

2027-2028 **Law and Public Safety Courses**



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Kentucky Department of
EDUCATION

LAW AND PUBLIC SAFETY COURSES

2027 – 2028

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LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY COURSES

461011 Basic Telecommunications

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 review statutory requirements, including its role in emergency response and legal mandates.
6. Explain the role of Next Generation 911 (NG911) standards, including text-to-911 capabilities, the statewide ESINet platform for accurate caller routing, and tools like Rapid Deploy and RapidSOS to enhance location accuracy and response efficiency.
7. Explain the role and demonstrate the use of a computer-aided dispatch (CAD).
8. Identify the information maintained by state and national crime information centers.
9. Explain the overarching objectives of emergency dispatch, including coordination between law enforcement, fire, and medical responders.
10. Explain the role, protocols, and terminology of Fire, EMS, and Hazmat operations to ensure effective communication and support during emergency incidents.
11. Explain the responsibilities, protocols, and terminology associated with law enforcement dispatch to ensure accurate communication and coordination.
12. Demonstrate proper telephone and radio procedures in emergency and non-emergency situations.
13. Access and utilize the proper RMS to access and print reports, logs, and records needed in emergencies.
14. Recite the Emergency Services phonetic alphabet.
15. 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 and how to use Emergency Medical Dispatching (EMD) to effectively triage, establish priority, and dispatch these calls.
16. Demonstrate how to make referrals.
17. Describe procedures for handling crises.
18. Identify types of disasters and the procedures for requesting assistance in each case.
19. Compare CHEMTREC (Chemical Transportation Emergency Center) and CAMEO (Computer-Aided Management of Emergency Operations) relating to chemical emergencies.
20. Identify stress factors involved in emergency communications.
21. Demonstrate the ability to use split-ear listening techniques and effectively manage multiple

communication channels simultaneously.

22. Apply critical multitasking skills to manage calls, prioritize tasks, and maintain composure during high-stress situations.
23. Demonstrate proficiency in call-taking by asking relevant questions, including Who, Where, When, Why, How, Weapons, Hazards, and Injuries, to ensure accurate incident documentation and response.
24. Explain the ethical responsibilities and legal liabilities of telecommunicators, including the importance of confidentiality, professional conduct, and adherence to federal and state regulations.
25. Demonstrate the ability to implement an investigative approach during call-taking to gather accurate and detailed information for incident response.
26. Recognize signs of mental health crises and domestic violence, and apply appropriate communication techniques to ensure safety and connect individuals with necessary resources. Utilize the 988 resource to ensure the individual receives proper care.
27. Respond to inquiries, complaints, and recommendations from the public in mock situations.
28. Participate in a community mock emergency disaster.

461019 Civil Law

This course provides an overview of the civil law field. Students will learn fundamental concepts and skills relevant to understanding civil law and the legal system. Topics include legal careers, research and writing in the civil field, substantive civil law, mock trials, and basic office operations.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Prerequisites: [461051](#) Introduction to Legal Studies, [461020](#) Criminal Law

Students will:

1. Describe career options in the legal profession.
2. Demonstrate legal office skills.
3. Identify ethical issues in civil law.
4. Submit legal research covering civil law topics.
5. Analyze and brief civil cases.
6. Review and interpret legal documents and texts.
7. Write a legal draft.
8. Use legal citations accurately.
9. Timeline and explain the pre-trial process for a civil case.
10. Diagram and describe the civil trial process.
11. Compare alternatives to trial, including settlements and ADR.
12. Describe substantive civil law topics.
13. Describe tort law concepts, including liability and negligence.
14. Compare civil law and criminal law.
15. Participate in each stage of a civil mock trial.
16. Analyze case materials and prepare legal arguments for a civil mock trial.
17. Describe civil case resolution options and the civil post-trial process.

461020 Criminal Law

This course provides an overview of the criminal law field. Students will learn fundamental concepts and skills relevant to understanding criminal law. Topics include search and seizure, criminal laws, analyzing statutes, legal research and writing, mock trials, basic office operations, and other foundational criminal law concepts.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Prerequisites: [461051](#) Introduction to Legal Studies

Students will:

1. Describe career options in the legal profession.
2. Identify ethical issues in criminal law.
3. Compare prosecution and defense office operations.
4. Demonstrate basic criminal legal office skills.
5. Describe important components necessary to prove a criminal charge.
6. Apply criminal law statutes to fact patterns to determine if a crime has been committed.
7. Explain the protections provided by the Constitution in criminal trials.
8. Describe the Miranda precedent and interrogation standards that are rooted in Miranda law.
9. Describe the 4th Amendment search standards.
10. Explain how and when exceptions to the 4th amendment search standards apply.
11. Describe legal standards governing arrests and stops.
12. Apply 4th, 5th, and 6th Amendment protections to criminal cases.
13. Submit legal research covering criminal law topics.
14. Timeline and explain the pre-trial process for a criminal case.
15. Diagram and describe the criminal trial process.
16. Identify diversion options.
17. Participate in each stage of a criminal mock trial.
18. Analyze case materials and prepare legal arguments for a criminal mock trial.
19. Describe the criminal sentencing and post-trial processes.
20. Review 8th Amendment limitations on bail, sentencing, and corrections.

