

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Protective Services CTE

### Level 3

**Course Description:**

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

**Initial Creation Date (if applicable) and Revision Dates:**

September 2025

Wallenpaupack Area School District Curriculum	
<b>COURSE: Protective Services Level 3 Fire</b>	<b>GRADE/S:12</b>
<b>UNIT 8: Loss Control</b>	<b>TIMEFRAME: 5</b>

**PA COMMON CORE/NATIONAL STANDARDS:**  
 If loss control at a fire scene is not properly conducted there is a danger of rekindles, lost evidence, and greater damage to the structure than was caused by the initial incident. Loss control consists of, but is not limited to, salvage and overhaul, as well as preserving and protecting evidence that may be used by investigative personnel to determine the origin and cause of the fire.

**UNIT OBJECTIVES (SWBATS):**  
 The student will be able to:  
 -Explain the philosophy of loss control  
 -Discuss overhaul operations  
 -Discuss locating hidden fires  
 -Explain safe debris removal  
 -Explain the firefighter’s responsibility in preserving evidence  
 -Discuss the proper procedure for restoring a fire scene prior to returning it to the occupant

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**  
 Demonstrate the following activities: provide the students with practice time, and then assess the student performance with the included checklists.  
 -Roll a Salvage Cover for a One-Firefighter Spread  
 -Spread a Rolled Salvage Cover One-Firefighter Method

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**  
 -Loss Control Quiz and Key  
 -Roll a Salvage Cover for a One-Firefighter Spread Checklist  
 -Spread a Rolled Salvage Cover One-Firefighter Method Checklist  
 -Discussion Rubric

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**  
 For enrichment, students will participate in skills development and practice related to loss control

**RESOURCES (Technology Based Resources, Text Resources, etc.):**  
 -Salvage covers  
 -Runners  
 -Tarps

**KEY VOCABULARY:**  
 Customer Service – the quality of an organization’s relationship with individuals, both internal and external, who have contact with the organization  
  
 Loss Control – the practice of minimizing damage and providing customer service through effective mitigation and recovery efforts before, during, and after an incident  
  
 Loss Control Risk Analysis – the process in which specific potential risks are identified and evaluated; the goal is to develop strategies to minimize the impact of these risks

**Wallenpaupack Area School District  
Planned Course Curriculum Guide**

# Protective Services CTE

## Level 3

### Course Description:

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

### Initial Creation Date (if applicable) and Revision Dates:

Wallenpaupack Area School District Curriculum	
<b>COURSE:</b> Protective Services Level 3 Fire	<b>GRADE/S:</b> 12
<b>UNIT 2:</b> SCBA	<b>TIMEFRAME:</b> 20 days

### PA COMMON CORE/NATIONAL STANDARDS:

Firefighters work in smoky, toxic atmospheres that can be detrimental to their health. The Self-Contained Breathing Apparatus (SCBA) allows firefighters to perform their duties in these environments, but they must understand SCBA's limitations, know its operational rules and requirements, and calculate its air supply continually during use.

### UNIT OBJECTIVES (SWBATS):

The students will be able to:

- Identify the firefighters' physical requirements for wearing a self-contained breathing apparatus
- Describe and demonstrate how to calculate the air supply duration in the cylinder
- Describe the uses and limitations of the SCBA
- Demonstrate the replacement of an extended cylinder on a self-contained breathing apparatus assembly with a full cylinder
- Document routine maintenance for the SCBA

### INSTRUCTIONAL STRATEGIES/ACTIVITIES:

SCBA Inspection Procedure – Have the students conduct an SCBA inspection. During the inspection, have the students touch each component and state its name and condition.

Cylinder Replacement – Have the students demonstrate replacing a SCBA cylinder using the one- and two-person methods. Use the SCBA Cylinder Replacement–One-Person Method Checklist and the SCBA Cylinder Replacement–Two-Person Method Checklist to guide the activity

### ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

SCBA Air Management and Safety Quiz and Key  
SCBA Inspection Procedure Checklist

SCBA Cylinder Replacement–One-Person Method Checklist  
SCBA Cylinder Replacement–Two-Person Method Checklist  
Discussion Rubric  
Individual Work Rubric  
Presentation Rubric

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

For enrichment, students will create a technical demonstration about either an SCBA inspection or an SCBA operational check.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

SCBA Air Management and Safety Quiz and Key  
SCBA Inspection Procedure Checklist  
SCBA Cylinder Replacement–One-Person Method Checklist  
SCBA Cylinder Replacement–Two-Person Method Checklist  
Computer  
Personal Protective Equipment (PPE)  
SCBA

