

2024 – 2025

LAW AND PUBLIC SAFETY COURSES

KENTUCKY CTE
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LAW AND PUBLIC SAFETY COURSES 2024 – 2025

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LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY COURSES

Advanced Legal Practice 461047

Advanced Legal Practice is a project-based course. Students will continue to develop their legal research, writing, and oral advocacy skills by working to resolve legal issues for mock clients.

Recommended Grade Level: 12

Recommended Credit: 1

Students will:

1. Identify and implement different attorney fee structures.
2. Demonstrate understanding of and draft legal pleadings, discovery and legal motions.
3. Resolve legal issues.
4. Execute proper law firm management and collaboration skills.
5. Interview and correspond with a client.
6. Conduct legal research.
7. Draft legal memorandum.
8. Demonstrate client advocacy skills.
9. Organize a career portfolio to document knowledge, skills, and experiences in the legal field.
10. Draft a resume.
11. Prepare for and participate in a mock job interview.
12. Demonstrate appropriate verbal, listening, and writing skills to communicate clearly.
13. Use problem-solving and critical-thinking skills to respond to legal issues.
14. Apply the law to fact patterns.
15. Prepare for and participate in student-led discussions/debates.
16. Demonstrate effective organization skills.
17. Demonstrate an understanding of professional responsibility and ethics.
18. Demonstrate proper use of technology to gather, evaluate, use, and present legal arguments.

Appellate Advocacy 461049

This course focuses on appellate advocacy in both civil and criminal cases. After reviewing the principles of trial procedure and how these principles affect appellate work, students will examine the appellate process. Topics covered include the trial record, appellate briefing, oral argument, and application for discretionary appeal.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Explain how to issue preservation at the trial court affects appellate review.
2. Summarize the structure of state and federal appellate courts.
3. Describe the selection process for appellate judges in state and federal courts.
4. Compare the standards of appellate review.
5. Identify the role of precedent in appellate decisions.
6. Analyze appellate arguments and brief a legal case.
7. Identify the two-part *Strickland* test for ineffective assistance.
8. Defend a legal position through oral argument, including responding to questions from the bench.
9. Evaluate appellate arguments and justify appellate rulings.
10. Prepare applications for discretionary appeal.
11. Identify the types of claims filed on habeas corpus (conviction, sentence, conditions of confinement, parole, credits, prison discipline).
12. Complete and evaluate a habeas corpus application.
13. Conduct habeas corpus hearings, including direct and cross-examination of relevant witnesses.
14. Demonstrate proper use of technology to gather, evaluate, use and present legal arguments.

Basic Security Services 461042

This course includes the history and philosophy of security, the nature and impact of security, an overview of security systems, concepts and skills for security officers, security applications, and future security.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Identify the functions of specific security agencies, officers, and investigators.
2. Identify differences between the legal authority of police officers and security officers.
3. Identify the lawful civil authority of security officers.
4. Explain how constitutional law applies to arrest, search, and seizure by security officers.
5. Define security procedures for fire protection, safety, and emergency planning.
6. Demonstrate physical security and defenses.
7. Compare and contrast security issues related to law enforcement and private security.
8. Demonstrate knowledge of intrusion and access controls.
9. Demonstrate knowledge of loss protection principles and techniques.
10. Identify security applications in retail businesses.
11. Identify the principles of computer security.
12. Define institutional security.

Basic Telecommunications 461011

This course studies basic emergency communications and the federal and state laws that govern these communications, telephone and radio communications systems, communication documentation, emergency management, 911, stress and crisis management.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Identify employment opportunities in the field of emergency communications.
2. Demonstrate effective oral and written communication skills with individuals from varied cultures.
3. Use appropriate technology in emergency communications.
4. Investigate the federal, state, and local communications rules and regulations that govern emergency communications systems' operation.
5. Explain the concept of 911 and computer-aided dispatch (CAD).
6. Identify the information maintained by state and national crime information centers.
7. Explain the objectives of dispatching law enforcement, fire, and medical personnel.
8. Define terminology and conditions related to common medical emergencies such as shock, abdominal pain, burns, chest pain, diabetes, electrocution, drowning, neurological disorders, respiratory distress, obstetrical emergencies, and pediatric emergencies.
9. Demonstrate proper telephone and radio procedures in emergency and non-emergency situations.
10. Prepare written reports, logs, and records needed in emergencies.
11. Recite the police phonetic alphabet.
12. Respond to inquiries, complaints, and recommendations from the public in mock situations.
13. Demonstrate how to make referrals.
14. Describe procedures for handling crises.
15. Identify types of disasters and the procedures for requesting assistance in each case.
16. Compare CHEMTREC (Chemical Transportation Emergency Center) and CAMEO (Computer-Aided Management of Emergency Operations) relating to chemical emergencies.
17. Identify stress factors involved in emergency communications.
18. Participate in a community mock emergency disaster.

Civil Law and Procedure 461019

This course is designed to provide students with a comprehensive overview of substantive and procedural civil law. Critical case law analysis will be emphasized as an integral part of the course.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Identify and explain different sources of liability and their defenses.
2. Demonstrate an understanding of contract law, property law, probate law, tort law, family law, and employment law.
3. Demonstrate an understanding of ADR (Alternative Dispute Resolution) strategies.
4. Demonstrate an understanding of professional responsibility and ethics.
5. Apply appropriate verbal, listening and writing skills to communicate clearly.
6. Use problem-solving and critical-thinking skills to respond to legal issues.
7. Analyze and brief a legal case.
8. Apply the law to fact patterns.
9. Prepare for and participate in student-led discussions/debates.
10. Demonstrate effective organization skills.
11. Conduct legal research.
12. Demonstrate proper use of technology to gather, evaluate, use, and present legal arguments.

Constitutional Law and Civil Rights 461050

This course focuses on the U.S. Constitution and federal anti-discrimination laws. Topics covered include judicial review, the legal relationship between the federal government and states, the legal relationship between the branches of the federal government, and the protection of individuals and organizations by the Bill of Rights, the Fourteenth Amendment, and federal anti-discrimination laws.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Demonstrate an understanding of the judiciary's power to interpret the Constitution.
2. Identify the powers of the federal government.
3. Identify the limitations on the exercise of state powers.
4. Explain executive privilege and immunity.
5. Compare and contrast ripeness and mootness.
6. Explain judicial appointment procedures.
7. Explain standing.
8. Compare and contrast the procedural due process and substantive due process.
9. Analyze and apply the protections of the Fourteenth Amendment.
10. Apply equal protection analysis.
11. Analyze and apply the protection of the First Amendment.
12. Demonstrate an understanding of protected classes.
13. Analyze Section 1983 Litigation.
14. Demonstrate proper use of technology to gather, evaluate, use, and present legal arguments.

Constitutional and Criminal Law 461053

Students will learn about the legal system, laws and civil rights in the United States. From a historical perspective, students will learn how our system came to be. Students will learn how the U.S. protects persons charged with crimes. Students will review important case law related to criminal investigations. Students will learn about major crimes commonly enforced at the state and federal levels. Students will review the impact modern terrorism investigations have had on the legal system.

Prerequisite: Foundations of Justice and Public Safety [461044](#) **AND** Law Enforcement [461045](#)

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Compare careers in the policing, prosecution, defense, and legal fields.
2. Timeline the historical influences on the legal system and the law of the United States.
3. Explain how professional and ethical responsibilities should guide participants' behavior in the investigation and trial processes.
4. Identify the source of laws and regulations at the state and federal level.
5. Diagram the “dual” court system.
6. Distinguish between federal and state authority and jurisdiction.
7. Identify the civil rights protected by the Bill of Rights and 14th Amendment.
8. Describe the impact of the Constitution on police investigations.
9. Explain how the Constitution protects a defendant's rights.
10. Juxtapose procedural due process vs. substantive due process.
11. Apply constitutional limits to law enforcement based on state and federal constitutions to scenarios of enforcement actions.
12. Identify important case law related to criminal investigations and prosecution.
13. Evaluate a scenario for the elements of a crime.
14. Describe culpability to a crime.
15. Argue criminal defenses and justifications for a crime.
16. Apply Kentucky Penal Code statutes for crimes against the person to scenarios.
17. Apply Kentucky Penal Code statutes for crimes against property to scenarios.
18. Apply Kentucky Penal Code statutes for crimes against white-collar and organized crime to scenarios.
19. Apply Kentucky Penal Code statutes for crimes related to forgery, fraud and identity to scenarios.
20. Apply Kentucky Penal Code statutes for crimes against public order and morality to scenarios.
21. Apply Kentucky Penal Code statutes for crimes against public administration to scenarios.
22. Identify Kentucky Penal Code statutes applicable to series of motor vehicle violations.
23. Describe commonly prosecuted federal criminal offenses.
24. Describe how the response to terrorism has changed civil liberties.
25. Discuss emerging issues in constitutional and criminal law.

