



# Regional Occupational Program

## Emergency Medical Technician

### 2025-2026

#### COURSE DESCRIPTION

This course prepares students for a career as an Emergency Medical Technician (EMT) and allows students to join the ranks of highly trained and respected emergency medical first responders. It covers techniques of emergency medical care presently considered within the responsibilities of the emergency medical technician and emphasizes the development of student skills in recognition of symptoms of illnesses and injuries and proper procedures of emergency care. Students will also learn about EMS equipment, communication protocols and medical legal and ethical issues governing EMS. This course will prepare the student for the National Registry written exam, a required industry certification. This course is certified and meets the standards of training set forth by the Inland Counties Emergency Medical Association (ICEMA).

#### Course Information

Course Length: 300 Hours (213 class, 39 lab, 48 clinical)  
 Prerequisite: None  
 Course Level: Capstone  
 UC: No  
 Articulated: No  
 Industry Cert.: EMT Certification  
 Industry Sector: Public Services  
 Pathway: Emergency Response  
 CALPADS: 8422

#### O\*Net SOC Codes

29-2042.00 Emergency Medical Technicians  
 53-3011.00 Ambulance Drivers and Attendants, Except Emergency Medical Technicians  
 43-5031.00 Public Safety Telecommunications

#### Legend

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in Education

*Includes updates from 24/25 Public Services Advisory  
[Advisory Minutes](#)*

## Emergency Medical Technician

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

## Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u> <u>10</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u> <u>7b,c,d</u>

<ul style="list-style-type: none"> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>11</u>	<u>8</u> <u>9</u> <u>11</u>	<u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <b>WS</b> <u>11-12.7</u> <u>11-12.6</u>	
<b>3. Leaders and Teams: Roles and Responsibilities</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<b>SLS</b> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <b>WS</b> <u>11-12.6</u>	<u>7a,c</u>
<b>4. Legal, Ethical, and Environmental Considerations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> </ul>		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u>	<b>WS</b> <u>11-12.6</u> <u>11-12.7</u>  <b>SLS</b>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>

<ul style="list-style-type: none"> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>			<a href="#">11</a>	<a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.2</a>	
<b>5. Personal Growth and Career Planning</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>		<a href="#">1</a> <a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">6</a>	<a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">7</a> <a href="#">8</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.2</a>  <a href="#">WS</a> <a href="#">11-12.6</a>	<a href="#">1a</a> <a href="#">3a,c</a> <a href="#">4d</a> <a href="#">6a,d</a> <a href="#">7b</a>
<b>6. Workplace Safety and Personal Wellness</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> <li>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</li> </ul>		<a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">8</a> <a href="#">12</a>	<a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">7</a> <a href="#">8</a> <a href="#">10</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a>	<a href="#">1a,d</a> <a href="#">2a,d</a> <a href="#">5b</a>

