Firefighting Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Health Professions and Public Safety (HPPS) Firefighting Program Standards[[1]](#footnote-1)

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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard FIRE.1.0: Relate Academic Foundations to Achieve Skill Requirement

### Performance Standard FIRE.1.1 Apply Concepts Of Language Arts Knowledge

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.1.1.1 Model behaviors that demonstrate active listening. |  |
| CTE FIRE.1.1.2 Organize oral and written information. |  |
| CTE FIRE.1.1.3 Adapt language for audience, purpose, and situation. |  |
| CTE FIRE.1.1.4 Evaluate oral and written information for accuracy, expression, adequacy, clarity, and validity. |  |
| CTE FIRE.1.1.5 Articulate potential outcomes and/or solutions. |  |
| CTE FIRE.1.1.6 Present formal and informal speeches, as related to the hiring process and public relations. |  |

### Performance Standard FIRE.1.2 Apply Concepts of Mathematics Knowledge

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.1.2.1 Demonstrate use of whole numbers, decimals, and fractions. |  |
| CTE FIRE.1.2.2 Demonstrate knowledge of arithmetic operations. |  |
| CTE FIRE.1.2.3 Formulate data and measurements to solve a problem. |  |
| CTE FIRE.1.2.4 Analyze mathematical problem statements. |  |
| CTE FIRE.1.2.5 Construct charts/tables/graphs from functions and data. |  |
| CTE FIRE.1.2.6 Critique data when interpreting operational documents. |  |

### Performance Standard FIRE.1.3 Apply Concepts of Science Knowledge

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.1.3.1 Evaluate scientific constructs including conclusions, conflicting data, controls, sources of error, and variables. |  |
| CTE FIRE.1.3.2 Apply scientific method in qualitative and quantitative analysis. |  |
| CTE FIRE.1.3.3 Recognize elements and their various states of matter. |  |
| CTE FIRE.1.3.4 Describe the fire tetrahedron. |  |
| CTE FIRE.1.3.5 Describe transmission of heat. |  |
| CTE FIRE.1.3.6 Explain various states of “fuel.” |  |
| CTE FIRE.1.3.7 Outline the classification of fire – A,B,C,D,K. |  |
| CTE FIRE.1.3.8 Explain the phases of fire growth. |  |
| CTE FIRE.1.3.9 Describe factors that affect fire development. |  |
| CTE FIRE.1.3.10 Describe fire control theory. |  |

## Standard FIRE.2.0: Demonstrate the Use of Communication

### Performance Standard FIRE.2.1 Select and Employ Appropriate Reading and Communication Strategies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.2.1.1 Identify the use of content, technical concepts and vocabulary for analyzing information. |  |
| CTE FIRE.2.1.2 Demonstrate the ability to read and fully comprehend a written document. |  |
| CTE FIRE.2.1.3 Interpret information, data, and observations for application. |  |
| CTE FIRE.2.1.4 Transcribe information, data, and apply information. |  |
| CTE FIRE.2.1.5 Communicate information to actual practice. |  |

### Performance Standard FIRE.2.2 Enhance Diversity to Enhance Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.2.2.1 Apply factors and strategies for communicating with people in a diverse and cultural background. |  |
| CTE FIRE.2.2.2 Demonstrate ability to communicate and resolve conflicts through various communication methods. |  |

### Performance Standard FIRE.2.3 Create Verbal and Nonverbal Behaviors

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.2.3.1 Interpret and utilize verbal behaviors when communicating with clients and coworkers. |  |
| CTE FIRE.2.3.2 Interpret and utilize nonverbal behaviors when communicating with the public. |  |
| CTE FIRE.2.3.3 Respond with restatement and clarification techniques. |  |
| CTE FIRE.2.3.4 Exhibit public relations skill. |  |

## Standard FIRE.3.0: Demonstrate Problem Solving and Critical Thinking

### Performance Standard FIRE. 3.1 Utilize Thinking Skills Independently and As a Team

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.3.1.1 Identify common tasks that require problem solving. |  |
| CTE FIRE.3.1.2 Analyze elements of a problem to develop solutions. |  |
| CTE FIRE.3.1.3 Identify alternatives using problem solving and critical thinking skills. |  |

### Performance Standard FIRE. 3.2 Employ Interpersonal Skills to Resolve Conflicts

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.3.2.1 Analyze situations and behaviors that affect conflict management. |  |
| CTE FIRE.3.2.2 Determine outcomes and options. |  |
| CTE FIRE.3.2.3 Identify and implement the various stress management techniques. |  |