## Wallenpaupack Area School District Planned Course Curriculum Guide

**Protective Services CTE**

**Level 3**

**Course Description:**

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

**Initial Creation Date (if applicable) and Revision Dates:**

Wallenpaupack Area School District Curriculum	
<b>COURSE:</b> Protective Services Level 3 Fire	<b>GRADE/S:</b> 12
<b>UNIT 7:</b> Hose	<b>TIMEFRAME:</b> 20 days

**PA COMMON CORE/NATIONAL STANDARDS:**

It is necessary for firefighters to understand the safe operation and use of fire service hoses. To fight fire effectively, it is mandatory that they understand what type of hose to use, when and how to deploy hose lines, and how to effectively use a hose at a fire scene. Since they are designed to move water to the fire scene, failing to learn the capabilities and limitations of fire hoses could have severe consequences.

**UNIT OBJECTIVES (SWBATS):**

The student will be able to:

- Describe hose types and their construction
- Describe the differences between an attack hose and a supply hose
- Practice the methods of attaching couplings to a fire hose
- Identify the NFPA requirements for fire service hoses on pumping apparatus

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Tactile learning skills: Model one of the methods below for the students. Then have the students practice and demonstrate it. Repeat the process for the other methods. Use the appropriate checklists for additional instructions and assessment.

- a) Foot-Tilt Method Checklist
- b) Knee-Press Method Checklist
- c) Two Firefighter Method Checklist

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Fire Hose Quiz and Key
- Foot-Tilt Method Checklist
- Knee-Press Method Checklist
- Two Firefighter Method Checklist
- Discussion Rubric
- Presentation Rubric

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Have students research the classification of fire service hoses by use and construction. After researching the types, have them select one to present to the class. The presentation should include a visual aid (hand-made poster or computer-based presentation).

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

Essentials of Firefighting (7th Edition), International Fire Service Training Association (IFSTA).

Pumper Truck

Various Hoses 1 3/4, 2 1/2, 3 1/2, 5 inch

**KEY VOCABULARY:**

**Key Terms:**

## Wallenpaupack Area School District Planned Course Curriculum Guide

### Protective Services CTE

### Level 3

**Course Description:**

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and

knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

**Initial Creation Date (if applicable) and Revision Dates:**

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> Protective Services Level 3 Fire	<b>GRADE/S:</b> 12
<b>UNIT :</b> Emergency Scene Safety	<b>TIMEFRAME:</b> 10 days

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b>          understanding that firefighting is inherently dangerous, it is important to recognize the hazards present at all emergency scenes. Emergency scene and operational environment safety can be made by possible by understanding and following departmental Standard Operating Procedures (SOPs), knowing your equipment, and utilizing personnel correctly. Being prepared for the worst while not taking anything for granted is wise for firefighters.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b>          The student will be able to:          Identify structure fire and roadway emergency scene potential hazards          Describe solutions to mitigate potential hazards          Describe procedures for safe operations at emergency scenes</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b>          -Have students identify and list potential roadway and emergency scene hazards. Then have them describe procedures and solutions to mitigate those hazards for fire service safe operations at emergencies.           -Have students write a scenario about a structure fire incident and then have them trade scenarios (alternative: The instructor may want to create a scenario instead). Each student will have five minutes to explain and demonstrate the elements of a Personnel Accountability System used by the local jurisdiction. Use the Recognizing the Elements of a SCBA Tag System Checklist for assessment.</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b>          Emergency Scene Safety Quiz and Key          Recognizing the Elements of a SCBA Tag System Checklist</p>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b>          Students will participate in situational awareness exercises and classroom discussion and training exercises</p>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b>          Status board          Personnel Accountability Tags          Ifsta Essentials of Firefighting 7<sup>th</sup> Edition</p>
<p><b>KEY VOCABULARY:</b>  <b>Key Terms:</b></p>

# Wallenpaupack Area School District Planned Course Curriculum Guide

<b>Protective Services CTE</b>
--------------------------------

<b>Level 3</b>
----------------

**Course Description:**

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

**Initial Creation Date (if applicable) and Revision Dates:**

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> Protective Services Level 3 Fire	<b>GRADE/S:</b> 12
<b>UNIT 6:</b> Ladders	<b>TIMEFRAME:</b> 20 days

**PA COMMON CORE/NATIONAL STANDARDS:**

It is necessary for firefighters to understand the design, characteristics and uses of fire service ground ladders. Ladders can be used for rescue purposes as well as for firefighting. They provide access to elevated locations and are often the only means of escape from life-threatening situations.