Co-op*: Pre-Law 461097

Cooperative Education for CTE courses provides supervised worksite experience related to the student's identified career pathway. A student must enroll in an approved course during the same school year the co-op experience is completed. Students who participate receive a salary for these experiences in accordance with local, state and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

Co-op* : Public Services/Protective Services 461096

Cooperative Education for CTE courses provides supervised worksite experience related to the student's identified career pathway. A student must enroll in an approved course during the same school year the co-op experience is completed. Students who participate receive a salary for these experiences in accordance with local, state and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

Criminal Investigation and Forensics 461043

Students will learn how crimes are investigated in America. Hands-on skills in crime scene processing and recording will be covered, as well as evidence handling. Students will learn how investigations are initiated and conducted. Students will learn about the constitutional restraints that guide investigations. Techniques in interviews and interrogations will be practiced. Students will also learn about criminological theories and their application to the process.

Prerequisite: Foundations of Justice and Public Safety [461044](#) **AND** Law Enforcement [461045](#)

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Identify career options within criminal investigation and forensics.
2. Describe health and fitness methodologies to stay healthy, mentally and physically fit while serving in criminal investigation and forensics careers.
3. Perform physical tasks aligned with the 503 KAR 1:140 peace officer, telecommunication, and court security officer professional standards (bench press, sit-ups, 300-meter run, push-ups, one and five-tenths (1.5-mile run).
4. Discuss proper nutrition for maintaining a healthy lifestyle throughout the career of a law enforcement officer.
5. Timeline the historical influences on contemporary criminal investigation and forensics.
6. Explore the roles and responsibilities of criminal investigators and forensic scientists.
7. Describe ethical and professional considerations for criminal investigators and forensic scientists.
8. Describe reasons for flawed investigations and forensics, including CSI Effect, Confirmation Bias and issues raised by the Innocence Project.
9. Recognize the fundamental elements of a preliminary investigation.
10. Explain how the U.S. Constitution guides investigations and police actions.
11. Demonstrate the skills of crime scene processing and evidence collection.
12. Differentiate between differing types of investigations.
13. Create various investigative reports and legal documents used in criminal investigations, including warrant applications, narratives, and chain of custody reports.
14. Describe different interviewing techniques used in investigations.
15. Demonstrate common evidence collection techniques used in criminal investigations.
16. Interpret common evidence for clues to a crime.
17. Apply criminological theory to scenarios.
18. Explain techniques for investigating serial offenders.
19. Identify trends and technological developments in criminal investigation and forensics.

Criminal Law and Procedure 461020

This course is designed to provide students with an overview of substantive and procedural criminal law. Upon successful completion of this course, students will have acquired an understanding of the criminal prosecutorial process while also learning the elements of individual crimes. In addition, students will have gained an appreciation for the balance of personal accountability with constitutionally protected rights.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Identify the goals of the American criminal justice system.
2. Demonstrate an understanding of the criminal prosecution process.
3. Demonstrate an understanding of the 4th Amendment.
4. Demonstrate an understanding of the elements needed to convict for a crime.
5. Identify the elements of individual crimes against persons.
6. Identify the elements of individual crimes against property.
7. Demonstrate an understanding of the 5th Amendment.
8. Demonstrate an understanding of the 8th Amendment.
9. Demonstrate an understanding of the 6th Amendment.
10. Identify and apply criminal defenses.
11. Demonstrate an understanding of 14th Amendment applications in criminal law settings.
12. Define and explain the concept of due process.
13. Distinguish standards of proof (reasonable suspicion, probable cause/preponderance of the evidence, clear and convincing evidence, and beyond a reasonable doubt).
14. Analyze and interpret statutes.
15. Analyze and brief a legal case.
16. Identify various types of digital and cybercrimes.
17. Demonstrate proper use of technology to gather, evaluate, use and present legal arguments.

Detention and Corrections 461037

Students will learn about the system of detention and corrections in the United States. Students will begin with a historical perspective that moves into the modern prison culture. Students will learn fundamental skills to work in detention facilities. Students will learn to protect themselves mentally and physically to stay healthy while working in the field. A review of the governing bodies, laws, and regulations that impact jails and prisons will be included.

Prerequisite: Foundations of Justice and Public Safety [461044](#) **AND** Law Enforcement [461045](#)

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Evaluate careers in detention and corrections.
2. Describe health and fitness methodologies to stay healthy, mentally and physically fit while serving in detention and correctional fields.
3. Perform physical tasks aligned with the 503 KAR 1:140 peace officer, telecommunication, and court security officer professional standards (bench press, sit-ups, 300-meter run, push-ups, one and five-tenths (1.5-mile run).
4. Discuss proper nutrition for maintaining a healthy lifestyle throughout the career of a law enforcement officer.
5. Develop a personal nutrition plan
6. Timeline the history of corrections and facilities.
7. Explain ethical and professional expectations of detention/correctional officers.
8. Demonstrate detainee admission and release procedures, including fingerprinting and standard documentation.
9. Describe how detainees/inmates are moved, transported, and transferred.
10. Compare community-based correctional and diversion programs.
11. Describe how inmates are classified and assigned to facilities.
12. Design basic security procedures and protocols.
13. Explain how detainees/inmates are supervised.
14. Demonstrate completing common documentation and report writing.
15. Evaluate scenarios for proper use of force response.
16. Explain administrative segregation policies and procedures.
17. Demonstrate basic defensive tactics used in detention/corrections.
18. Demonstrate searches and security inspections.
19. Demonstrate how inmates are escorted, controlled, and contained.
20. Identify communication skills necessary in working with inmates.
21. Describe how detainee/inmate mental and physical health is maintained.
22. Explain how the broad range of inmate populations (elderly, mentally ill, culturally diverse, LGBTQ+, etc.) are properly managed.
23. Explain the procedures in medical, environmental, and security emergencies.
24. Describe criminal investigations in jails and prisons from crime reports through courtroom testimony.

25. Identify inmate rights and protections, including sexual harassment.
26. Explain how officers can be manipulated by detainees/inmates.
27. Evaluate how the incarcerated reenter the community.
28. Review universal precautions and safety procedures that protect officers on the job.

Emergency Management 461013

This course focuses on applying the incident command system model to formulate and implement effective responses to natural and man-made disasters. It includes instruction in contingency planning, hazard and risk assessment, joint operations, law and ethics, emergency response and recovery, event mitigation, emergency rescue and medical operations, incident command, terrorism and national security issues, law enforcement, relief administration, volunteer and citizen coordination, public relations and applications to specific types of incidents.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Demonstrate the command sequence as a guide to action planning.
2. Demonstrate the ability to develop an emergency action plan with appropriate goals and objectives.
3. Identify factors that allow the IC (Incident Command) to evaluate and modify the action plan.
4. Develop an action plan for every initial response incident, even though the plan is rarely recorded in written form.
5. Demonstrate the appropriate command sequence for various emergency scenarios.
6. Demonstrate the ability to modify the action plan to adapt to changing conditions quickly.
7. Identify proper communication skills and procedures when issuing directives.
8. Identify safe and effective resources through a well-implemented action plan.
9. Identify the importance of accurate and up-to-date situation status and use that information to forecast what actions and resources will be needed if the initial plan requires modification.
10. Identify record-keeping procedures in accordance with Federal Disaster Declaration reimbursement guidelines.

Emergency Management and Homeland Security 461030

Students will explore the emergency management and homeland security structures in the United States. Students will closely look at the history of homeland security and emergency services from antiquity to present day and analyze the current relationships between local, state, and federal agencies responsible. Students will investigate security, border control, disaster preparedness and response, and terrorism. Students will explore the history and philosophical roots of terrorism. Students will implement procedures and practices in several mock scenarios reflecting real-world possibilities.

Prerequisite: Foundations of Justice and Public Safety [461044](#) **AND** Law Enforcement [461045](#)

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Identify major career options within the homeland security and emergency management field.
2. Describe health and fitness methodologies to stay mentally and physically fit while serving in homeland security careers.
3. Perform physical tasks aligned with the 503 KAR 1:140 peace officer, telecommunication, and court security officer professional standards (bench press, sit-ups, 300-meter run, push-ups, one and five-tenths (1.5-mile run).
4. Discuss proper nutrition for maintaining a healthy lifestyle throughout the career of a law enforcement officer.
5. Develop a personal nutrition plan.
6. Timeline the historical influences on contemporary emergency services and homeland security.
7. Describe professional and ethical behavior for Emergency Management & Homeland Security persons.
8. Explain the structure of emergency services and homeland security entities at the local, state and federal levels.
9. Describe the functions of the U.S. Department of Homeland Security.
10. Identify and discuss current constitutional law, criminal laws, Presidential Directives, and other relevant regulations related to protecting the homeland.
11. Utilize hazardous materials protocols in a simulated environment.
12. Design marketing materials, making those in this career field aware of mental and physical health hazards.
13. Describe how preparation and mitigation can greatly reduce the impact of a disaster.
14. Describe the disaster and post-disaster emotional environment.
15. Implement an appropriate Incident Command System to manage an incident scene effectively.
16. Demonstrate the ability to develop an emergency action plan with appropriate goals and objectives.
17. Demonstrate the ability to modify the action plan to adapt to changing conditions

quickly.