### Performance Standard FIRE. 3.3 Monitor Workplace Performance Goals

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.3.3.1 Develop realistic performance goals, objectives, and action plans. |  |
| CTE FIRE.3.3.2 Synthesize goals and adjust as necessary. |  |
| CTE FIRE.3.3.3 Recognize achievement and use appropriate rewards in the workplace. |  |

### Performance Standard FIRE. 3.4 Conduct Technical Research

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.3.4.1 Demonstrate various methods of gathering information for the audience. |  |
| CTE FIRE.3.4.2 Gather technical information using a variety of resources to solve a problem. |  |
| CTE FIRE.3.4.3 Evaluate information and data to prove the value of research through documentation. |  |

## Standard FIRE.4.0: Use of Information Technology Tools

### Performance Standard FIRE.4.1 Differentiate Between Various Electronic Tasks

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.4.1.1 Use personal information applications to increase workplace efficiency. |  |
| CTE FIRE.4.1.2 Apply technological tools to expedite workflow. |  |
| CTE FIRE.4.1.3 Operate electronic mail application to communicate. |  |
| CTE FIRE.4.1.4 Critique internet applications to perform workplace tasks. |  |
| CTE FIRE.4.1.5 Differentiate writing and publishing applications to prepare departmental communications. |  |

### Performance Standard FIRE.4.2 Organize and Manipulate Tasks

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.4.2.1 Create computer based applications. |  |
| CTE FIRE.4.2.2 Access support as needed to maintain operations. |  |
| CTE FIRE.4.2.3 Manage and compress files for efficiency. |  |
| CTE FIRE.4.2.4 Facilitate group work through delegation and management. |  |
| CTE FIRE.4.2.5 Manage interrelated data elements. |  |
| CTE FIRE.4.2.6 Perform calculations and analyses using spreadsheets. |  |

## Standard FIRE.5.0: Identify Key Organizational Systems

### Performance Standard FIRE.5.1 Describe the Scope of Departmental Organizations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.5.1.1 Differentiate the types and functions of the different organizations in the fire service industry. |  |
| CTE FIRE.5.1.2 Explain the interactions between the different organizations in the fire service industry. |  |
| CTE FIRE.5.1.3 Explain the history of the fire service industry. |  |
| CTE FIRE.5.1.4 Describe the fire service industries mission, organizational structure including chain of command, apparatus, crews, and duties. |  |
| CTE FIRE.5.1.5 Identify career tracks within the fire service industry. |  |
| CTE FIRE.5.1.6 Complete Incident Command System (ICS) and the National Incident Management System (NIMS) 100, 200, 700 and 800. |  |

### Performance Standard FIRE.5.2 Implement Quality Control Systems and Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.5.2.1 Implement quality control standards and practices |  |
| CTE FIRE.5.2.2 Use national and statewide standards for quality control. |  |

## Standard FIRE.6.0: Understand the Importance of Health, Safety, and the Environment

### Performance Standard FIRE.6.1 Implement Personal and Departmental Safety Regulations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.6.1.1 Assess workplace conditions with regard to safety and health. |  |
| CTE FIRE.6.1.2 Identify safety hazards. |  |
| CTE FIRE.6.1.3 Select appropriate personal protective equipment. |  |
| CTE FIRE.6.1.4 Employ safety hierarchy and communication systems. |  |
| CTE FIRE.6.1.5 Implement safety precautions to maintain safe workplace. |  |
| CTE FIRE.6.1.6 Meet industry health and fitness qualifications and standards. |  |
| CTE FIRE.6.1.7 Demonstrate the care of personal protective equipment (PPE). |  |
| CTE FIRE.6.1.8 Demonstrate donning and doffing of personal protective equipment within one minute. |  |
| CTE FIRE.6.1.9 Identify the components of a self-contained breathing apparatus (SCBA). |  |
| CTE FIRE.6.1.10 Describe respiratory hazards as well as when SCBA shall be “used” in an immediately dangerous to life or health atmosphere (IDLH). |  |
| CTE FIRE.6.1.11 Practice donning and doffing SCBA within one minute. |  |
| CTE FIRE.6.1.12 Explain principles of air management consistent with NFPA 1404. |  |
| CTE FIRE.6.1.13 Demonstrate replacement of SCBA air cylinders. |  |

### Performance Standard FIRE.6.2 Employee Rights and Responsibilities

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.6.2.1 Identify rules, laws and governing bodies designed to promote safety and health. |  |
| CTE FIRE.6.2.2 Understand rationale for laws, regulations, and rules as it applies to the fire service industry. |  |

