

FIRE SCIENCE
CURRICULUM FRAMEWORK



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All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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, or in-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
FIRE SCIENCE

PROGRAM INFORMATION

- Program Title:** Fire Science
- State Skill Standards:** Fire Science
- Standards Reference Code:** FIRE
- Career Cluster:** Law, Public Safety, Corrections & Security
- Career Pathway:** Emergency and Fire Management Services
- Program Length:** 2 Levels (L1, L2C)
- Program Assessments:** Fire Science
Workplace Readiness Skills
- CTSO:** hosa: future health professionals
- Grade Level:** 9-12
- Industry Certifications:** See Nevada's Approved Certification Listing

PROGRAM PURPOSE

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

The program includes the following state standards:

- Nevada CTE Skill Standards: Fire Science
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- 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.

FIRE SCIENCE**Core Course Sequence**

COURSE NAME	LEVEL
Fire Science I	L1
Fire Science 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.

FIRE SCIENCE**Core Course Sequence with Complementary Courses**

COURSE NAME	LEVEL
Fire Science I	L1
Fire Science II	L2C
Fire Science Advanced Studies*	AS

*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 INFORMATION:**

COURSE TITLE: Fire Science I
ABBR. NAME: FIRE SCI I
CREDITS: 1
LEVEL: L1
CIP CODE: 43.0203
PREREQUISITE: NONE
CTSO: hosa: future health professionals

COURSE DESCRIPTION:

This course introduces the principles and procedures employed in fire services. Students will practice response procedures in order to respond to small and catastrophic emergency incidents and will study laws, ordinances, regulations and organizational rules that define guidelines that govern emergency fire management. Students will compare career field and related careers to develop a personal perspective and an institutional professional growth plan to develop team building and leadership skills related to fire science.

TECHNICAL STANDARDS:**CONTENT STANDARD 1.0 : PRACTICE FIREFIGHTER SAFETY AND HEALTH**

Performance Standard 1.1 : Describe the Scope of Departmental Organizations

Performance Indicators : 1.1.1-1.1.6

Performance Standard 1.2 : Interpret Written Agency Policies and Procedures

Performance Indicators : 1.2.1-1.2.3

Performance Standard 1.3 : Explore Safety and Health

Performance Indicators : 1.3.1-1.3.7

CONTENT STANDARD 2.0 : UNDERSTAND THE SCIENCE OF FIRE BEHAVIOR

Performance Standard 2.1 : Apply Concepts of Science of Fire Behavior

Performance Indicators : 2.1.1-2.1.6

Performance Standard 2.2 : Examine Classification of Fires

Performance Indicators : 2.2.1

CONTENT STANDARD 3.0 : IDENTIFY PERSONAL PROTECTIVE EQUIPMENT

Performance Standard 3.1 : Implement Personal and Departmental Safety Regulations

Performance Indicators : 3.1.1-3.1.6

Performance Standard 3.2 : Apply Concepts of Respiratory Protection

Performance Indicators : 3.2.1-3.2.8

CONTENT STANDARD 4.0 : CLASSIFY BUILDING CONSTRUCTION AND COMPONENTS

Performance Standard 4.1 : Describe Construction Terminology

Performance Indicators : 4.1.1-4.1.2

Performance Standard 4.2 : Describe Construction Classification

Performance Indicators : 4.2.1-4.2.2

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Performance Standard 4.3 : Identify Building Components

Performance Indicators : 4.3.1

Performance Standard 4.4 : Identify Building Fire Detection and Suppression Systems

Performance Indicators : 4.4.1-4.4.2

CONTENT STANDARD 5.0 : DESCRIBE THE CLASSIFICATIONS OF PORTABLE FIRE EXTINGUISHERS

Performance Standard 5.1 : Describe the Classifications of Extinguishers

Performance Indicators : 5.1.1-5.1.4

CONTENT STANDARD 6.0 : EXPLORE FIRE SERVICE EQUIPMENT

Performance Standard 6.1 : Identify Rescue Equipment

Performance Indicators : 6.1.1-6.1.5

Performance Standard 6.2 : Identify Ground Ladders

Performance Indicators : 6.2.1-6.2.5

Performance Standard 6.3 : Identify Fire Hoses

Performance Indicators : 6.3.1-6.3.6

Performance Standard 6.4 : Identify Fire Streams

Performance Indicators : 6.4.1-6.4.3

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 Fire Science Standards for alignment by performance indicator.

CORE COURSE:**RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:**

COURSE TITLE: Fire Science II
ABBR. NAME: FIRE SCI II
CREDITS: 1
LEVEL: L2C
CIP CODE: 43.0203
PREREQUISITE: Fire Science I
CTSO: hosa: future health professionals

COURSE DESCRIPTION:

This course is a continuation of Fire Science I. This course provides fire science students with instruction in advanced techniques and critical thinking. This course provides instruction in the primary factors affecting wildland fire behavior and suppression, fire investigations, fire prevention, CPR/First Aid, engine companies, and potential hazards and human factors on the fire line. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS:**CONTENT STANDARD 7.0 : EXPLORE TACTICAL VENTILATION**

Performance Standard 7.1 : Define Tactical Ventilation

Performance Indicators : 7.1.1-7.1.4

Performance Standard 7.2 : Identify Forcible Entry Principles

Performance Indicators : 7.2.1-7.2.4

CONTENT STANDARD 8.0 : CLASSIFY WATER SUPPLY

Performance Standard 8.1 : Define the Principles of Water Supply Systems

Performance Indicators : 8.1.1-8.1.4

CONTENT STANDARD 9.0 : EXPLORE THE PRINCIPLES OF LOSS CONTROL

Performance Standard 9.1 : Describe Loss Control

Performance Indicators : 9.1.1-9.1.3

Performance Standard 9.2 : Demonstrate Salvage Cover Use

Performance Indicators : 9.2.1-9.2.2

CONTENT STANDARD 10.0 : EXPLORE FIRE-BASED EMERGENCY MEDICAL CARE

Performance Standard 10.1 : Complete Emergency Medical Training

Performance Indicators : 10.1.1-10.1.4

CONTENT STANDARD 11.0 : DEFINE HAZARDOUS MATERIALS AWARENESS

Performance Standard 11.1 : Introduction to Hazardous Materials

Performance Indicators : 11.1.1-11.1.5

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CONTENT STANDARD 12.0 : EXAMINE THE CONCEPTS OF WILDLAND FIRE

Performance Standard 12.1 : Characterize the Concepts of Basic Wildland Fire Behavior

Performance Indicators : 12.1.1-12.1.3

Performance Standard 12.2 : Apply Concepts of Basic Wildland Fire Suppression

Performance Indicators : 12.2.1-12.2.9**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 Fire Science 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 Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE INFORMATION:

COURSE TITLE: Fire Science Advanced Studies

ABBR. NAME: FIRE SCI AS

CREDITS: 1

LEVEL: AS

CIP CODE: 43.0203

PREREQUISITE: Fire Science II

CTSO: hosa: future health professionals

COURSE DESCRIPTION:

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS:

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS:

- Social Aspects of Fire
- Emergency Management
- Fire Investigation
- Urban Search and Rescue