o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
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<b>Emergency Medical Technician Units of Instruction</b>					
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<b>7. Components of Emergency Medical Care</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate fundamental knowledge of human anatomy, body system function, medical terminology, and standard abbreviations as they relate to current EMS practice.</b></p> <p>b. <b>Demonstrate an understanding of the organizational structure of the EMS system, the roles and responsibilities found within the EMS system, and the important role EMS and EMT personnel provide to the community at large.</b></p> <p>c. Describe the basic rights of patients, the scope of practice, and confidentiality as it applies to emergency medical care.</p> <p>d. Demonstrate professional standards for dealing with patients in an ethnically diverse society.</p> <p>e. Describe the physical and physiological characteristics, including normal vital signs, for individuals in each age group.</p> <p>f. Use knowledge of physical, physiological, and psychosocial development to anticipate the needs and concerns of patients of all ages.</p> <p>g. Demonstrate knowledge of how body systems are integrated and function together in a healthy body.</p> <p>h. Recognize and use body planes, directional terms, and body mechanics for the safe transportation of patient and EMT personnel.</p> <p>i. Explain the essential provisions of OSHA, the CDC, the Ryan White CARE Act, and the Ryan White HIV/AIDS Treatment Extension Act of 2009 as they relate to infection control in EMS.</p> <p>j. Describe and discuss the basic principles of infection control, Standard and Universal Precautions, and the proper use of PPEs in emergency medical treatment. Discuss Blood Borne Pathogens and Body Substance Isolation.</p> <p>k. Describe the basic elements of triage and differentiate between emergency, urgent, and no-urgent patient care situations.</p>	<a href="#">B2.0</a> <a href="#">B2.1</a> <a href="#">B3.6</a> <a href="#">B4.2</a> <a href="#">B8.7</a> <a href="#">B9.1</a> <a href="#">B9.2</a> <a href="#">B9.8</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">8</a> <a href="#">11</a> <a href="#">12</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">8</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>  <a href="#">SLS</a> <a href="#">11-12.1d</a>	
<b>8. Airway Management, Respiration, and Artificial Ventilation</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate knowledge of the physiology and pathophysiology of the respiratory system in patient assessment and management for patients of all ages.</b></p> <p>b. <b>Demonstrate understanding of the physiological relationships between assessing and maintaining an open airway, assessing, and ensuring adequate ventilation, and assessing and maintaining adequate circulation in emergency medical situations.</b></p> <p>c. Describe the anatomy and physiology of the upper and lower airways.</p> <p>d. Describe common pathophysiologic problems leading to airway obstruction.</p>	<a href="#">B9.3</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	

<ul style="list-style-type: none"> <li>e. Explain the principles and techniques of positive pressure ventilation and the proper technique for administering oxygen.</li> <li>f. Identify patients who require artificial ventilation and discuss the technique to open airways, and the proper use of airway adjuncts.</li> <li>g. Describe the principles and techniques for suctioning.</li> </ul>				<a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>	
<b>9. Emergency Assessment and Care</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate understanding about the importance of the accurate collection of scene information and patient assessment findings (scene size-up, primary, and secondary assessment, patient history, reassessment) to guide emergency medical management decisions.</b></li> <li>b. <b>Demonstrate knowledge of basic interventions intended to mitigate the medical emergency and provide limited symptom relief while providing access to definitive care.</b></li> <li>c. Explain the use of information from the scene size-up to determine the mechanism of injury of nature of illness.</li> <li>d. Explain the importance of determining the number of patients and the need for additional resources in the scene size-up.</li> <li>e. Demonstrate the proper procedures and techniques used to obtain patient vital signs, including pulse, respirations, blood pressure, skin, temperature, and pupils.</li> <li>f. Demonstrate effective oral and written communication with members of the health care team and other emergency agency personnel, including police and fire personnel including radio transmission and pre-hospital reporting.</li> <li>g. Discuss proper patient assessment, including the integration of vital signs, and the oral collection of medical history in an emergency medical situation.</li> <li>h. Discuss the difference in the first steps of assessment if the patient is apparently lifeless (C-A-B approach) of if the patient has signs of life, including a pule (A-B-C approach).</li> <li>i. Compare and contrast primary and secondary patient assessments, based on levels of trauma, medical situation, and patient need.</li> </ul>	<a href="#">B3.3</a> <a href="#">B3.4</a> <a href="#">B3.5</a> <a href="#">B3.7</a> <a href="#">B3.9</a> <a href="#">B3.10</a> <a href="#">B4.3</a> <a href="#">B9.7</a> <a href="#">B9.8</a> <a href="#">B9.9</a> <a href="#">B9.10</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>	
<b>10. Physiological and Psychiatric Emergencies</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate fundamental knowledge of the principles of safe medication administration, and the laws that govern medication administration within the scope of EMT practice.</b></li> <li>b. <b>Demonstrate fundamental knowledge of the basic emergency care and transportation based on assessment findings for an acutely ill patient.</b></li> <li>c. Identify the drugs and the typical uses within the EMT scope of practice in a given medical emergency situation.</li> <li>d. Describe the principles of medication administration safety, including the five rights of medication administration.</li> </ul>	<a href="#">B9.0</a> <a href="#">B9.1</a> <a href="#">B9.2</a> <a href="#">B9.3</a> <a href="#">B9.4</a> <a href="#">B9.5</a> <a href="#">B9.6</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a> <a href="#">9-10</a>	