18. Identify proper communication skills and procedures when issuing directives and managing a simulated event.
19. Diagram the intelligence cycle.
20. Define terrorism and how it differs from common criminal acts.
21. Explain how prevention, detection, protection and target hardening are ways to prepare for terrorism.
22. Identify and describe operating procedures for a terrorist incident.
23. Identify the most commonly used terrorist weapons.
24. Explain the historical context of current terrorist organizations, both domestic and international, and historical events of terrorism.
25. Describe emerging technology and trends in emergency management and homeland security.

Health and Well-Being for Law Enforcement 461018

This course is designed to give the student an overview of personal fitness and wellness, including maintaining good physical fitness and proper nutrition. The course will also give the student an overview of the warning signs and how to deal with stress in the law enforcement profession.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Perform physical tasks aligned with the 503 KAR 1:140 peace officer, telecommunication, and court security officer professional standards (bench press, sit-ups, 300-meter run, push-ups, one and five-tenths (1.5-mile run).
2. Discuss proper nutrition for maintaining a healthy lifestyle throughout the career of a law enforcement officer.
3. Develop a personal nutrition plan.
4. Develop a physical fitness plan.
5. Determine physical challenges associated with drug abuse and review testing procedures to identify drug abuse.
6. Discuss polygraph testing as it relates to peace officer certification.
7. Outline stress factors relating to law and public safety occupations.
8. Research emotional cycles, including adrenaline dumps and outlets for stress.
9. Research the requirements for peace officer certification.

Internship: Pre-Law 461095

Internship for CTE (Career and Technical Education) courses provides supervised work site experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis. Students must follow program and agency requirements for attendance and health screenings.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Receive exposure to facilities and equipment unavailable in a classroom setting.
2. Demonstrate and practice safe work habits at all times.
3. Gain career awareness and the opportunity to test career choices.
4. Receive work experience related to career interests.
5. Integrate classroom studies with work experience.
6. Receive exposure to facilities and equipment unavailable in a classroom setting.
7. Increase employability potential.
8. Develop written and oral communication skills.

Internship: Public Services/Protective Services 461094

Internship for CTE (Career and Technical Education) courses provides supervised work site experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis. Students must follow program and agency requirements for attendance and health screenings.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Receive exposure to facilities and equipment unavailable in a classroom setting.
2. Demonstrate and practice safe work habits at all times.
3. Gain career awareness and the opportunity to test career choices.
4. Receive work experience related to career interests.
5. Integrate classroom studies with work experience.
6. Receive exposure to facilities and equipment unavailable in a classroom setting.
7. Increase employability potential.
8. Develop written and oral communication skills.

Introduction to Fire Service 461033

This course includes Kentucky Fire Commission Training topics A0000 Administration and Organization, D0000 Fire Behavior, B0000 Safety, F0000 Personal Protective Equipment, E0000 Extinguishers, and K0000 Hose, Nozzles, and Appliances.

Recommended Grade Level: 9 – 11

Recommended Credit: 1

Students will:

1. Complete the following tasks for A0000 Administration and Organization.
 - a. Describe the organization of the fire department.
 - b. Explain the Firefighter I's role as a member of the organization.
 - c. Explain the mission of the fire service and the local fire department.
 - d. Explain the function of Standard Operating Procedures.
 - e. Explain fire department rules and regulations that apply to the position of Firefighting.
 - f. Explain the components of and the firefighter's role within the local incident management system.
 - g. Explain the role of other agencies that may respond to emergencies.
 - h. Describe the components of a member assistance program.
2. Complete the following tasks for D0000 Fire Behavior.
 - a. Define fire.
 - b. Define fire triangle and tetrahedron.
 - c. Recognize the various conditions related to the three stages of three conditions of fire and their associated hazards.
 - d. Identify three products of combustion found in structural fires that create life hazards.
 - e. Define the three methods of heat transfer.
 - f. Define the three physical states of matter in which fuels are commonly found.
 - g. Define the relationship of the concentrations of oxygen to combustibility and life safety.
 - h. Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.
3. Complete the following tasks for B0000 Safety.
 - a. Describe the responsibility of a firefighter as referenced by NFPA (National Fire Protection Association) 1500.
 - b. Describe the elements of a personnel accountability system and demonstrate the application of the system at an incident.
 - c. Identify dangerous building conditions created by fire.
 - d. Demonstrate techniques for action when trapped or disoriented in a fire or hostile environment.
 - e. Explain hazards related to electrical emergencies.
 - f. Demonstrate safety procedures when using fire service lighting equipment.
 - g. Demonstrate using seat belts, noise barriers, and other safety equipment to protect while riding on apparatus.

- h. Demonstrate safety procedures when mounting, dismounting and operation around fire apparatus.
 - i. Shut off the utility services to a building.
 - j. Identify three common types of accidents or injuries and their cause in various fire department activities.
 - k. Identify safety procedures for ensuring a safe station/facility environment.
 - l. Identify potential long-term consequences of exposure to products of combustion.
4. Complete the following tasks for F0000 Personal Protective Equipment.
- a. Identify the function of the following articles of protective equipment:
 - i. Helmet with eye shield
 - ii. Hood
 - iii. Boots
 - iv. Gloves
 - v. Protective trousers
 - vi. Protective coats
 - vii. Self-Contained Breathing Apparatus (SCBA)
 - viii. Personal Alert Safety System (PASS), and
 - ix. Eye protection.
 - b. Identify and demonstrate the care, use, inspection, maintenance, and limitations of protective clothing and equipment.
 - c. Demonstrate the donning of protective equipment.
 - d. Identify hazardous environments that require respiratory protection.
 - e. Identify the physical requirements of a Self-Contained Breathing Apparatus (SCBA) wearer.
 - f. Describe the uses and limitations of Self-Contained Breathing Apparatus (SCBA).
 - g. Identify each component and safety feature of the Self-Contained Breathing Apparatus (SCBA).
 - h. Describe the function of each component of the Self-Contained Breathing Apparatus (SCBA).
 - i. Assure that the Self-Contained Breathing Apparatus (SCBA) is safe for immediate use.
 - j. Demonstrate the use of Self-Contained Breathing Apparatus (SCBA) under conditions of obscured visibility and restricted passage.
 - k. Demonstrate the procedures for Self-Contained Breathing Apparatus (SCBA) use: emergency bypass valve, air conservation, regulator breathing, maximum use of air under working conditions, and cylinder replacements.
 - l. Demonstrate and document routine maintenance for Self-Contained Breathing Apparatus (SCBA), including inspection, cleaning, sanitizing, and cylinder recharging.
 - m. Demonstrate rescue procedures for the following:
 - i. A firefighter with functioning respiratory protection;
 - ii. A firefighter without functioning respiratory protection and
 - iii. A civilian without respiratory protection.
5. Complete the following tasks for E0000 Extinguishers.
- a. Identify the classification of fires as they relate to fire extinguishers.
 - b. Define the portable extinguisher rating systems.
 - c. Identify the appropriate extinguishers and the application procedures for the various classes of fire, given a group of different extinguishers.

- d. Extinguish Class A and B fires using the proper fire extinguishers.
- 6. Complete the following tasks for K0000 Hose, Nozzles, and Appliances.
 - a. Describe the application of each size and type of hose on a pumper as required to be carried by NFPA (National Fire Protection Association) 1901.
 - b. Demonstrate the use of nozzles, adapters, and hose appliances and tools on a pumper as required by NFPA (National Fire Protection Association) 1901.
 - c. Advance uncharged and charged attack lines of two different sizes of 1 ½ inches or larger from a pumper for the following evolutions:
 - i. Into a structure;
 - ii. Up a ladder to a second-floor landing;
 - iii. Up an inside stairway to an upper floor;
 - iv. Up an outside stairway to an upper floor;
 - v. Down an inside stairway to a lower floor;
 - vi. Down an outside stairway to a lower floor and
 - vii. To an upper floor by hoisting.
 - d. Demonstrate the following given fire hose used for fire attack and water supply:
 - i. Three types of hose loads and finishes;
 - ii. Three types of hose rolls;
 - iii. Coupling and uncoupling two lengths;
 - iv. Two hose carries extending hose lines and
 - v. Replacing burst sections of the hose.
 - e. Demonstrate operations of a charged attack line 1 ½ inches or larger from a ground ladder.
 - f. Demonstrate carrying a 100-foot attack line 1 ½ inch or larger into a building, connecting it to a standpipe, and advancing the line from the standpipe.
 - g. Demonstrate a hand lay of 300 feet of supply line 2 ½ inches or larger from a pumper to a water source.
 - h. Define fire steam.
 - i. Define water hammer and at least one method of its prevention.
 - j. When applicable, demonstrate how to open and close a nozzle and adjust its stream pattern and flow setting.
 - k. Identify the type, design, operation, required nozzle pressure, and flow for a selection of nozzles and tips.
 - l. Define the following methods of water applications: direct, indirect, and combination.
 - m. Identify precautions to be followed while advancing hose lines to a fire.
 - n. Identify three observable results that are obtained when the proper application of a fire stream is accomplished.

