-EFM4	**ELA**
				Industry Standards	**Science** HS-LS1-3 PS.S2.K1 PS.S6.K5