<ul style="list-style-type: none"> <li>e. Describe the several possible causes of altered mental status exhibited by patients and describe the signs, symptoms, and health risks associated with abuse of substances, including stimulants, depressants, narcotics, volatile chemicals, and hallucinogens.</li> <li>f. Describe the signs and symptoms of ingested, inhaled, injected, or absorbed poisons, and patient assessment and care in a medical emergency.</li> <li>g. Discuss medical and traumatic conditions that can cause unusual or violent behavior in patients and discuss techniques for handling and transporting patients safely and effectively.</li> <li>h. Recognize the signs, symptoms, and medical history consistent with other causes of altered mental status, including seizures, stroke, dizziness, and syncope.</li> <li>i. Describe the common signs and symptoms of abdominal conditions, including appendicitis, peritonitis, cholecystitis, pancreatitis, ulcer, abdominal aortic aneurysm, hernia, and renal colic.</li> <li>j. Discuss the nature and causes of behavioral and psychiatric emergencies, including suicide, and discuss the assessment process and care for a patient in an emergency medical situation.</li> <li>k. Describe origins and characteristics of visceral, parietal, and tearing pain exhibited by patients in a medical emergency situation.</li> <li>l. Explain the causes, assessment, and care of medical emergencies such as diabetes, allergic reactions, stroke, and cardiac arrest.</li> <li>m. Discuss aspects of acute coronary syndrome (ACS), the conditions that may lead to a cardiac emergency, the chain of survival, and the management of a cardiac arrest patient.</li> <li>n. Demonstrate the proper technique for continuous positive airway pressure (CPAP) to relieve difficulty breathing, proper cardiopulmonary resuscitation (CPR) techniques for infants, children, and adults and the proper use of medical devices, such as an automated external defibrillator (AED).</li> </ul>				<a href="#">11-12.4</a>	
<b>11. Trauma</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post-resuscitation management.</b></li> <li>b. <b>Demonstrate knowledge of the physiologic, anatomic, and mechanism of injury criteria for determining patient severity in regard to trauma triage and transport decisions.</b></li> <li>c. Describe the characteristics of arterial, venous, and capillary bleeding, the evaluation of severity, and the control of external bleeding.</li> <li>d. Describe the characteristics of open and closed wounds and discuss the proper care of each type.</li> <li>e. Describe specific chest injuries, including flail chest, open chest wounds, pneumothorax, tension pneumothorax, hemothorax, hemopneumothorax, traumatic asphyxia, cardiac tamponade, aortic injury, and commotion. Describe the assessment and management for each of these specific injuries.</li> </ul>	<a href="#">B9.0</a> <a href="#">B9.1</a> <a href="#">B9.3</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>	

