# *EMERGENCY TELECOMMUNICATIONS CURRICULUM FRAMEWORK*


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# INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSOs)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

# NEVADA DEPARTMENT OF EDUCATION
## CURRICULUM FRAMEWORK FOR EMERGENCY TELECOMMUNICATIONS

| | |
|---|---|
| **PROGRAM TITLE:** | **EMERGENCY TELECOMMUNICATIONS** |
| **STATE SKILL STANDARDS:** | **EMERGENCY TELECOMMUNICATIONS** |
| **STANDARDS REFERENCE CODE:** | **ETEL** |
| **CAREER CLUSTER:** | **HEALTH & PUBLIC SAFETY** |
| **CAREER PATHWAY:** | **LAW ENFORCEMENT** |
| **PROGRAM LENGTH:** | **2 LEVELS (L1, L2C)** |
| **PROGRAM ASSESSMENTS:** | **EMERGENCY TELECOMMUNICATIONS**<br>**WORKPLACE READINESS SKILLS** |
| **CTSO:** | **HOSA: FUTURE HEALTH PROFESSIONALS** |
| **GRADE LEVEL:** | **9-12** |
| **AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:** | **CPR / AED**<br>**INCIDENT COMMAND SYSTEM 100 (ICS)**<br>**EMERGENCY TELECOMMUNICATOR** |

### PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Emergency Telecommunications industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Emergency Telecommunications
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
    - Science (based on the Next Generation Science Standards)
    - English Language Arts (based on the Common Core State Standards)
    - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

### CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

## PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

## PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

| EMERGENCY TELECOMMUNICATIONS<br>Core Course Sequence | |
|---|---|
| **EMERGENCY TELECOMMUNICATIONS** | **LEVEL** |
| Emergency Telecommunications I | L1 |
| Emergency Telecommunications II | L2C |

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

| EMERGENCY TELECOMMUNICATIONS<br>Core Course Sequence with Complementary Courses | |
|---|---|
| **EMERGENCY TELECOMMUNICATIONS** | **LEVEL** |
| Emergency Telecommunications I | L1 |
| Emergency Telecommunications II | L2C |
| Emergency Telecommunications II LAB* | L2L |

*Complementary Courses

## STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

### EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills," have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

### CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

### CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

### WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C".
(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

### END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C)
(Paragraph (e) of Subsection 1 of NAC 389.800)

### CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

### CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) completion of a CTE course of study in a program area, 2) completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

## CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

## ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

# CORE COURSE:
## RECOMMENDED STUDENT PERFORMANCE STANDARDS

| | |
|---|---|
| **COURSE TITLE:** | **Emergency Telecommunications I** |
| **ABBR. NAME:** | **EMER TELECOMM I** |
| **CREDITS:** | **1** |
| **LEVEL:** | **L1** |
| **CIP CODE:** | **43.0399** |
| **PREREQUISITE:** | **None** |
| **CTSO:** | **HOSA: Future Health Professionals** |

**COURSE DESCRIPTION**

This entry-level course is designed for the student interested in a career in the emergency communications field. Areas of study will include telecommunication centers, dispatching, use of 911 computer systems, participation in emergency scenarios, and call processing. The appropriate use of technology and industry-standard equipment is an integral part of this course.

## TECHNICAL STANDARDS

**CONTENT STANDARD 1.0 : UNDERSTAND THE HISTORY OF TELECOMMUNICATIONS**

Performance Standard 1.1 : Analyze Development of Emergency Telecommunications

*Performance Indicators* : 1.1.1-1.1.3

**CONTENT STANDARD 2.0 : IDENTIFY THE ROLES & RESPONSIBILITIES OF EMERGENCY TELECOMMUNICATIONS**

Performance Standard 2.1 : Identify the Roles of the Emergency Telecommunicator

*Performance Indicators* : 2.1.1-2.1.3

Performance Standard 2.2 : Analyze the Responsibilities of the Emergency Telecommunicator

*Performance Indicators* : 2.2.1-2.2.4

Performance Standard 2.3 : Distinguish the Character of an Emergency Telecommunications Center

*Performance Indicators* : 2.3.1-2.3.5

Performance Standard 2.4 : Examine the Knowledge, Skills, Attitude, and Abilities of the Emergency Telecommunicator