461025 Advanced Constitutional and Criminal Law

Students will learn about the legal system, laws and constitutional rights in the United States. From a historical perspective, students will gain an understanding of how our system came to be. Students will learn how the U.S. protects persons charged with crimes. Students will review important case law and constitutional rights that relate 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.

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Prerequisites: [461051](#) Introduction to Legal Studies, [461020](#) Criminal Law, [461019](#) Civil Law

Students will:

1. Compare careers in the policing, prosecution, defense, and the legal field in general.
2. Describe historical influences on the legal system and the law of the United States.
3. Explain how professional and ethical responsibilities should guide the behavior of participants in the investigation and trial processes.
4. Identify the source of laws and regulations at the state and federal levels.
5. Diagram the "dual" court system and explain the role of the courts within it.
6. Distinguish between federal and state authority and jurisdiction.
7. Identify the civil rights protected by the Bill of Rights and the 14th Amendment.
8. Describe the impact of the Constitution on police investigations.
9. Explain how a defendant's rights are protected by the Constitution, including civil rights protected by the Bill of Rights and the 14th Amendment.
10. Juxtapose procedural due process vs substantive due process.
11. Apply constitutional limits to law enforcement scenarios.
12. Identify important case law related to criminal investigations and prosecution.
13. Evaluate a scenario for the elements of a crime.
14. Describe culpability for a crime.
15. Argue criminal defenses and justifications for a crime.
16. Apply Kentucky Penal Code statutes covering crimes against the person to crime scenarios.
17. Apply Kentucky Penal Code statutes covering crimes against property to crime scenarios.
18. Apply Kentucky Penal Code statutes covering crimes against the white collar and organized crime to crime scenarios.
19. Apply Kentucky Penal Code statutes covering crimes related to forgery, fraud and identity theft to crime scenarios.
20. Apply Kentucky Penal Code statutes covering crimes against public order and morality to crime scenarios.
21. Apply Kentucky Penal Code statutes covering crimes against public administration to crime scenarios.
22. Identify Kentucky Penal Code statutes applicable to serious motor vehicle violations.
23. Describe commonly prosecuted federal criminal offenses.
24. Describe how civil liberties have been changed in response to terrorism.
25. Discuss emerging issues in constitutional and criminal law.
26. Demonstrate legal research and writing skills.
27. Analyze case materials and prepare legal arguments.
28. Prepare legal strategies for a mock trial involving a constitutional law issue.

461030 Emergency Management and Homeland Security

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

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 the historical events of terrorism.
25. Describe emerging technology and trends in emergency management and homeland security.

461037 Detention and Corrections

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

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 the 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 the 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.) is 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 detainees/inmates can manipulate officers.
27. Evaluate how the incarcerated reenter the community.
28. Review universal precautions and safety procedures that protect officers on the job.

461042 Security and Protective Services

Security and Protective Services prepares individuals to perform the duties of professional security officers, including patrol and investigative activities, traffic control, crowd control, public relations, witness interviewing, evidence collection and management, information protection, customer relations and the legal aspects regarding the security profession. Basic crime prevention methods, risk assessments, Crime Prevention Through Environmental Design, dignitary protection responsibilities and officer safety and use of force are also included. This course is instrumental in the preparation of the student to assume the position of an entry-level Certified Security and Protection Officer.

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

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Describe concepts and theories of asset protection and security, including asset valuation, the concept of “asset protection,” and the four classifications of assets.
2. Describe the security officer of the 21st century, including why training is vital and the importance of writing reports.
3. Describe the legal aspects of security, including the difference between civil and criminal law, the origins of American law, reducing liability for the security professional and employer, and search and seizure as it pertains to security professionals.
4. Explain effective communications, including why effective communications are necessary, the six essentials, channels of communication, and tools necessary for effective communications in the field.
5. Describe the roles of a protection officer, including roles and functions and the levels of protection staff.
6. Define security awareness, including security awareness policies and procedures, stakeholders tied to security awareness, and demonstrating a security awareness mindset.
7. Describe a sustainable culture of security, including what building a sustainable culture of security means, the need for a security master plan, and the difference between security awareness and security.
8. Explain the Protection Officer’s role in critical information infrastructure protection, including infrastructure examples, the Protection Officer’s role, the United States National Infrastructure Protection Plan (NIPP), the five evolving threats identified by the NIPP, and infrastructure threats the protection officer must face.
9. Describe fire prevention, detection and response in the context of a protection officers responsibility, including the role of a Protection Officer, the fire triangle, and methods of fire detection.
10. Describe an all hazards approach, including an all-hazards approach to hazardous materials, the Emergency Response Guidebook (ERG), and DOT hazardous materials responsibilities.
11. Describe how patrol is conducted in protective services, including the purpose of patrols, the four types of patrol, components of physical security, preparing for patrol, and equipment and techniques required for a patrol.
12. Explain protection officer safety and use of force, including use of force laws, the use of force continuum, use-of-force case law, verbal de-escalation skills, and the importance of

report writing in use of force cases.