Introduction to Homeland Security 461038

This course focuses on security policy, planning and operations dedicated to protecting territory, assets, infrastructure, institutions and citizens from external threats. It includes instruction in national security policy, government relations, intelligence, law enforcement, security technology, communications and information technology, homeland security planning and operations, disaster planning and applications to specific threat scenarios.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Identify major career options within the homeland security field.
2. Define terrorism.
3. Identify the organizational structure of the U.S. Department of Homeland Security.
4. Identify and explain the role of various federal, state, and local agencies in securing our homeland.
5. Identify and explain the role of the most common national, state, regional, and local disaster preparedness and emergency management agencies.
6. Differentiate between the basic responsibilities of each agency in a homeland security emergency.
7. Describe the disaster and post-disaster emotional environment.
8. Identify and distinguish between soft and hard targets.
9. Identify and describe operating procedures for a terrorist incident.
10. Identify the most commonly used terrorist weapons.
11. Describe the B-NICE (Biological, Nuclear/Radiological, Incendiary, Chemical, and Explosive Agents) indicators and cues that help identify when a terrorist attack has occurred.
12. Describe the actions to take following a suspected terrorist attack.
13. Define terrorism and how it differs from common criminal acts.
14. Identify major international and domestic terrorist organizations and their respective ideologies.
15. Explain the historical context of current terrorist organizations and historical events of terrorism.
16. Identify and discuss current constitutional law, criminal laws, Presidential Directives, and other relevant regulations related to protecting the homeland.
17. Compare community preparation for natural emergencies and disasters with community preparation for terrorism.

Introduction to Law 461051

This course studies the history, purpose, and function of law. Students will learn about law-related careers, study the major areas of law, gain an understanding of the court system, analyze case law, and study the adversary system.

Recommended Grade Level: 9 – 11

Recommended Credit: 1

Students will:

1. Explore various careers available in the field of law and justice.
2. Explain the structure of the American court system.
3. Describe the structure of federal and state court systems.
4. Identify and explain the various roles of courtroom participants.
5. Demonstrate a basic understanding of state and federal law.
6. Differentiate between major crime types, classes, and degrees.
7. Demonstrate knowledge of constitutional law and the basic protections and restrictions the Bill of Rights guarantees.
8. Distinguish standards of proof (reasonable suspicion, probable cause/preponderance of the evidence, clear and convincing evidence, and beyond a reasonable doubt).
9. Explain the impact of precedent.
10. Explore limits to the prosecutorial procedure.
11. Explore and examine the pre-trial, trial, and post-trial processes.
12. Demonstrate successful writing and communication skills.
13. Differentiate between civil and criminal laws.
14. Identify the functions of civil and criminal lawsuits.
15. Demonstrate proper use of technology to gather, evaluate, use, and present legal arguments.
16. Discuss the importance of ethics by participants in the legal system.

Foundations of Justice and Public Safety 461044

Students will begin acquiring foundational knowledge of Law and Justice systems in Kentucky and the United States. Students will review career options, emergency response, interactions between the various arms of the law and public safety system, basic civics, ethics, fitness, and safety. Students will have the opportunity to acquire both Industry Recognized Credentials and Certifications.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Describe careers in the law and justice system.
2. Describe ethical considerations in law and justice.
3. Identify health and fitness concepts from the law and justice field.
4. Perform physical tasks aligned with the 503 KAR 1:140 peace officer, telecommunication, and court security officer professional standards (bench press, sit-ups, 300-meter run, push-ups, one and five-tenths (1.5-mile run).
5. Discuss proper nutrition for maintaining a healthy lifestyle throughout the career of a law enforcement officer.
6. Develop a personal nutrition plan.
7. Identify the diverse populations workers interact with in the law and justice system.
8. Demonstrate communication skills required for careers in law and justice.
9. Determine how to use dispatch communications in emergency scenarios.
10. Explain basic concepts in American Civics.
11. Analyze work situations in law and justice for safety considerations.
12. Evaluate how the law and public safety systems operate and interact.
13. Explain the structure and purpose of the criminal justice system.
14. Diagram the criminal justice system from the crime being committed through dismissal of the offender from the system.
15. Compare the juvenile system to the adult system.
16. Outline the United States court system.
17. Describe theories on what causes crime.
18. Define common crimes and their application.
19. Explain how the U.S. Constitution guides law enforcement actions.
20. Describe contemporary law enforcement, including emerging issues.
21. Explain how the correctional system works.
22. Demonstrate basic emergency life support skills.

Law Enforcement 461045

This course prepares students for careers in law enforcement. From an overview of the criminal justice system through the intricacies of applying Constitutional principles to police actions, the student will be given a solid foundation in law enforcement. Skills common to police officers, such as handcuffing and patrol work, will be reviewed. Careers, health and fitness and insight into the life of those working in enforcement will be explored.

Prerequisite: Foundations of Justice and Public Safety [461044](#)

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Describe careers and the requirements to enter careers in law enforcement.
2. Describe health and fitness methods to stay mentally and physically fit while serving in law enforcement.
3. Perform physical tasks aligned with the 503 KAR 1:140 peace officer, telecommunication, and court security officer professional standards (bench press, sit-ups, 300-meter run, push-ups, one and five-tenths (1.5-mile run).
4. Discuss proper nutrition for maintaining a healthy lifestyle throughout the career of a law enforcement officer.
5. Develop a personal nutrition plan.
6. Discuss ethical principles for police behavior.
7. Identify historical influences on modern policing.
8. Discuss how data on crime is used to make operational decisions.
9. Differentiate between causes of crime.
10. Describe the criminal justice system.
11. Outline the “dual court system.”
12. Write police narratives and other commonly written police documents.
13. Differentiate between the adult and juvenile criminal process.
14. Explain how the U.S. Constitution and laws guide police procedure.
15. Evaluate a scenario for proper use of force options.
16. Demonstrate the use of communication skills and de-escalation techniques in scenarios.
17. Describe traffic enforcement and response.
18. Describe modern patrol methods.
19. Demonstrate common police skills used in patrol.
20. Demonstrate interviewing techniques.
21. Explain the processes and methods for conducting patrol-level investigations, including processing a basic crime scene.
22. Select the appropriate crime from the Kentucky Penal Code that could be charged in a given scenario.
23. Identify specialized police assignments.
24. Identify emerging issues in law enforcement.
25. Demonstrate basic emergency life support skills.

Special Topics - Pre-Law 461098

Special Topics courses may be utilized, with justification for the course and course objectives related to the career major, upon approval by the Law and Public Safety Consultant.

Prerequisite: Complete at least (4) four courses in the Pre-Law Studies pathway.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Tasks will vary based on the topic covered.
2. Investigate employment opportunities and responsibilities.
3. Develop work habits necessary for individual maturity and job competence.
4. Create a plan for productive time management.
5. Formulate a plan for postsecondary education and/or employment.
6. Prepare a written and oral culminating report based on experiences in the Pre-Law Studies pathway.
7. Integrate literacy and numeracy concepts and processes across all curricular units.
8. Demonstrate employability and social skills relevant to careers in Law.

Special Topics - Public Services/Protective Services 461099

Special Topics courses may be utilized, with justification for the course and course objectives related to the career major, upon approval by the Law and Public Safety Consultant.

Prerequisite: Complete at least (4) four courses in the Law Enforcement Services pathway.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Tasks will vary based on the topic covered.
2. Investigate employment opportunities and responsibilities.
3. Develop work habits necessary for individual maturity and job competence.
4. Create a plan for productive time management.
5. Formulate a plan for postsecondary education and/or employment.
6. Prepare a written and oral culminating report based on experiences in the Law Enforcement Services pathway.
7. Integrate literacy and numeracy concepts and processes across all curricular units.
8. Demonstrate employability and social skills relevant to careers in Law Enforcement.

Terrorism and Counterterrorism Operations 461039

This course focuses on studying terrorism as a global and national threat and the methods for analyzing and countering it. It includes instruction in psychology, cultural studies, terrorist history and organization, terrorist capabilities, terrorist finance and international money-laundering, threat assessment, intelligence operations, incident command systems, border security, emergency response, joint operations, surveillance and communications systems, cyberterrorism, weapons of mass destruction, counterterrorism operations, and applications to specific terrorist organizations and threats.

