

Florida Department of Education
Curriculum Framework

Program Title: Introduction to Fire Fighting
Program Type: Career Preparatory
Career Cluster: Law, Public Safety & Security

| Secondary – Career Preparatory | |
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| Program Number | 8918200 |
| CIP Number | 0743020301 |
| Grade Level | 10-12 |
| Standard Length | 3 credits |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA, FPSA Inc. |
| SOC Codes (all applicable) | 33-2011 Firefighters |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The introduction to firefighting program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency, medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of three (3) credits.

This program is a planned sequence of instruction consisting of three courses that will provide a foundation in Fire Science for additional postsecondary instruction.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|---------------|-----------------|-----------------------|----------|----------|-------|------------------------|
| 8918210 | Fire Fighting 1 | FIRE FIGHT 7G | 1 credit | 33-2011 | 2 | |
| 8918220 | Fire Fighting 2 | | 1 credit | 33-2011 | 2 | |
| 8918230 | Fire Fighting 3 | | 1 credit | 33-2011 | 3 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Regulated Programs

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. **(NOTE: The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) as IAW statutory or Florida Administrative Code (F.A.C.) rule changes.)**

The **Bureau of Fire Standards and Training (BFST)** is responsible for establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

The **Bureau of Fire Standards and Training (BFST)** approved curricula is available at:

<https://www.myfloridacfo.com/Division/SFM/BFST/Training/2020FirefighterPartI.docx>

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards-

After successfully completing this program, the student will be able to perform the following:

Fire Fighting 1

- 01.0 Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service.
- 02.0 Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries.
- 03.0 Discuss external and internal communications in the fire service and display the correct communication skills during emergency and nonemergency calls.
- 04.0 Explain how common building materials and construction methods are impacted by fire and explain how construction methods of basic building materials can either contribute to, or help control, fire spread.
- 05.0 Explain the science of fire behavior as it relates to recognizing stages of fire development, rapid fire behavior, and firefighting operational safety.
- 06.0 Properly use and care for PPE and describe how it can protect firefighters and the limitations of Personal protective equipment.
- 07.0 Select, use, and correctly maintain portable fire extinguishers.
- 08.0 Select rope and webbing based on proposed use and tie the appropriate knot for various tasks such as securing and raising objects.
- 09.0 Describe and perform search and victim removal methods as well as firefighter survival skills.
- 10.0 Identify emergency scene lighting equipment.
- 11.0 Explain and perform forcible entry and breaching operations.
- 12.0 Select, carry and deploy the appropriate ladder for various tasks such as entry and rescue.

Fire Fighting 2

- 13.0 Apply tactical ventilation knowledge and practices following AHJ policies and procedures.
- 14.0 Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply.
- 15.0 Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes.
- 16.0 Describe how and perform skills to control structural fires, Class C and D fires, vehicle, and ground cover fires.

Fire Fighting 3

- 17.0 Apply loss control knowledge and practices following AHJ policies and procedures.
- 18.0 Describe the role of the Firefighter I in the development and implementation of a fire and life safety program.
- 19.0 Demonstrate the following JPR's

Florida Department of Education
Student Performance Standards

Course Title: Fire Fighting 1
Course Number: 8918210
Course Credit: 1

Course Description:

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

| CTE Standards and Benchmarks | |
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| 01.0 | Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service. The student will be able to: |
| 01.01 | Summarize the history of the fire service. |
| 01.02 | Explain the organizational characteristics, cultural challenges, and cultural strengths that influence the fire service. |
| 01.03 | Describe the mission of the fire service. |
| 01.04 | Describe the organization of fire departments |
| 01.05 | Distinguish among functions of fire companies. |
| 01.06 | Summarize primary knowledge and skills the firefighter must have to function effectively. |
| 01.07 | Distinguish among the primary roles of fire service personnel. |
| 01.08 | Describe fire department organizational principles. |
| 01.09 | Distinguish between fire department SOPs and rules and regulations. |
| 01.10 | Explain the ways the fire service may interact with other organizations. |
| 01.11 | Describe the organization of the AHJ fire department. |
| 01.12 | Explain the roles of the Firefighter I and Firefighter II as a member of the organization. |
| 01.13 | Given Florida Statutes, explain the impact of “duty to drive with due regard for the safety of all persons using the highway” upon emergency driving liability. |