<ul style="list-style-type: none"> <li>f. Describe the four types of musculoskeletal injury (fracture, dislocation, sprain, and strain), and define open and closed extremity injuries.</li> <li>g. Identify the bones, muscles, and other elements of the musculoskeletal system, and explain the general guidelines for emergency care of musculoskeletal injuries.</li> <li>h. Understanding the anatomy of the nervous system, head, and spine. Describe spine injuries and discuss the assessment and emergency care for spinal injuries and NSAIDS.</li> <li>i. Explain the assessment and care guidelines for medical emergencies stemming from environmental factors such as hypothermia, heat exposure, insect bites and stings, and water-related injuries and accidents.</li> <li>j. Describe specific treatment for abrasions and lacerations, puncture wounds, impaled objects, avulsions, amputations, and genital injuries.</li> <li>k. Describe the components and functions of the nervous system and the anatomy of the head and spine and the general assessment and management of skull fractures and brain injuries, including immobilization and transport techniques.</li> <li>l. Describe how to determine the severity of the trauma patient’s condition, priority for transport, and appropriate transport destination. Explain how to calculate a trauma score.</li> </ul>					
<p><b>12. Emergencies for Patients with Special Challenges</b></p>	<p><b>CTE - PS</b></p>	<p><b>CRP</b></p>	<p><b>CTE - AS</b></p>	<p><b>CCSS</b></p>	<p><b>ISTE</b></p>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.</b></li> <li>b. <b>Demonstrate a fundamental knowledge of human growth, development, and aging and the implication to assessment findings when providing basic emergency care and transportation for a patient with special needs.</b></li> <li>c. Describe the anatomy and physiology of the female reproductive system, the physiology of pregnancy, and the special care required for complications of delivery.</li> <li>d. Describe the anatomical and physiological characteristics of infants and children compared to adults and the implications of each assessment and care of the pediatric patient. Discuss the psychological, developmental, and personality characteristics of children.</li> <li>e. Discuss psychosocial concerns of older patients, including the fear and loss of independence and the adaptations that may be required when communicating with and assessing older patients. Discuss advanced medical devices may rely upon.</li> <li>f. Describe special challenges with patients in a medical emergency who may have various physical and mental disabilities, a terminal illness, obesity, homelessness/poverty, and autism.</li> <li>g. Explain why young children, older patients, and patients with special challenges are often especially vulnerable to abuse and neglect and what the EMT’s obligations are in such situations.</li> </ul>	<p><a href="#">B3.4</a> <a href="#">B3.5</a> <a href="#">B9.0</a> <a href="#">B9.1</a> <a href="#">B9.3</a> <a href="#">B9.8</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">11</a> <a href="#">12</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a></p>	

13. Vehicular Accidents and Terrorism Events	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate knowledge of operational roles and responsibilities of emergency medical personnel to ensure patient, public and personal safety.</b></p> <p>b. <b>Demonstrate understanding about the importance of the First Responder Awareness, Incident Command System, chain of command, logistics, and communication protocols necessary for complex emergency situations and events.</b></p> <p>c. <b>Demonstrate knowledge of basic Tactical Casualty Care and Evacuation.</b></p> <p>d. Describe the types of equipment required to be carried by EMS response units.</p> <p>e. Discuss the principles of safe ambulance operation while responding to the emergency scene.</p> <p>f. Describe the responsibilities of the EMT personnel in a variety of emergency situations including, hazardous materials incidents, vehicular accidents, or terrorist events.</p> <p>g. Demonstrate knowledge of team command, control, and communication.</p> <p>h. Demonstrate knowledge of tactical and rescue operations.</p> <p>i. Demonstrate appropriate casualty care at your scope of practice and certification.</p> <p>j. Demonstrate knowledge of the components of the individual First Aid Kit (IFAK) and/or medical kit.</p> <p>k. Describe the principals and considerations of primary triage, secondary triage, and the START triage system.</p> <p>l. Describe actions taken at a rescue scene by those trained to do so regarding control of vehicle fires, stabilizing a vehicle, and gaining access to patients.</p> <p>m. Discuss how chemical and biological agents can be disseminated and weaponized.</p>	<p><a href="#">B2.0</a></p> <p><a href="#">B2.1</a></p> <p><a href="#">B2.2</a></p> <p><a href="#">B2.3</a></p> <p><a href="#">B2.4</a></p> <p><a href="#">B2.5</a></p> <p><a href="#">B3.8</a></p> <p><a href="#">B4.2</a></p> <p><a href="#">B7.0</a></p> <p><a href="#">B7.1</a></p> <p><a href="#">B9.11</a></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>6</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>6</u></p> <p><u>11</u></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p> <p><a href="#">RSTS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.4</a></p>	