Recommended Grade Level: 10 – 12

Recommended Credit: .5

Students will:

1. Define terrorism.
2. Define counterterrorism.
3. Analyze and describe the role of the military, federal, state, and local intelligence agencies in protecting the homeland from terrorist events.
4. Analyze and describe the role of the military, federal, state, and local agencies in responding to acts of terrorism.
5. Describe terrorist strategies and methods.
6. Describe and demonstrate effective responses to acts of terrorism.
7. Describe the geopolitics of terrorism.
8. Analyze and describe terrorist venues.
9. Describe who becomes a terrorist and why.
10. Analyze and describe effective methods for deterring terrorism.
11. Resolve simulated terrorist attacks in table-top and other simulated exercises.
12. Identify and implement all components of NIMS (National Incident Management System).
13. Describe international counterterrorism and the role of the U.S. in foreign countries.
14. Describe counterinsurgency.

Trial Advocacy 461052

This course focuses on trial advocacy in both civil and criminal cases. Topics covered include opening statement and closing argument, direct and cross-examination, courtroom etiquette, and evidence law. Additionally, this course will prepare students for a competitive mock trial.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Compare the role and composition of a trial jury and a grand jury.
2. Identify the qualifications for a juror.
3. Describe the function and importance of a grand jury in the U.S. government.
4. Compare and contrast preliminary hearings and grand jury proceedings.
5. Identify the purpose and function of relevant discovery rules.
6. Distinguish between criminal and civil discovery.
7. Identify available pre-trial motions and the function of each.
8. Support and defend legal arguments in pre-trial motions.
9. Compose pre-trial motions.
10. Describe pre-trial procedures.
11. Evaluate and respond to arguments in pre-trial motions.
12. Evaluate the practice of plea bargaining.
13. Prepare for trial.
14. Analyze a witness statement, deposition, or affidavit.
15. Analyze pleadings and exhibits.
16. Draft a trial theory and theme.
17. Analyze the jury selection process.
18. Distinguish between peremptory challenges and challenges for cause.
19. Draft and present opening statements and closing arguments.
20. Draft and present witness questions for direct and cross-examination.
21. Apply evidence law in a courtroom simulation exercise.
22. Demonstrate an understanding of relevancy law.
23. Demonstrate an understanding of hearsay law.
24. Conduct voir dire in a courtroom simulation exercise.
25. State the proper use of objections (asked and answered, leading, non-responsive, hearsay, relevance, narration, assumes facts, not in evidence, argumentative, lack of foundation, speculation).
26. Object and respond to objections in court.
27. Properly lay a foundation for the introduction of evidence.
28. Participate in a courtroom simulation exercise.
29. Roleplay as a witness.
30. Demonstrate proper examination techniques.
31. Impeach a witness.
32. Demonstrate proper qualifications of expert witnesses.
33. Explain accepted justifications for criminal punishment.

34. Explain various sentencing options.
35. Distinguish probation and parole.
36. Prepare relevant sentencing documents, including sentencing memorandum, exhibits, and affidavits.
37. Argue and defend appropriate sentencing.
38. Demonstrate proper use of technology to gather, evaluate, use and present legal arguments.
39. Define the legal rights of the defendant at trial.
40. Demonstrate proper courtroom etiquette.
41. Distinguish the various roles of the participants in the trial process.
42. Evaluate the responsibilities of each participant in the court system.
43. Identify support personnel and other participants within the court system.
44. Analyze and interpret statutes.
45. Conduct advanced legal research.
46. Identify victim rights within the criminal justice process.

FIRE SCIENCE COURSES

Basic Firefighting I / Introduction to Patient Care 461032

Introduces students to fire service-related subjects and topics such as fire department organization, firefighter safety, building construction, fire dynamics, extinguishers, and ladders. Basic patient care concepts in first aid, such as offering initial care for traumatic and medical emergencies, cardiopulmonary resuscitation (CPR), and use of the Automated External Defibrillator (AED), will also be covered, as well as bloodborne pathogens, proper guidelines for exposure, and infection control programs. Additional information can be found on the [International Fire Service Training Association](https://www.ifst.org/) website.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Explain the mission of the fire service. [NFPA 1001, 4.1.1]
2. Describe how fire departments are organized. [NFPA 1001, 4.1.1]
3. Explain the roles and duties of a Fire Fighter I. [NFPA 1001, 4.1.1]
4. Describe the function of each section within the NIMS-ICS organizational structure. [NFPA 1001, 4.1; NFPA 1072, 5.4.1]
5. Identify the traits and values of an effective leader. [NFPA 1072, 5.4.1]
6. Describe the use of an Incident Action Plan. [NFPA 1072, 5.4.1]
7. Explain the process of establishing and transferring commands of an incident. [NFPA 1072, 5.4.1]
8. Explain how incidents are managed. [NFPA 1001, 5.1; NFPA 1072, 5.4.1]
9. Deploy and operate a portable electrical power supply unit and lighting equipment. [NFPA 1001, 4.3.17]
10. Summarize general guidelines and scene management for operating safely at highway/roadway incidents. [NFPA 1001, 4.3.3]
11. Mount and dismount an apparatus for incident response. [NFPA 1001, 4.3.2, 4.3.3]
12. Differentiates among types of building construction. [NFPA 1001, 4.3.12]
13. Describe the construction of floors, ceilings, and walls. [NFPA 1001, 4.3.4, 4.3.12]
14. Explain how basements and stairs may impact firefighting operations. [NFPA 1001, 4.3.12]
15. Compare the construction of different roof types. [NFPA 1001, 4.3.12]
16. Describe the construction and operation methods of different types of doors. [NFPA 1001, 4.3.4]
17. Describe the construction and operation methods of different types of windows. [NFPA 1001, 4.3.4]
18. Describe how building construction and layout affects fire development. [NFPA 1001, 4.3.10, 4.3.11]
19. Explain the basic principles of fire science. [NFPA 1001, 4.3.11]
20. Describe how thermal energy impacts fire behavior. [NFPA 1001, 4.3.11, 4.3.12]
21. Explain the function of fuel within the combustion process. [NFPA 1001, 4.3.10, 4.3.11]
22. Explain the function of oxygen within the combustion process. [NFPA 1001, 4.3.11]

23. Explain the self-sustained chemical reaction involved in flaming combustion. [NFPA 1001, 4.3.11]
24. Differentiate among the stages of fire development. [NFPA 1001, 4.3.11, 4.3.12]
25. Explain how firefighting operations can influence fire behavior in a structure. [NFPA 1001, 4.3.11]
26. Distinguish among the five classifications/types of portable fire extinguishers. [NFPA 1001, 4.3.16]
27. Extinguish incipient Class A, B, or C fire with a portable fire extinguisher. [NFPA 1001, 4.3.16]
28. Identify the parts of a ladder. [NFPA 1001, 4.3.6]
29. Differentiate among types of ladders. [NFPA 1001, 4.3.6, 4.3.11, 4.3.12]
30. Describe the proper procedure for placing/securing/raising/lowering a ground ladder. [NFPA 1001, 4.3.6, 4.3.9, 4.3.11, 4.3.12]
31. Describe ways to secure a ground ladder. [NFPA 1001, 4.3.6]
32. Demonstrate methods to assist a victim down a ladder. [NFPA 1001, 4.3.9]
33. Describe the role of the fire service in providing emergency medical care. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
34. Explain patient confidentiality requirements. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
35. Identify communicable diseases that first responders commonly encounter. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
36. Explain ways to prevent the spread of communicable diseases during emergency medical care. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
37. Explain the process of patient assessment. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
38. Describe methods of controlling bleeding. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
39. Explain shock management. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
40. Demonstrate the use of Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) techniques as they apply to infants, children, and adults. [NFPA 1001, 6.1.1, 6.1.2, 6.2.1]
41. Recognize and identify the types of Bloodborne Pathogens.
42. Describe standards and requirements related to Bloodborne Pathogens.
43. Describe implementation methods and controls.
44. Describe an exposure control program and its components.
45. Describe an infection control program and its components.
46. Identify methods to break the chain-of-infection.

Basic Firefighting II / Hazardous Materials Awareness 461034

Introduces students to fire service-related subjects and topics such as personal protective equipment, fire hose practices, and ropes; initiates protective actions for hazardous materials incidents, hazard/risk assessment, incident levels, and operational strategies for hazardous materials. Additional information can be found on the [International Fire Service Training Association](#) website.