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| 01.14 | Given Florida Statutes, identify when the use of red warning signals is authorized for a volunteer's personal operating vehicle (POV), how many red signals may be displayed on a volunteer's POV, and what documentation is required to be able to display red signals and where it is to be kept. |
| 01.15 | Identify the requirements to attaining and maintaining a firefighter certificate of completion and a certificate of compliance. |
| 01.16 | Identify three purposes of the Incident Command System (ICS). |
| 01.17 | Identify requirements to use ICS. |
| 01.18 | Describe the basic features of ICS. |
| 01.19 | Describe the role and function of the command staff. |
| 01.20 | Define the roles and functions of the operations, plans, logistics, finance/administration section and the information/intelligence functions. |
| 01.21 | Describe basic ICS facilities. |
| 01.22 | Identify facilities that may be located together. |
| 01.23 | Identify facility map symbols. |
| 01.24 | Describe common mobilization responsibilities. |
| 01.25 | Describe common responsibilities at an incident. |
| 01.26 | List individual accountability responsibilities. |
| 01.27 | Describe common demobilization responsibilities. |
| 01.28 | Describe NIMS concepts and principles. |
| 01.29 | Identify the benefits of using NIMS as a national response model. |
| 01.30 | Identify the organizational structure of ICS. |
| 01.31 | Identify fire major management functions. |
| 01.32 | Describe the purpose of unique position titles in ICS. |
| 01.33 | Explain the roles and responsibilities of the Command and General Staff. |
| 01.34 | Determine when it is appropriate to institute an area command. |
| 01.35 | Describe the functions and purpose of Multiagency Coordination Systems. |
| 01.36 | Describe the Public Information Systems required by NIMS. |

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| 01.37 | Identify ways in which NIMS affects how their jurisdictions prepare for incident and events. |
| 01.38 | Describe the advantages of common communication and information management standards. |
| 01.39 | Explain how NIMS will influence technology and technological systems required for emergency response. |
| 02.0 | Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries. The student will be able to: |
| 02.01 | List the main types of job-related firefighter fatalities, injuries, and illnesses. |
| 02.02 | Describe the National Fire Protection Association® standards related to firefighter safety and health. |
| 02.03 | Identify Occupational Safety and Health Administration (OSHA) regulations and how they relate to firefighters. |
| 02.04 | Summarize the model that supports the concept of risk management. |
| 02.05 | Describe fire department safety and health programs. |
| 02.06 | Summarize firefighter health awareness issues. |
| 02.07 | Summarize safe vehicle operations. |
| 02.08 | Summarize guidelines for riding safely on the apparatus. |
| 02.09 | Describe ways to help prevent accidents and injuries in fire stations and facilities. |
| 02.10 | Explain general guidelines for tool and equipment safety. |
| 02.11 | Describe ways to maintain safety in training. |
| 02.12 | State the practices a Firefighter I uses for emergency scene preparedness and safety. |
| 02.13 | Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes. |
| 02.14 | Explain the importance of personnel accountability. |
| 02.15 | Explain the two-in two-out requirements of F.S. 633.508(3). |
| 02.16 | Discuss Florida's Firefighter Occupational Safety and Health Administration Regulations. |
| 03.0 | Discuss external and internal communications in the fire service and display the correct communication skills during emergency and nonemergency calls. The student will be able to: |
| 03.01 | Explain the procedures for receiving emergency and nonemergency external communications. |
| 03.02 | Describe the information required to dispatch emergency services. |