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow, or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### Public Services

#### **B. Emergency Response Pathway**

- B2.0 *Understand the processes by which emergency management organizations and emergency managers exert command and control over an emergency response and recovery operation.*
- B2.1 *Describe the mechanisms by which emergency management stakeholder agencies and resources are coordinated for mutual aid.*
- B2.2 *Understand the importance of an organized Command and Control System to provide for interoperability, efficiency, and effectiveness.*
- B2.3 *Understand the core set of basic concepts, principles, terminology, and technologies of emergency response management.*
- B2.4 *Recognize multiagency coordination; unified command, training, identification, and management of resources; qualification and certification; and the collection, tracking, evaluation, and dissemination of information.*
- B2.5 *Describe the principles and responsibilities of the Incident Command System (ICS) and the National Incident Management System (NIMS).*
- B3.3 *Employ active listening, concise reporting, and familiarity with emergency response communication equipment to interact efficiently and effectively.*
- B3.4 *Describe emergency response techniques and methods of active listening to obtain and clarify information in oral communications.*
- B3.5 *Demonstrate a variety of appropriate and effective methods of communicating with the public, including techniques such as professional demeanor, active listening, empathy, projecting a confident tone of voice, paraphrasing, and the proper use of nonverbal body language.*
- B3.6 *Adhere to Health Insurance Portability and Accountability Act (HIPAA) regulations and agency guidelines regarding public and media communications.*
- B3.7 *Use appropriate terminology in clear, concise, and legible report entries when preparing and submitting required reports.*
- B3.8 *Use and maintain a variety of communication equipment, understanding the importance of using current and up-to-date technology and communication equipment.*
- B3.9 *Practice verbal and nonverbal emergency terminology and communication techniques to be used when interacting with emergency response personnel in a variety of emergency situations.*
- B3.10 *Gather information and ideas from primary and secondary sources accurately and coherently.*
- B4.2 *Know and use the appropriate personal protective equipment (PPE) required for emergency services duties.*
- B4.3 *Know how to establish situational awareness, identify hazards, and assess personal, team, or environmental risks.*
- B7.0 *Research and define what is considered to be hazardous materials incidents and threats.*
- B7.1 *Describe commonly encountered hazardous materials.*
- B8.7 *Apply principles of proper body mechanics, including ergonomics, equipment uses, and techniques to prevent personal injury.*
- B9.0 *Demonstrate the immediate basic life support and interim medical care for a sick, injured, or compromised person until advanced medical care is provided or transport is initiated.*
- B9.1 *Understand and use medical terminology and related knowledge of anatomy, physiology, diseases, diagnoses, pharmacology, therapeutics, and common abbreviations necessary for emergency medical services.*
- B9.2 *Know the common acronyms used in fire and emergency services.*
- B9.3 *Perform technical skill and equipment use required for emergency response occupations—for example, airway, oxygen, and ventilation procedures; suction; bleeding control; shock management; cardiac arrest management; immobilization techniques; traction; splinting; transport; defibrillation; and wound management.*
- B9.4 *Follow instructions for immediate care procedure as transmitted by an emergency medical dispatcher during transport.*

- B9.5 Demonstrate administration of a limited number of drugs appropriate to the scope of practice.*
- B9.6 Manage an incident scene as the first responder, using emergency response skills appropriate to training and certification.*
- B9.7 Execute protocols in emergency management response when working with an on-scene accident.*
- B9.8 Demonstrate the ability to assess the nature and extent of an illness or injury to establish and prioritize medical response.*
- B9.9 Communicate with treatment-center staff to arrange reception of victims and to get instructions for further treatment.*
- B9.10 Demonstrate the ability to receive and provide patient-care information to other medical providers.*
- B9.11 Describe the function of emergency vehicles, use of medical and communication equipment, and the necessity of maintaining inventory as required for emergency services practices and procedures.*

## ISTE Standards for Students

**1. Empowered Learner-** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*