Prerequisite: Basic Firefighting I [461032](#)

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Describe the various types and uses of personal protective equipment (PPE) firefighters wear. [NFPA 1001, 4.1.1, 4.3.2, 4.3.3]
2. Describe the inspection, cleaning, and maintenance of PPE. [NFPA 1001, 4.1.2]
3. Describe conditions that require the use of respiratory protection equipment. [NFPA 1001, 4.3.1]
4. Identify SCBA components. [NFPA 1001, 4.3.1]
5. Describe SCBA limitations. [NFPA 1001, 4.3.1]
6. Describe the procedures for donning and doffing SCBA. [NFPA 1001, 4.3.1]
7. Explain the process of inspecting and cleaning SCBA. [NFPA 1001, 4.5.1]
8. Describe methods of refilling, replacing, and storing SCBA cylinders. [NFPA 1001, 4.3.1, 4.5.1]
9. Describe safety considerations for working in and exiting a hazardous atmosphere while wearing SCBA. [NFPA 1001, 4.3.1]
10. Don structural PPE. [NFPA 1001, 4.1.2]
11. Don SCBA. [NFPA 1001, 4.3.1]
12. Don SCBA while seated. [NFPA 1001, 4.3.1]
13. Doff personal protective equipment, including SCBA, and prepare for reuse. [NFPA 1001, 4.1.2, 5.3.3]
14. Inspect SCBA. [NFPA 1001, 4.5.1]
15. Clean and sanitize SCBA. [NFPA 1001, 4.5.1]
16. Fill an SCBA cylinder. [NFPA 1001, 4.3.1]
17. Replace an SCBA cylinder. [NFPA 1001, 4.3.1] Explain the mission of the fire service. [NFPA 1001, 4.1.1]
18. Describe the characteristics of the fire hose. [NFPA 1001, 4.3.8]
19. Describe the inspection, care, and maintenance of the fire hose. [NFPA 1001, 4.5.2]
20. Explain methods of rolling hose. [NFPA 1001, 4.5.2]
21. Describe hose loads. [NFPA 1001, 4.5.2]
22. Couple and uncouple a hose. [NFPA 1001, 4.3.10]
23. Inspect, clean, and maintain a hose. [NFPA 1001, 4.5.2]
24. Make a straight hose roll. [NFPA 1001, 4.5.2]
25. Make a donut hose roll. [NFPA 1001, 4.5.2]
26. Make a flat hose load. [NFPA 1001, 4.5.2]
27. Make the accordion hose load. [NFPA 1001, 4.5.2]

28. Make the preconnected flat hose load. [NFPA 1001, 4.5.2]
29. Make the triple-layer hose load. [NFPA 1001, 4.5.2]
30. Make the minuteman hose load. [NFPA 1001, 4.5.2]
31. Differentiate between life safety rope and utility rope. [NFPA 1001, 4.3.20]
32. Describe the various materials and methods used to construct ropes. [NFPA 1001, 4.3.20]
33. Describe the procedures for inspecting, cleaning, and maintaining ropes. [NFPA 1001, 4.3.20, 4.5.1]
34. Describe how webbing is used, inspected, maintained, and stored. [NFPA 1001, 4.5.1]
35. Identify types of knots. [NFPA 1001, 4.3.20]
36. Describe the procedure for hoisting various tools and equipment. [NFPA 1001, 4.1.2, 4.3.20]
37. Explain how ropes and knots are used during rescues and at other emergencies. [NFPA 1001, 4.3.3, 4.3.9]
38. Inspect, clean, and store rope. [NFPA 1001, 4.5.1]
39. Tie an overhand knot. [NFPA 1001, 4.3.20]
40. Tie a clove hitch. [NFPA 1001, 4.3.20]
41. Tie a clove hitch around an object. [NFPA 1001, 4.3.20]
42. Tie a figure-eight knot. [NFPA 1001, 4.3.20]
43. Tie a figure-eight on a bight. [NFPA 1001, 4.3.20]
44. Tie a figure-eight follow through. [NFPA 1001, 4.3.20]
45. Tie a water knot. [NFPA 1001, 4.3.20]
46. Hoist an axe. [NFPA 1001, 4.3.20]
47. Hoist a pike pole. [NFPA 1001, 4.3.20]
48. Hoist a roof ladder. [NFPA 1001, 4.3.20]
49. Hoist a dry hose line. [NFPA 1001, 4.3.20]
50. Hoist a power saw. [NFPA 1001, 4.3.20]
51. Explain the APIE process at hazardous materials incidents. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.3.1]
52. Define a hazardous materials incident. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
53. Recognize ways that hazardous materials harm people. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
54. Identify states of matter as they relate to hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
55. Explain physical properties that aid in identifying potential hazards and predicting behavior of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
56. Explain chemical properties that aid in identifying potential hazards and predicting behavior of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1, 5.2.1]
57. Explain the role of the General Hazardous Materials Behavior Model in predicting the behavior of containers. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
58. Identify the seven clues to the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
59. Explain how pre-incident plans, occupancy types, and locations may indicate the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
60. Recognize general container types and their associated behaviors and hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1, 5.2.1]
61. Describe ways that transportation placards, labels, and markings indicate the

- presence and hazards of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
62. Define the hazard classes. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
 63. Identify other markings and colors that indicate the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
 64. Describe ways that written resources are used to identify hazardous materials and their hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
 65. Analyze a hazardous materials scenario to identify potential hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
 66. Identify indicators and hazards present at a hazardous materials incident using approved reference sources. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
 67. Explain the role of first responders in initiating protective actions. [NFPA 1072, 4.4.1, 5.2.1, 5.3.1]
 68. Describe the process of size-up and risk assessment. [NFPA 1072, 4.2.1, 5.2.1, 5.3.1, 5.4.1]
 69. Differentiate among types of terrorist attacks and their associated hazards. [NFPA 1072, 4.3.1, 5.2.1]
 70. Make appropriate notifications of a hazardous materials incident. [NFPA 1072, 4.4.1]
 71. Implement protective actions at a hazardous materials incident. [NFPA 1072, 4.3.1]

Basic Firefighting III / Hazardous Materials Operations 461031

Introduces students to fire service-related subjects and topics such as communications, structural search & rescue, tactical ventilation, overhaul/property conservation, and fire origin/cause determination; the potential hazards of a hazardous materials incident scene; and the utilization of safe techniques during operations level mitigation activities. Additional information can be found on the [International Fire Service Training Association](#) website.

Prerequisites: Basic Firefighting I [461032](#) **AND** Basic Firefighting II [461034](#)

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Explain the procedures for receiving non-emergency calls. [NFPA 1001, 4.2.2]
2. Describe the communications systems and equipment used to receive and process emergency calls. [NFPA 1001, 4.2.1]
3. Explain the procedures for receiving and dispatching emergency calls. [NFPA 1001, 4.2.1]
4. Describe radio equipment and procedures used for internal fire department communications. [NFPA 1001, 4.2.1, 4.2.2, 4.2.3]
5. Handle emergency and non-emergency phone calls. [NFPA 1001, 4.2.1, 4.2.2]
6. Use a portable radio for routine and emergency traffic. [NFPA 1001, 4.2.1, 4.2.3]
7. Describe MAYDAY protocols. [NFPA 1001, 4.2.4, 4.3.5]
8. Transmit a MAYDAY report. [NFPA 1001, 4.2.4]
9. Disentangle from debris or wires. [NFPA 1001, 4.3.5, 4.3.9]
10. Explain best practices to ensure firefighter survival during interior operations. [NFPA 1001, 4.2.4, 4.3.5, 4.3.9]
11. Describe air-monitoring operations. [NFPA 1001, 4.3.21]
12. Describe structural search and rescue operations. [NFPA 1001, 4.3.5, 4.3.9]
13. Describe victim removal methods. [NFPA 1001, 4.2.4, 4.3.5, 4.3.9]
14. Describe emergency evacuation methods. [NFPA 1001, 4.2.4, 4.3.1, 4.3.5, 4.3.9]
15. Describe rapid intervention crew equipment and duties. [NFPA 1001, 4.3.9]
16. Conduct a primary or secondary search. [NFPA 1001, 4.3.9]
17. Perform the incline drag. [NFPA 1001, 4.3.9]
18. Perform the extremities lift/carry using the two-rescuer method. [NFPA 1001, 4.3.9]
19. Perform the webbing drag. [NFPA 1001, 4.3.9]
20. Follow a hose line or search line out as a withdrawal procedure. [NFPA 1001, 4.2.4, 4.3.5]
21. Breach an interior wall. [NFPA 1001, 4.3.5, 4.3.9]
22. Explain best practices to ensure firefighter survival during interior operations. [NFPA 1001, 4.2.4, 4.3.5, 4.3.9]
23. Enact the proper procedures for an SCBA air emergency. [NFPA 1001, 4.2.4, 4.3.1]
24. Operate an air-monitoring device. [NFPA 1001, 4.3.21]
25. Perform reduced profile maneuvers without removal of SCBA using the side technique. [NFPA 1001, 4.3.1, 4.3.5, 4.3.9]