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| 03.03 | Describe the systems used for internal communications. |
| 03.04 | Explain radio limitations that may impact internal communications. |
| 03.05 | Describe radio procedures used for internal communications. |
| 04.0 | Explain how common building materials and construction methods are impacted by fire and explain how construction methods of basic building materials can either contribute to, or help control, fire spread. The student will be able to: |
| 04.01 | Describe the impact of fire on common building materials. |
| 04.02 | Explain the impact of fire on construction classifications. |
| 04.03 | List the main types of occupancy classifications. |
| 04.04 | Describe the basic construction of building components. |
| 04.05 | Describe Florida's marking systems for truss construction. |
| 05.0 | Explain the science of fire behavior as it relates to recognizing stages of fire development, rapid fire behavior, and firefighting operational safety. The student will be able to: |
| 05.01 | Explain the science of fire as it relates to energy, forms of ignition, and Fire Behavior modes of combustion. |
| 05.02 | Describe the impact of thermal energy on heat, temperature, and heat transfer. |
| 05.03 | Recognize the physical states of fuel. |
| 05.04 | Explain the relationship between oxygen and life safety. |
| 05.05 | Identify the products of self-sustained chemical reactions. |
| 05.06 | Explain the factors that affect fire development. |
| 05.07 | Describe the stages of fire development. |
| 05.08 | Recognize signs, causes, and effects of rapid-fire development. |
| 05.09 | Describe the methods through which firefighting operations can influence fire behavior. |
| 06.0 | Properly use and care for PPE and describe how it can protect firefighters and the limitations of PPE. The student will be able to: |
| 06.01 | Describe the purpose of personal protective equipment. |
| 06.02 | Describe characteristics of each type of personal protective equipment. |
| 06.03 | Summarize guidelines for the care of personal protective clothing. |
| 06.04 | Explain safety considerations for personal protective equipment. |

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| 06.05 | Identify respiratory hazards. |
| 06.06 | Identify types of respiratory protection equipment. |
| 06.07 | Describe the limitations of respiratory protection equipment. |
| 06.08 | Explain methods for storing respiratory protection equipment. |
| 06.09 | Describe general donning and doffing considerations for protective breathing apparatus. |
| 06.10 | Summarize general considerations for protective breathing apparatus inspections and care. |
| 06.11 | Explain procedures for replacing SCBA cylinders. |
| 06.12 | Explain safety precautions for SCBA use. |
| 06.13 | Describe nonemergency and emergency exit indicators. |
| 06.14 | Describe nonemergency exit techniques. |
| 07.0 | Select, use, and correctly maintain portable fire extinguishers. The student will be able to: |
| 07.01 | Explain portable fire extinguisher classifications. |
| 07.02 | Describe types of portable fire extinguishers. |
| 07.03 | Define the ratings in a portable fire extinguisher rating system. |
| 07.04 | Explain the considerations taken when selecting and using portable fire extinguishers. |
| 07.05 | Identify procedures used for the inspection, care, and maintenance of portable fire extinguishers. |
| 08.0 | Select rope and webbing based on proposed use and tie the appropriate knot for various tasks such as securing and raising objects. The student will be able to: |
| 08.01 | Compare and contrast the characteristics of life safety rope and utility Ropes and Knots rope. |
| 08.02 | Summarize basic guidelines for rope maintenance. |
| 08.03 | Explain reasons for placing rope out of service. |
| 08.04 | Describe webbing and webbing construction. |
| 08.05 | Describe parts of a rope and considerations in tying a knot. |
| 08.06 | Describe knot characteristics and knot elements. |
| 08.07 | Describe characteristics of knots commonly used in the fire service. |

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| 08.08 | Select commonly used rope hardware for specific applications. |
| 08.09 | Summarize hoisting safety considerations. |
| 09.0 | Describe and perform search and victim removal methods as well as firefighter survival skills. The student will be able to: |
| 09.01 | Summarize the impact of building construction and floor plans on Search and Rescue structural search techniques. |
| 09.02 | Explain size-up and situational awareness considerations during structural searches. |
| 09.03 | Summarize safety guidelines for structural search and rescue. |
| 09.04 | Differentiate between primary and secondary search techniques. |
| 09.05 | Recognize basic search methods. |
| 09.06 | Describe victim removal methods. |
| 09.07 | Explain firefighter survival methods. |
| 09.08 | Explain what survival actions firefighters can take when needed. |
| 09.09 | Describe the actions of a rapid intervention crew or team (RIC/RIT) when locating a downed firefighter. |
| 10.0 | Identify emergency scene lighting equipment. The student will be able to: |
| 10.01 | Identify types of emergency scene lighting equipment. |
| 11.0 | Explain and perform forcible entry and breaching operations. The student will be able to: |
| 11.01 | Explain the basic principles of forcible entry. |
| 11.02 | Describe the basic construction of locksets. |
| 11.03 | Describe considerations a firefighter must take when using forcible entry tools. |
| 11.04 | Indicate steps needed to care for and maintain forcible entry tools. |
| 11.05 | Explain the ways to force entry through various types of doors. |
| 11.06 | Identify considerations that need to be taken when forcing entry through locks, padlocks, overhead doors, and fire doors. |
| 11.07 | Describe forcible entry methods used for windows. |
| 11.08 | Explain considerations firefighters must take when forcing entry through miscellaneous types of windows and covers. |
| 11.09 | Describe forcible entry methods for breaching walls. |