13. Describe how protection officers lawfully apprehend and detain offenders, including definitions of arrest and implications for security professionals, authority and jurisdiction, reasonableness in detention and arrest, and a methodology for approaching, apprehension and detention.
14. Identify crime scene and incident scene procedures, including defining “incident,” the protection officer’s role, hazards, scene boundaries, scene integrity, defining and preserving evidence, and chain of custody.
15. Describe concepts and practices of security professionals, including phases of an investigation, the security professional’s role in conducting investigations, interview and interrogation techniques, and courtroom testimony and preparation.
16. Explain the basics of report writing, including the importance of field notes, proper report writing techniques, and the three “C’s” of report writing.
17. Explain how health and hazard assessments are completed, including vulnerability assessment, security vulnerability assessments and self-assessments to identify hazards, accident causation, methods to minimize workplace hazards and threats, fitness/health/wellness issues, and key factors in occupational accidents.
18. Describe how sites can mitigate shooter and assailant threats, including the Run, Hide, Fight concept, workplace violence prevention policies and procedures, the role of protection officers in active assailant incidents, and “Stop the Bleed” training.
19. Describe crisis intervention, including causes of disruptive behavior, stages of management of disruptive behavior, empathetic listening and nonverbal communications, a team intervention approach, and safety considerations.
20. Evaluate how mental health, including substance abuse, impact the workplace, including psychoactive drugs and resulting behaviors, risks posed to employees/employer, and employer policies and procedures for identification and prevention.
21. Describe workplace crime and deviance, including theories of workplace crime, methods to minimize theft, and processes for responding to theft.
22. Describe access control, including the Protection Officer’s role in access control, defining access control, and different forms of access control.
23. Identify types of contraband detection, including components of an explosive device, contraband detection technologies and their components, and situations/places where detection technologies would be used.
24. Describe how drones are used in security and protective services, including uses for unmanned aerial vehicles and commercial pilot requirements.
25. Discuss physical security concepts, including physical security concepts and applications, purposes of physical security planning, layered security, and applications of physical security with examples.
26. Describe the fundamentals of alarm systems, including alarm system fundamentals, components of alarm systems, and types of sensors used in alarm systems.
27. Explain risk by defining risk and describing how different risks affect asset protection.
28. Describe the risk management process, including explaining “Risk Management” and the included steps, identifying key elements, and demonstrating a risk assessment.
29. Describe the potential impact of emergencies on people and organizations, including emergency management as a critical organizational function, incident command system training, and identifying internal/external stakeholders involved in times of crisis.
30. Describe common traffic control strategies, including proper hand signals and proper traffic control concepts and practices.
31. Explain how special events are planned, including identifying types of crowds, the protection officer role and function during crowd management, and how to plan for special events.

32. Identify potential issues with labor and management, including strikes, lockouts and labor relations, and different types of work stoppages.
33. Describe handling VIPs, including explaining VIP Security and the different aspects of VIP Security.
34. Describe surveillance by defining and describing different types of surveillance and explaining the legal issues surrounding surveillance.
35. Explain how espionage threatens non-government entities by defining espionage, discussing types of espionage, explaining how to protect against espionage, and defining trade secret.
36. Explain terrorism by defining terrorism, listing goals of terrorism, discussing anti-terrorism tactics, explaining how terrorism differs from other crimes, and explaining why humans are the best detection system.
37. Explain how responses to threats that can result in evacuation are processed, including bomb-threat situations and procedures for protection officers, the danger of evacuation in bomb-threat situations, and deception tactics used with bomb threats.
38. Explain cybersecurity, including definitions related to information security and counterintelligence, defining cyberterrorism, and explaining ransomware.
39. Explain professional security officer ethics, including professionalism and professional attributes, defining ethics, common causes of unethical behavior, and the importance of ethics in security.
40. Describe how networking is an important part of protection officers jobs, including defining networking and exploring professional associations as a source for networking and liaison development.
41. Describe how protection officers serve as leaders, including the difference between a leader and a manager, positive attributes of an effective leader, and how one could be developed into an effective leader.
42. Describe best practices time and stress management, including how stress affects protection officers professionally and personally, effective stress management strategies, and time management strategies.
43. Explain proper methods to deal with critical incident stress, including defining critical incident stress and strategies for conducting a formal debriefing process following a critical incident.
44. Identify how to respond to medical situations commonly occurring in public environments, including procedures for dealing with medical emergencies and CPR/AED procedures.
45. Identify training and certifications for career advancement, including training offered by ASIS International for security investigations and the importance of continued professional development for protection officers.
46. Create a career plan, including the three stages of career planning, completing a job application, creating a resume, job interview preparation, and job interview etiquette.