26. Perform reduced profile maneuvers without removal of SCBA using the SCBA-first technique. [NFPA 1001, 4.3.1, 4.3.5, 4.3.9]
27. Explain why tactical ventilation is performed at a structure fire. [NFPA 1001, 4.3.11, 4.3.12]
28. Describe safety considerations related to tactical ventilation. [NFPA 1001, 4.3.11, 4.3.12]
29. Describe ventilation tools and equipment. [NFPA 1001, 4.3.11, 4.3.12, 4.5.1]
30. Describe horizontal ventilation. [NFPA 1001, 4.3.11]
31. Describe vertical ventilation. [NFPA 1001, 4.3.12]
32. Describe considerations related to the ventilation of basements and other special compartments. [NFPA 1001, 4.3.11, 4.3.12]
33. Perform mechanical positive pressure ventilation. [NFPA 1001, 4.5.1, 4.3.11]
34. Perform horizontal hydraulic ventilation. [NFPA 1001, 4.3.11]
35. Ventilate a flat roof. [NFPA 1001, 4.3.12]
36. Ventilate a pitched roof. [NFPA 1001, 4.3.12]
37. Describe overhaul. [NFPA 1001, 4.3.8, 4.3.10, 4.3.13]
38. Explain how to conserve property at a fire scene. [NFPA 1001, 4.3.14, 4.5.1]
39. Describe the duties that firefighters must perform to protect and preserve a fire scene. [NFPA 1001, 4.3.8, 4.3.13, 4.3.14]
40. Locate and extinguish hidden fires. [NFPA 1001, 4.3.8, 4.3.10, 4.3.13]
41. Roll a salvage cover for a one-firefighter spread. [NFPA 1001, 4.3.14]
42. Spread a rolled salvage cover using a one-firefighter method. [NFPA 1001, 4.3.14]
43. Fold a salvage cover for a one-firefighter spread. [NFPA 1001, 4.3.14]
44. Spread a folded salvage cover using a one-firefighter method. [NFPA 1001, 4.3.14]
45. Fold a salvage cover for a two-firefighter spread. [NFPA 1001, 4.3.14]
46. Spread a folded salvage cover using the two-firefighter balloon throw. [NFPA 1001, 4.3.14]
47. Construct and place a water chute. [NFPA 1001, 4.3.14]
48. Construct a catchall. [NFPA 1001, 4.3.14]
49. Construct a water chute and attach it to a catchall. [NFPA 1001, 4.3.14]
50. Cover building openings to prevent damage after fire suppression. [NFPA 1001, 4.3.14]
51. Clean, inspect, and repair a salvage cover. [NFPA 1001, 4.5.1]
52. Explain the process of determining area of origin. [NFPA 1001, 5.3.4]
53. Explain the process of fire cause determination. [NFPA 1001, 5.3.4]
54. Protect and document evidence of fire origin and cause. [NFPA 1001, 5.3.4]
55. Identify the roles and responsibilities of firefighters and fire investigators at a fire investigation. [NFPA 1001, 5.3.4]
56. Describe considerations related to evidence preservation. [NFPA 1001, 5.3.4]
57. Explain the APIE process at hazardous materials incidents. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.3.1]
58. Define a hazardous materials incident. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
59. Recognize ways that hazardous materials harm people. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
60. Identify states of matter as they relate to hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
61. Explain physical properties that aid in identifying potential hazards and predicting behavior of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]

62. Explain chemical properties that aid in identifying potential hazards and predicting behavior of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1, 5.2.1]
63. Explain the role of the General Hazardous Materials Behavior Model in predicting the behavior of containers. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
64. Identify the seven clues to the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
65. Explain how pre-incident plans, occupancy types, and locations may indicate the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
66. Recognize general container types and their associated behaviors and hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1, 5.2.1]
67. Describe ways that transportation placards, labels, and markings indicate the presence and hazards of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
68. Define the hazard classes. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
69. Identify other markings and colors that indicate the presence of hazardous materials. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
70. Describe ways that written resources are used to identify hazardous materials and their hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
71. Analyze a hazardous materials scenario to identify potential hazards. [NFPA 1001, 4.1, 5.1; NFPA 1072, 5.2.1]
72. Identify indicators and hazards present at a hazardous materials incident using approved reference sources. [NFPA 1001, 4.1, 5.1; NFPA 1072, 4.2.1]
73. Explain the role of first responders in initiating protective actions. [NFPA 1072, 4.4.1, 5.2.1, 5.3.1]
74. Describe the process of size-up and risk assessment. [NFPA 1072, 4.2.1, 5.2.1, 5.3.1, 5.4.1]
75. Make appropriate notifications of a hazardous materials incident. [NFPA 1072, 4.4.1]
76. Implement protective actions at a hazardous materials incident. [NFPA 1072, 4.3.1]
77. Explain predetermined procedures and notification procedures. [NFPA 1072, 5.3.1]
78. Explain the role of first responders in initiating protective actions. [NFPA 1072, 4.4.1, 5.2.1, 5.3.1]
79. Describe the process of size-up and risk assessment. [NFPA 1072, 4.2.1, 5.2.1, 5.3.1, 5.4.1]
80. Differentiate among hazardous materials incident levels. [NFPA 1072, 5.2.1]
81. Explain the three modes of operation at hazardous materials incidents. [NFPA 1072, 5.3.1]
82. Explain the process of planning the initial response at hazardous materials incidents. [NFPA 1072, 5.3.1]
83. Explain ways of implementing response objectives and action options. [NFPA 1072, 5.4.1]
84. Differentiate among types of terrorist attacks and their associated hazards. [NFPA 1072, 4.3.1, 5.2.1]
85. Identify hazards at illicit laboratories. [NFPA 1072, 5.2.1]
86. Recognize illegal hazardous materials dumps. [NFPA 1072, 5.2.1]
87. Describe hazardous materials response during and after natural disasters. [NFPA 1072, 5.2.1]
88. Identify processes for evaluating progress at a hazardous materials incident. [NFPA

- 1072, 5.6.1]
89. Make appropriate notifications of a hazardous materials incident. [NFPA 1072, 4.4.1]
 90. Implement protective actions at a hazardous materials incident. [NFPA 1072, 4.3.1]
 91. Provide scene control at a hazardous materials incident. [NFPA 1072, 5.4.1]
 92. Identify actions available at a hazardous materials incident. [NFPA 1072, 5.3.1]
 93. Evaluate progress made at a hazardous materials incident. [NFPA 1072, 5.6.1]
 94. Describe respiratory protection used at hazardous materials incidents. [NFPA 1072, 5.3.1, 5.4.1, 6.2.1]
 95. Describe types of protective clothing worn at hazardous materials incidents. [NFPA 1072, 5.3.1, 5.4.1, 6.2.1]
 96. Describe personal protective equipment ensembles used during hazardous materials incidents. [NFPA 1072, 5.3.1, 5.4.1, 6.2.1, 6.6.1]
 97. Explain PPE-related stresses. [NFPA 1072, 5.4.1, 6.2.1]
 98. Describe procedures for safely using PPE. [NFPA 1072, 5.4.1, 5.5.1, 5.6.1, 6.2.1]
 99. Identify procedures for inspection, storage, testing, maintenance, and documentation of PPE. [NFPA 1072, 6.2.1]
 100. Describe methods of spill control. [NFPA 1072, 6.6.1]
 101. Describe methods of leak control. [NFPA 1072, 6.6.1]
 102. Differentiate between gross decontamination and emergency decontamination. [NFPA 1072, 5.3.1, 5.4.1, 5.5.1, 6.2.1]
 103. Select appropriate PPE to address a hazardous materials scenario. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1]
 104. Don, work in, and doff a Level C ensemble. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1]
 105. Don, work in, and doff liquid splash-protective clothing. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1]
 106. Don, work in, and doff vapor-protective clothing. [NFPA 1072, 5.2.1, 5.4.1, 5.5.1, 6.6.1]
 107. Perform absorption/adsorption. [NFPA 1072, 6.6.1]
 108. Perform damming. [NFPA 1072, 6.6.1]
 109. Perform diking operations. [NFPA 1072, 6.6.1]
 110. Perform diversion. [NFPA 1072, 6.6.1]
 111. Perform retention. [NFPA 1072, 6.6.1]
 112. Perform vapor suppression. [NFPA 1072, 6.6.1]
 113. Perform vapor dispersion. [NFPA 1072, 6.6.1]
 114. Perform dilution. [NFPA 1072, 6.6.1]
 115. Perform remote valve shutoff or activate emergency shutoff device. [NFPA 1072, 6.6.1]
 116. Perform gross decontamination. [NFPA 1072, 5.4.1, 6.2.1]
 117. Perform emergency decontamination. [NFPA 1072, 5.5.1, 6.2.1]

Basic Firefighting IV 461036

Introduces students to fire service-related subjects and topics such as equipment maintenance, hose streams, community risk reduction, incident command, and forcible entry. Additional information can be found on the [International Fire Service Training Association](#) website.