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| 11.10 | Explain forcible entry methods for breaching floors. |
| 11.11 | Indicate methods for forcing fences and gates. |
| 12.0 | Select, carry and deploy the appropriate ladder for various tasks such as entry and rescue. The student will be able to: |
| 12.01 | Describe different construction types of ground ladders. |
| 12.02 | Identify the parts of a ladder including markings and labels. |
| 12.03 | Recognize the types of ladders used in the fire service. |
| 12.04 | Explain the considerations addressed by ladder inspection, cleaning, and maintenance. |
| 12.05 | Describe safety guidelines used when handling ladders. |
| 12.06 | Explain considerations taken when selecting, lifting, and lowering a ladder. |
| 12.07 | Describe various methods for ladder carries. |
| 12.08 | Identify basic considerations and requirements for ground ladder placement. |
| 12.09 | Describe various methods for ladder raises. |
| 12.10 | Compare procedures for moving ground ladders. |
| 12.11 | Explain the methods used to secure ladders. |
| 12.12 | Describe ladder climbing considerations. |
| 12.13 | Indicate what methods can be used to work from a ladder. |
| 12.14 | Explain methods used for assisting a victim down a ladder. |

Florida Department of Education
Student Performance Standards

Course Title: Fire Fighting 2
Course Number: 8918220
Course Credit: 1

Course Description:

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Science realm.

| CTE Standards and Benchmarks | |
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| 13.0 | Apply tactical ventilation knowledge and practices following AHJ policies and procedures. The student will be able to: |
| 13.01 | Describe reasons for tactical ventilation. |
| 13.02 | Identify considerations that affect the decision to ventilate. |
| 13.03 | Explain the critical fire behavior indicators present during tactical ventilation. |
| 13.04 | Define horizontal and vertical ventilation. |
| 13.05 | Explain the means for achieving horizontal and vertical ventilation. |
| 13.06 | Describe the types of horizontal ventilation. |
| 13.07 | Describe the types of vertical ventilation. |
| 13.08 | Recognize other types of ventilation situations. |
| 13.09 | Explain the effects of building systems on tactical ventilation. |
| 14.0 | Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply. The student will be able to: |
| 14.01 | Explain the ways water supply system components are used by firefighters. |
| 14.02 | Describe types of fire hydrants and hydrant markings. |
| 14.03 | Explain fire hydrant operation and inspection considerations. |
| 14.04 | Explain alternative water supply sources and methods of access. |

CTE Standards and Benchmarks

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| 14.05 | Describe methods used for rural water supply operations. |
| 15.0 | Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes. The student will be able to: |
| 15.01 | Explain basic fire hose characteristics. |
| 15.02 | Describe different causes of and prevention methods for hose damage. |
| 15.03 | Identify basic inspection, care, and maintenance methods for fire hose. |
| 15.04 | Compare various uses for hose appliances and tools. |
| 15.05 | Describe basic hose rolls. |
| 15.06 | Explain basic hose loads and finishes. |
| 15.07 | Compare various methods to make pre-connected hose loads for attack lines. |
| 15.08 | Explain the methods used for supply hose lays. |
| 15.09 | Recognize different methods for handling hose lines. |
| 15.10 | Describe methods for advancing hose lines in various ways. |
| 15.11 | List the considerations that can impact operating attack hose lines. |
| 16.0 | Describe how and perform skills to control structural fires, Class C and D fires, and vehicle and ground cover fires. The student will be able to: |
| 16.01 | Describe initial factors to consider when suppressing structure fires. |
| 16.02 | Summarize considerations taken when making entry. |
| 16.03 | Describe direct attack, indirect attack, combination attack, and gas cooling techniques. |
| 16.04 | Describe safety considerations that must be identified for upper-level structure fires. |
| 16.05 | Explain actions taken when attacking belowground structure fires. |
| 16.06 | Discuss methods of fire control through exposure protection and controlling building utilities. |
| 16.07 | Describe steps taken when supporting fire protection systems at protected structures. |
| 16.08 | Explain considerations taken when deploying, supplying, and staffing master stream devices. |
| 16.09 | Describe situations that may require suppression of Class C fires. |