461043 Criminal Investigation and Forensics

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

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 the 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 the 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.

461044 Foundations of Justice and Public Safety

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 within 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.

461045 Law Enforcement

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

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 the 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 the 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.

461047 Advanced Legal Practice

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.

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

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.

461051 Introduction to Legal Studies

This course provides an introduction to the field of law. Students will learn fundamental concepts and skills relevant to understanding the legal system. Topics include the court system, case law, statutes, research and writing, mock trials, basic office operations, and other foundational legal concepts.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Describe career options in the legal profession.
2. Demonstrate basic legal research skills.
3. Demonstrate basic legal office skills.
4. Describe ethics in the legal profession.
5. Diagram the United States' dual court system and explain the role of the courts within it.
6. Explain how Constitutional rights apply to legal cases.
7. Compare civil law and criminal law.
8. Describe important steps in the pre-trial stage.
9. Explain how juries are used and the jury decision-making process.
10. Diagram and describe each step in the trial process.
11. Describe the options each side has once the verdict is determined in a trial.
12. Participate in each stage of a mock trial.
13. Analyze case materials and prepare legal arguments for a mock trial.
14. Describe the appeals process and contrast it with the trial process.

461052 Trial Advocacy

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

Prerequisites: [461051](#) Introduction to Legal Studies, [461020](#) Criminal Law, [461019](#) Civil Law, [461025](#) Advanced Constitutional and Criminal Law

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 the proper qualifications of expert witnesses.
33. Explain accepted justifications for criminal punishment.
34. Explain various sentencing options.
35. Distinguish between 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.

461053 Constitutional and Criminal Law

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

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 levels.
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 the 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 for 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 theft 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 a 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.

461094 Public Services/Protective Services Internship

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.

461095 Pre-Law Internship

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.

461096 Public Services/Protective Services Co-op*

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.

* In section 2 of [705 KAR 4:041](#), Cooperative education shall meet the minimum requirements established in this section:
(a) Enrolled in a course included within the student's chosen career pathway within the same academic year; or
(b) A career pathway completer by the conclusion of the student's junior year; or
(c) Enrolled in an approved registered youth or pre-apprenticeship program.

461097 Pre-Law Co-op*

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.

* In section 2 of [705 KAR 4:041](#), Cooperative education shall meet the minimum requirements established in this section:
(a) Enrolled in a course included within the student's chosen career pathway within the same academic year; or
(b) A career pathway completer by the conclusion of the student's junior year; or
(c) Enrolled in an approved registered youth or pre-apprenticeship program.

461098 Applied Pre-Law Projects

Special Topics courses may be utilized, with justification for the course and course objectives related to the career major. **Course content and objectives must align with Pre-Law Studies standards upon approval from the Law & Public Safety Consultant by submitting a pathway modification request.**

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.

461099 Applied Public Services/Protective Services Projects

Special Topics courses may be utilized, with justification for the course and course objectives related to the career major. **Course content and objectives must align with Law Enforcement Services standards upon approval from the Law & Public Safety Consultant by submitting a pathway modification request.**

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.

FIRE SCIENCE COURSES

461024 Emergency Medical Responder

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

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.

461031 Basic Firefighting III / Hazardous Materials Operations

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](https://www.ifstt.org/) website.

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

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]

461032 Basic Firefighting I / Introduction to Patient Care

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.ifsta.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.

461034 Basic Firefighting II / Hazardous Materials Awareness

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: [461032](#) Basic Firefighting I

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]

461036 Basic Firefighting IV

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

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 commands. [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 commands 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.

461063 Fire Service Co-op*

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.

* In section 2 of [705 KAR 4:041](#), Cooperative education shall meet the minimum requirements established in this section:
(a) Enrolled in a course included within the student's chosen career pathway within the same academic year; or
(b) A career pathway completer by the conclusion of the student's junior year; or
(c) Enrolled in an approved registered youth or pre-apprenticeship program.

461068 Fire Service Internship

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.

461069 Applied Fire Science Projects

Special Topics courses may be utilized, with justification for the course and course objectives related to the career major. **Course content and objectives must align with Fire Science/Firefighting standards upon approval by the Law & Public Safety Consultant by submitting a pathway modification request.**

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.