Prerequisite: Basic Firefighting I [461032](#) **AND** Basic Firefighting II [461034](#) **AND** Basic Firefighting III [461031](#)

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Describe equipment maintenance procedures. [NFPA 1001, 5.5.4]
2. Explain the process of service testing fire hose. [NFPA 1001, 5.5.5]
3. Clean, inspect, and maintain power tools and equipment. [NFPA 1001, 5.5.4]
4. Inspect and maintain a portable generator and lighting equipment. [NFPA 1001, 5.5.4]
5. Service test a fire hose. [NFPA 1001, 5.5.5]
6. Describe methods of supplying water for firefighting operations. [NFPA 1001, 4.3.15]
7. Describe methods used to deploy fire hose. [NFPA 1001, 4.3.10, 4.3.15]
8. Describe methods of advancing hoselines. [NFPA 1001, 4.3.7, 4.3.10]
9. Differentiate among types of hose streams and nozzles. [NFPA 1001, 4.3.10]
10. Explain how to operate different types of hoselines, nozzles, and master stream devices. [NFPA 1001, 4.3.7, 4.3.8, 4.3.10]
11. Make soft-sleeve and hard-suction hydrant connections. [NFPA 1001, 4.3.15]
12. Connect and place a hard-suction hose for drafting from a static water source. [NFPA 1001, 4.3.15]
13. Deploy a portable water tank. [NFPA 1001, 4.3.15]
14. Make a hydrant connection from a forward lay. [NFPA 1001, 4.3.15]
15. Make a reverse hose lay. [NFPA 1001, 4.3.15]
16. Advance a hose load. [NFPA 1001, 4.3.10]
17. Extend a hoseline. [NFPA 1001, 4.3.10]
18. Replace a burst hoseline. [NFPA 1001, 4.3.10]
19. Advance a charged hoseline using the working line drag method. [NFPA 1001, 4.3.7, 4.3.10]
20. Advance a hoseline into a structure. [NFPA 1001, 4.3.10]
21. Advance a hoseline up or down an interior stairway. [NFPA 1001, 4.3.10]
22. Connect to a stairway or improvised standpipe and advance an attack hoseline onto a floor. [NFPA 1001, 4.3.10]
23. Advance an uncharged line up a ladder into a window. [NFPA 1001, 4.3.10]
24. Advance a charged attack line up a ladder into a window. [NFPA 1001, 4.3.10]
25. Operate a charged attack line from a ladder. [NFPA 1001, 4.3.10]
26. Operate a smooth bore or fog nozzle. [NFPA 1001, 4.3.7, 4.3.10]
27. Operate a small hoseline using the one-firefighter method. [NFPA 1001, 4.3.10]

28. Operate a large hoseline for exposure protection using the one-firefighter method. [NFPA 1001, 4.3.8]
29. Operate a large hoseline using the two-firefighter method. [NFPA 1001, 4.3.8, 4.3.10]
30. Deploy and operate a master stream device. [NFPA 1001, 4.3.8]
31. Explain the importance of fire and life safety programs. [NFPA 1001, 5.5.1]
32. Describe fire safety surveys for private dwellings. [NFPA 1001, 5.5.1]
33. Explain the role of a Fire Fighter II with regard to fire and life safety presentations. [NFPA 1001, 5.5.2]
34. Explain the process of conducting and documenting a pre-incident survey. [NFPA 1001, 5.5.3]
35. Conduct a fire and life safety survey in an occupied structure. [NFPA 1001, 5.5.1]
36. Deliver a fire and life safety presentation. [NFPA 1001, 5.5.2]
37. Conduct a fire station tour. [NFPA 1001, 5.5.2]
38. Prepare a pre-incident planning survey. [NFPA 1001, 5.5.1, 5.5.3]
39. Explain the process of initiating incident operations. [NFPA 1001, 5.1.1, 5.1.2, 5.3.2]
40. Explain the process of transferring command. [NFPA 1001, 5.1.1]
41. Describe the duties of a unit or team leader during fireground operations. [NFPA 1001, 5.2.2, 5.3.2]
42. Explain the use of post-incident reports. [NFPA 1001, 5.2.1]
43. Establish Incident Command and coordinate interior attack of a structure fire. [NFPA 1001, 5.1.1, 5.1.2, 5.2.2, 5.3.2]
44. Create a post-incident report. [NFPA 1001, 5.2.1]
45. Describe the function of each section within the NIMS-ICS organizational structure. [NFPA 1001, 4.1; NFPA 1072, 5.4.1]
46. Explain the process of establishing and transferring command of an incident. [NFPA 1072, 5.4.1]
47. Identify the traits and values of an effective leader. [NFPA 1072, 5.4.1]
48. Explain how incidents are managed. [NFPA 1001, 5.1; NFPA 1072, 5.4.1]
49. Describe the use of an Incident Action Plan. [NFPA 1072, 5.4.1]
50. Describe the basic principles of forcible entry. [NFPA 1001, 4.3.4, 4.3.11]
51. Describe forcible entry tools. [NFPA 1001, 4.3.4, 4.3.9]
52. Explain considerations for forcible entry tool safety. [NFPA 1001, 4.3.4]
53. Explain how to carry forcible entry tools. [NFPA 1001, 4.3.4]
54. Describe how to clean and maintain forcible entry tools. [NFPA 1001, 4.5.1]
55. Describe methods of forcing entry through doors. [NFPA 1001, 4.3.4, 4.3.9, 4.3.11]
56. Describe methods for forcing entry through windows. [NFPA 1001, 4.3.4, 4.3.9, 4.3.11]
57. Describe methods for breaching walls. [NFPA 1001, 4.3.4, 4.3.9]
58. Clean, inspect, and maintain hand tools and equipment. [NFPA 1001, 4.5.1]
59. Force entry through an inward-swinging door. [NFPA 1001, 4.3.4]
60. Force entry through an outward-swinging door. [NFPA 1001, 4.3.4]
61. Force entry through a door lock. [NFPA 1001, 4.3.4]
62. Force entry through a padlock. [NFPA 1001, 4.3.4]
63. Force entry through a window. [NFPA 1001, 4.3.4]
64. Force entry through a wood-framed wall (Type V construction). [NFPA 1001, 4.3.4]
65. Breach a masonry wall with hand tools. [NFPA 1001, 4.3.4]
66. Breach a metal wall with a rotary saw. [NFPA 1001, 4.3.4]

67. Gain career awareness and the opportunity to test career choice(s).
68. Integrate classroom studies with work experiences.
69. Receive access and experience in a Career Fire Department Setting.
70. Receive work experience related to career interests before graduation.
71. Receive exposure to facilities and equipment unavailable in a classroom setting.
72. Increase employability potential after graduation.

Co-op* (Fire Service) 461063

Cooperative Education for CTE courses provides supervised worksite experience related to the student's identified career pathway. A student must enroll in an approved course during the same school year the co-op experience is completed. Students who participate receive a salary for these experiences in accordance with local, state and federal minimum wage requirements according to the [Work-Based Learning Manual](#).

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.

Emergency Medical Responder 461024

Introduces students to a wide variety of topics in patient care at the emergency medical responder level as outlined in the United States Department of Transportation (USDOT) national standard curriculum.

Prerequisite: Basic Firefighting I [461032](#) **AND** Basic Firefighting II [461034](#) **AND** Basic Firefighting III [461031](#)

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Use simple knowledge of the EMS System, safety/well-being of the Emergency Medical Responder and medical/legal issues at the scene of an emergency while awaiting a higher level of care.
2. Demonstrate an awareness of local public health resources and the role EMS personnel play in public health emergencies.
3. Use simple knowledge of the EMS System, safety and well-being of the Emergency Medical Responder, and medical/legal issues at the scene of an emergency.
4. Use simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as a foundation of emergency care.
5. Use simple medical and anatomical terms.
6. Use simple knowledge of age-related differences to assess and care for patients.
7. Use simple knowledge of shock and respiratory compromise to respond to life threats.
8. Apply knowledge of anatomy and physiology to ensure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
9. Apply knowledge of anatomy and physiology to ensure a patent airway, adequate mechanical ventilation, and respiration.
10. Recognizes respiratory failure and arrest and cardiac arrest based on assessment findings and manages the emergency while awaiting additional emergency response.
11. Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries.
12. Recognize and manage life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.
13. Recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency response.
14. Demonstrate knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety.
15. Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the Emergency Medical Responder.

16. Use simple knowledge of the medications the Emergency Medical Responder may self-administer or administer to a peer in an emergency.
17. Use knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

Internship (Fire Service) 461068

Internship for CTE (Career and Technical Education) courses provides supervised work site experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis. Students must follow program and agency requirements for attendance and health screenings.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Receive exposure to facilities and equipment unavailable in a classroom setting.
2. Demonstrate and practice safe work habits at all times.
3. Gain career awareness and the opportunity to test career choices.
4. Receive work experience related to career interests.
5. Integrate classroom studies with work experience.
6. Receive exposure to facilities and equipment unavailable in a classroom setting.
7. Increase employability potential.
8. Develop written and oral communication skills.

Special Topics - Fire Science 461069

Special Topics courses may be utilized, with justification for the course and course objectives related to the career major, upon approval by the Law and Public Safety Consultant.

Prerequisites: Complete at least (4) four courses in the Fire Science pathway.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Tasks will vary based on the topic covered.
2. Investigate employment opportunities and responsibilities.
3. Develop work habits necessary for individual maturity and job competence.
4. Create a plan for productive time management.
5. Formulate a plan for postsecondary education and/or employment.
6. Prepare a written and oral culminating report based on experiences in the Fire Science pathway.
7. Integrate literacy and numeracy concepts and processes across all curricular units.
8. Demonstrate employability and social skills relevant to careers in the Fire Service.