CTE Standards and Benchmarks

16.10 Identify hazards associated with suppressing Class C fires.

16.11 Describe actions associated with suppressing Class D fires.

16.12 Explain actions taken when suppressing a vehicle fire.

16.13 Compare methods used to suppress fires in stacked and piled materials, small unattached structures and trash containers.

16.14 Summarize the main influences on ground cover fire behavior.

16.15 Compare types of ground cover fires.

16.16 Describe elements that influence ground cover fire behavior.

16.17 Identify the parts of a ground cover fire.

16.18 Describe protective clothing and equipment used in fighting ground cover fires.

16.19 Describe methods used to attack ground cover fires.

16.20 Summarize safety principles and practices when fighting ground cover fires

Florida Department of Education
Student Performance Standards

Course Title: Fire Fighting 3
Course Number: 8918230
Course Credit: 1

Course Description:

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Science realm.

| CTE Standards and Benchmarks | |
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| 17.0 | Apply loss control knowledge and practices following AHJ policies and procedures. The student will be able to: |
| 17.01 | Explain the philosophy of loss control. |
| 17.02 | Describe the ways pre-incident planning impacts loss control. |
| 17.03 | Determine appropriate salvage procedures. |
| 17.04 | Compare and contrast different types of salvage covers. |
| 17.05 | Explain ways to fold, roll, spread, and improvise with salvage covers. |
| 17.06 | Describe ways to cover openings during salvage operations. |
| 17.07 | Explain methods used to maintain fire safety during overhaul. |
| 17.08 | Describe factors that influence locating hidden fires. |
| 17.09 | Identify different overhaul procedures. |
| 17.10 | Indicate the ways a thermal imager can be used during overhaul. |
| 18.0 | Describe the role of the Firefighter I in the development and implementation of a fire and life safety program. The student will be able to: |
| 18.01 | Explain the steps taken during fire and life safety program Development. |
| 18.02 | Describe the components involved in fire and life safety program delivery. |
| 18.03 | Explain the impact of safety hazards, messages, and target audiences on creating fire and life safety education programs. |
| 18.04 | Indicate ways to identify and prevent fire setter development. |