### Performance Standard FIRE.6.3 Employ Emergency Procedures and Disaster Response Plans

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.6.3.1 Complete an EMR (Emergency Medical Responder) program of First Aid and CPR training that meets the requirements of the American Heart Association (AHA). |  |
| CTE FIRE.6.3.2 Create a safety equipment training plan. |  |
| CTE FIRE.6.3.3 Assess emergency and/or disaster situations. |  |
| CTE FIRE.6.3.4 Design an emergency or disaster plan. |  |
| CTE FIRE.6.3.5 Describe fire extinguisher rating systems. |  |
| CTE FIRE.6.3.6 Use a portable fire extinguisher safely; pull, aim, squeeze, and sweep (PASS) method of application. |  |
| CTE FIRE.6.3.7 Explain how to inspect a portable fire extinguisher. |  |
| CTE FIRE.6.3.8 Complete and understand a hazardous material operations course. |  |

## Standard FIRE.7.0: Understand the Importance of Ethics and Legal Responsibilities

### Performance Standard FIRE.7.1 Apply Ethical Reasoning to Workplace Situations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.7.1.1 Understand legal responsibilities and employer policies. |  |
| CTE FIRE.7.1.2 Identify personal and long-term workplace consequences for unethical behaviors. |  |
| CTE FIRE.7.1.3 Create a plan to deal with legal and ethical considerations. |  |

### Performance Standard FIRE.7.2 Interpret Written Agency Policies and Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.7.2.1 Demonstrate understanding of departmental policies and procedures. |  |
| CTE FIRE.7.2.2 Discuss the effect of policies and procedures on a specific work situation. |  |
| CTE FIRE.7.2.3 Demonstrate understanding of standard operating procedures for a department or agency. |  |
| CTE FIRE.7.2.4 Compare annual firefighter injuries and fatalities data for potential policy and procedural changes. |  |
| CTE FIRE.7.2.5 Identify safety standards related to fire services, such as National Fire Protection Association (NFPA) 1500 and Occupational Safety and Health Administration (OSHA). |  |

## Standard FIRE.8.0: Demonstrate Fire Suppression Tactics and Equipment

### Performance Standard FIRE.8.1 Employ Water Supply Theory

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.8.1.1 Describe and perform sources of water supplies and water theory. |  |
| CTE FIRE.8.1.2 Explain different means of moving water, including friction loss, appliances, and fire service hose. |  |
| CTE FIRE.8.1.3 Describe fire hose damage and perform general care. |  |
| CTE FIRE.8.1.4 Describe suppressing class A, B, C, D, and K fires. |  |

### Performance Standard FIRE.8.2 Understand Concepts of Company Operations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.8.2.1 Describe in order tactical priorities. |  |
| CTE FIRE.8.2.2 Describe and demonstrate engine, ladder, and rescue company functions on fires. |  |
| CTE FIRE.8.2.3 Describe and demonstrate the reasons for fire ground ventilation. |  |
| CTE FIRE.8.2.4 Define and perform the proper procedures and care for fire service ground ladders. |  |
| CTE FIRE.8.2.5 Describe the reasons and types of forcible entry. |  |
| CTE FIRE.8.2.6 Describe the reasons and types of salvage operations. |  |

### Performance Standard FIRE.8.3 Apply Concepts of Additional Tactics and Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.8.3.1 Complete National Wildfire Coordination Group (NWCG), S130, S190, L180, or equivalent (wildland firefighting). |  |
| CTE FIRE.8.3.2 Describe reasons and procedures for vehicle extrication. |  |
| CTE FIRE.8.3.3 Apply to concepts of live fire training (when possible). |  |
| CTE FIRE.8.3.4 Understand the context of Technical Rescue Awareness class per Idaho State Fire Marshall. |  |
| CTE FIRE.8.3.5 Meet requirements to sign off as completed from the Firefighter Manipulative Skills Manual. |  |

### Performance Standard FIRE.8.4 Applied Concepts and Methods of Fire Prevention

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FIRE.8.4.1 Understand and demonstrate best practices in the inspection process. |  |
| CTE FIRE.8.4.2 Understand and demonstrate best practices in public fire instruction. |  |
| CTE FIRE.8.4.3 Understand how scientific methods apply to fire investigation through NFPA 3.1. |  |
| CTE FIRE.8.4.4 Apply methods and concepts of fire prevention. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning. |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

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1. [Idaho HPPS Firefighting Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/02/Firefighting-Standards..pdf) [↑](#footnote-ref-1)