*Performance Indicators* : 2.4.1-2.4.4

**CONTENT STANDARD 3.0 : LEGAL RESPONSIBILITIES**

Performance Standard 3.1 : Differentiate Between Laws and Ethics

*Performance Indicators* : 3.1.1-3.1.5

Performance Standard 3.2 : Identify and Explain Legal Terminology

*Performance Indicators* : 3.2.1-3.2.3

Performance Standard 3.3 : Identify Dispatch Danger Zones

*Performance Indicators* : 3.3.1-3.3.3

**CONTENT STANDARD 4.0 : TELECOMMUNICATIONS TECHNOLOGY**

Performance Standard 4.1 : Identify and Explain Telephone and Radio Technology

*Performance Indicators* : 4.1.1-4.1.5

Performance Standard 4.2 : Identify and Explain Computerized Technology

*Performance Indicators* : 4.2.1-4.2.5

Performance Standard 4.3 : Explain Alternative Dispatching

*Performance Indicators* : 4.3.1-4.3.2

…. continue on next page

**CONTENT STANDARD 5.0 : MAPPING AND GEO INFORMATION SERVICES**
Performance Standard 5.1 : Utilizing Mapping Systems
*Performance Indicators* : 5.1.1-5.1.4
**CONTENT STANDARD 6.0 : DEMONSTRATE THE TYPES OF COMMUNICATION**
Performance Standard 6.1 : Employ Strategies for Effective Oral Communication
*Performance Indicators* : 6.1.1-6.1.4
Performance Standard 6.2 : Implement Strategies for Effective Written Communication and Reading Comprehension
*Performance Indicators* : 6.2.1-6.2.3
**CONTENT STANDARD 7.0 : EFFECTIVE CALL MANAGEMENT**
Performance Standard 7.1 : Analyze and Assess Caller Types
*Performance Indicators* : 7.1.1-7.1.5
Performance Standard 7.2 : Identify the Importance of Crisis Intervention
*Performance Indicators* : 7.2.1-7.2.4
Performance Standard 7.3 : Classify Caller Behaviors
*Performance Indicators* : 7.3.1-7.3.3
Performance Standard 7.4 : Practice Customer Service Protocols
*Performance Indicators* : 7.4.1
**CONTENT STANDARD 8.0 : HEALTH AND WELL-BEING**
Performance Standard 8.1 : Practice Stress Management
*Performance Indicators* : 8.1.1-8.1.9
Performance Standard 8.2 : Model Physical Health
*Performance Indicators* : 8.2.1-8.2.2

## EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills
*Performance Indicators* : 1.1.1-1.1.7
Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills
*Performance Indicators* : 1.2.1-1.2.10
Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills
*Performance Indicators* : 1.3.1-1.3.4

## ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

**Mathematics:** Mathematical Practices
Geometry-Congruence
Geometry-Circles

**Science:** Nature of Science
Physical Science
Life Science
Earth and Space

***** Refer to the Emergency Telecommunications Standards for alignment by performance indicator

## CORE COURSE:
### RECOMMENDED STUDENT PERFORMANCE STANDARDS

| | |
|---|---|
| **COURSE TITLE:** | **Emergency Telecommunications II** |
| **ABBR. NAME:** | **EMER TELECOMM II** |
| **CREDITS:** | **1** |
| **LEVEL:** | **L2C** |
| **CIP CODE:** | **43.0399** |
| **PREREQUISITE:** | **Emergency Telecommunications I** |
| **CTSO:** | **HOSA: Future Health Professionals** |

**COURSE DESCRIPTION**

This course is a continuation of Emergency Telecommunications I. This course allows advanced emergency telecommunications students to develop their knowledge and skills learned in Emergency Telecommunications I. Areas of study will include instruction using NAED, management of emergency and non-emergency situations, operations of two-way radios, and computer-aided telecommunication software during catastrophic events. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

## TECHNICAL STANDARDS

| | |
|---|---|
| **CONTENT STANDARD 9.0 :** | **LAW ENFORCEMENT CALL CLASSIFICATION** |
| Performance Standard 9.1 : | Utilize Protocols to Classify Law Enforcement Calls |
| *Performance Indicators* : | 9.1.1-9.1.4 |
| **CONTENT STANDARD 10.0 :** | **FIRE & RESCUE CALL CLASSIFICATION** |
| Performance Standard 10.1 : | Utilize Protocols to Classify Fire & Rescue Calls |
| *Performance Indicators* : | 10.1.1-10.1.3 |
| **CONTENT STANDARD 11.0 :** | **MEDICAL CALL CLASSIFICATION** |
| Performance Standard 11.1 : | Utilize Protocols to Classify Medical Calls |
| *Performance Indicators* : | 11.1.1-11.1.4 |
| **CONTENT STANDARD 12.0 :** | **QUALITY ASSURANCE AND IMPROVEMENT** |
| Performance Standard 12.1 : | Evaluate a Quality Assurance/Improvement Program |
| *Performance Indicators* : | 12.1.1-12.1.4 |
| **CONTENT STANDARD 13.0 :** | **RECOGNIZE AND IMPLEMENT RADIO AND RADIO BROADCAST PROCEDURES** |
| Performance Standard 13.1 : | Recognize Radio Technology Utilized in Public Safety |
| *Performance Indicators* : | 13.1.1-13.1.2 |
| Performance Standard 13.2 : | Analyze Effective Radio Communication Skills |
| *Performance Indicators* : | 13.2.1-13.2.2 |
| Performance Standard 13.3 : | Follow Radio Communication Regulations |
| *Performance Indicators* : | 13.3.1-13.3.2 |
| **CONTENT STANDARD 14.0 :** | **DISASTER PREPAREDNESS AND MANAGEMENT** |
| Performance Standard 14.1 : | Recognize the Need for Disaster Preparedness |
| *Performance Indicators* : | 14.1.1-14.1.5 |
| Performance Standard 14.2 : | Managing a Terrorist Event |
| *Performance Indicators* : | 14.2.1-14.2.4 |

## EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills
*Performance Indicators* : 1.1.1-1.1.7
Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills
*Performance Indicators* : 1.2.1-1.2.10
Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills
*Performance Indicators* : 1.3.1-1.3.4

## ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

**Mathematics:** Mathematical Practices
Geometry-Congruence
Geometry-Circles

**Science:** Nature of Science
Physical Science
Life Science
Earth and Space

***** Refer to the Emergency Telecommunications Standards for alignment by performance indicator

## COMPLEMENTARY COURSE(S):
### RECOMMENDED STUDENT PERFORMANCE STANDARDS

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

| | |
|---|---|
| **COURSE TITLE:** | **Emergency Telecommunications II LAB** |
| **ABBR. NAME:** | **EMER TELECOMM II L** |
| **CREDITS:** | **1** |
| **LEVEL:** | **L2L** |
| **CIP CODE:** | **43.0399** |
| **PREREQUISITE:** | **Concurrent enrollment in Emergency Telecommunications II** |
| **CTSO:** | **HOSA: Future Health Professionals** |

**COURSE DESCRIPTION**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.