CTE Standards and Benchmarks

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| 18.05 | Describe the role of a Firefighter I in enforcing fire and life safety codes. |
| 19.0 | Demonstrate the following JPR's. The student will be able to: |
| 19.01 | Don and doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct know and locate information in department documents and standard or code materials. |
| 19.02 | Operate fire department communications equipment, relay information, and record information. |
| 19.03 | Operate fire station telephone and intercom equipment. |
| 19.04 | Operate radio equipment and discriminate between routine and emergency traffic. |
| 19.05 | Following AHJ procedures, initiate an emergency call for assistance and demonstrate the ability to use other methods of emergency calls for assistance under vision obscured conditions. |
| 19.06 | Given SCBA and other personal protective equipment, correctly don and wear SCBA, control breathing techniques, enact emergency procedures when the SCBA fails, recognize low-air warnings, assure respiratory protection is not compromised and hazardous areas are exited prior to air depletion. |
| 19.07 | Given an apparatus, respond to an emergency scene wearing appropriate PPE, mounting and dismounting appropriately, assuring seat belts are used and other PPE is correctly used. |
| 19.08 | Given PPE, traffic control and scene devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, establish and operate in work areas following an assignment and SOPS so that PPE is property worn, protected work areas are established, and the fire fighter performs assigned tasks only in established, protected work areas. |
| 19.09 | Given an assignment, PPE, and tools force entry into a structure using tools as designed, removing the barrier, and assuring the opening is in a safe condition and ready for entry. |
| 19.10 | Given vision-obscured conditions, exit a hazardous area so that a safe haven is found before exhausting the air supply, assuring others are not endangered, and team integrity is maintained. |
| 19.11 | Given various ladders, an assignment and team members as needed, set up ground ladders assessing hazards, stabilizing the ladder, seating the correct angle for climbing, extending ladders to the necessary height with the fly locked and the top placed against a reliable structural component. |
| 19.12 | Given PPE, attack lines and hand tools, attack a passenger vehicle fire as a member of a team so that hazards are avoided, flammable liquids are identified and controlled, and protection from flash fires is maintained, and assuring all vehicle compartments are overhauled and the fire extinguished. |
| 19.13 | Given fires in stacked or piled materials and storage containers, extinguish the fire from the exterior sing attack lines, hand tools and master stream devices protecting exposures and stopping the spread of fire while avoiding collapse hazards, and preserving signs of arson. |
| 19.14 | Operating as a member of a team and under obscured vision conditions, conduct a search and rescue in a structure utilizing appropriate tools, forcible entry techniques, hoses and ladders assuring that all areas are searched, all victims are located and removed and team integrity and safety is maintained. |
| 19.15 | Operating as a member of a team given an attack line, ladders, PPE, tools and an assignment, attack an interior structure fire at grade, above grade and below grade by gaining access, effectively applying water, approaching the fire correctly, finding hidden fires and controlling them, and hazards are recognized and managed. |

CTE Standards and Benchmarks

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| 19.16 | Perform horizontal ventilation assuring that openings are free of obstruction and ventilation devices are correctly placed, and the structure is cleared of smoke. |
| 19.17 | Perform vertical ventilation on a structure with various flat and pitched roofs by creating a specified opening, removing barriers, assuring structural integrity is not compromised, releasing products of combustion. |
| 19.18 | Given PPE, an attack line, hand tools, and a flashlight overhaul a fire scene assuring structural integrity is not compromised, all hidden fires are discovered and fire cause evidence is preserved, and the fire is extinguished. |
| 19.19 | Given salvage tools and equipment and an assignment, conserve property so that the building and its contents are protected from future damage. |
| 19.20 | Given supply or intake hose, tools and a fire hydrant or static water source, connect a fire department pumper to a water supply assuring connections are tight and water flow is unobstructed. |
| 19.21 | Given portable fire extinguishers, select the correct extinguisher to extinguish incipient Class A, Class B, and Class C fires assuring the fires completely extinguished and correct extinguisher handling techniques are followed. |
| 19.22 | Given fire service electrical equipment, illuminate the emergency scene so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions. |
| 19.23 | Given tools, turn off building utilities in a safe manner. |
| 19.24 | Given PPE as needed, hose lines and extinguishers or hand tools, combat a ground cover fire as a member of a team so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when needed, and the assignment is completed. |
| 19.25 | Given PPE, tools and ropes, tie a tool for hoisting so that the appropriate knots are used and the tool is secure. |
| 19.26 | Following manufacturer's or department guidelines, clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment and hand tools assuring maintenance is recorded and equipment is placed in a ready state or reported otherwise. |
| 19.27 | Assures that fire service hose is cleaned inspected and returned to service using water, detergent, tools, and replacement gaskets, noting damage as needed. |
| 19.28 | Perform emergency decontamination. |
| 19.29 | Given tools and equipment, demonstrate how to control activities through absorption, adsorption, damming, diking, dilution, diversion, retention, remote valve shutoff, vapor dispersion, and vapor suppression. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

The Bureau of Fire Standards and Training (BFST) is responsible for establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

The program will have to maintain the data base with FCDICE. Visit the following link:

<http://www.myfloridacfo.com/division/SFM/BFST/FCDICETutorials.htm>.

Also, visit the following website for additional information:

http://www.myfloridacfo.com/division/sfm/bfst/REV_2_1_Guidelines_FF1.pdf

The task book is located on the Florida State Fire Marshal website under the Bureau of Fire Standards and Training.

Career and Technical Student Organization (CTSO)

SkillsUSA and Florida Public Service Association, Inc. are the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>