**UNIT OBJECTIVES (SWBATS):**

The student will be able to:

- Identify the parts of a ladder
- Identify different ladder types and their uses
- Explain ladder inspection and maintenance procedures
- Demonstrate the proper handling of ground ladders
- Demonstrate the proper raising and positioning of ground ladders
- Demonstrate proper climbing techniques in various fire service related circumstances

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Provide a ladder, for demonstration purposes, to complete the following activities:

- Review all parts of a ladder using the Ladder Components Worksheets
- Demonstrate the following skills and have the students use skills sheets for practice:
  - Tying a halyard
  - One firefighter low-shoulder carry
  - Heeling a ladder from the outside and underneath
  - Raise and lower a ladder
  - Deploy a roof ladder
  - Assist a conscious victim down the ladder

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Fire Service Ladders Quiz and Key
- Assist a Conscious Victim Method Checklist
- Deploy a Roof Ladder One Firefighter Method Checklist
- Heeling the Ladder from the Outside Checklist
- Heeling the Ladder from Underneath Checklist
- One Firefighter Low-Shoulder Carry Checklist
- Raise and Lower a Ladder One Firefighter Method Checklist
- Tie a Halyard Checklist
- Discussion Rubric

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Students will practice additional ladder methods.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

Fire Service Ladder Components Worksheet 1a  
Fire Service Ladder Components Worksheet 1b  
14-foot straight wall ladder or roof ladder  
24-foot extension ladder  
Ifsta Essentials of Firefighting 7<sup>th</sup> Edition

# Wallenpaupack Area School District Planned Course Curriculum Guide

<b>Protective Services CTE</b>
--------------------------------

<b>Level 3</b>
----------------

**Course Description:**

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

**Initial Creation Date (if applicable) and Revision Dates:**

Wallenpaupack Area School District Curriculum	
<b>COURSE:</b> Protective Services Level 3 Fire	<b>GRADE/S:</b> 12
<b>UNIT 3:</b> Rescue	<b>TIMEFRAME:</b> 15 days

**PA COMMON CORE/NATIONAL STANDARDS:**

It is critical that firefighters understand the proper use and importance of rescue devices within the fire service. Firefighting is an inherently dangerous job, but understanding how to properly don rescue apparel, use rescue tools, maintain rescue equipment, and utilize personnel accountability systems can reduce these dangers. Firefighters who understand these precautions may reduce the risks to their own safety while improving their ability to rescue fellow fighters and others.

**UNIT OBJECTIVES (SWBATS):**

The students will be able to:

1. Explain the proper operation of fire service safety devices.
2. Demonstrate the proper testing of fire service safety devices.
3. Describe the elements of a personnel accountability system and the application of the system at an incident
4. Demonstrate techniques for action when trapped or disoriented in a fire situation or in a hostile environment
5. Safely demonstrate ten types of tools used for forcible entry, rescue, and ventilation
6. Identify potential hazards of structural fires and roadway emergency scenes
7. Describe procedures for safe operation at emergency scenes

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

1. Rescue Equipment Identification. Have students identify various rescue equipment using the Rescue Equipment Worksheet.
2. Primary Search/Rescue Practice Drill. Have students complete the Primary Search/Rescue Practice Drill. Use the Primary Search/Rescue Practice Drill handout as a guide.

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Rescue Quiz  
Rescue Equipment Worksheet

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

For enrichment, have students research the following then write a four-paragraph paper summarizing their research (one paragraph each):

Give a brief synopsis of a line-of-duty death  
State the cause of the death  
Clarify if NFPA standards/rules violations led to the death or injury  
Describe what can be done in the future to ensure that the same tragedy does not happen again

By looking at past injuries and line-of-duty deaths, it is possible for future firefighters to make changes to their own actions/responses so that the same mistake does not happen twice.)

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

- Rescue Equipment Worksheet and Key

- Rescue Facts Worksheet and Key
- Primary Search/Rescue Practice Drill handout
- Paper and writing utensil
- Full Complement of Personal Protective Equipment (PPE)
- Two Rescue Ropes
- SCBAs
- Radios
- Mask black out material (wax paper is recommended)
- Facility capable of housing a rescue drill

**KEY VOCABULARY:**

**Key Terms:**

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Protective Services CTE

### Level 3

**Course Description:**

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

**Initial Creation Date (if applicable) and Revision Dates:**

Wallenpaupack Area School District Curriculum	
<b>COURSE:</b> Protective Services Level 3 Fire	<b>GRADE/S:</b> 12
<b>UNIT 1:</b> Chemistry and Physics of Fire	<b>TIMEFRAME:</b> 5 days

**PA COMMON CORE/NATIONAL STANDARDS:**

Firefighters need an understanding of fire and its behavior. They need to understand and anticipate fire conditions that may change rapidly as well as affecting tactics and strategies used to mitigate emergencies caused by fire.

**UNIT OBJECTIVES (SWBATS):**

The student will be able to:

1. Describe the stages of fire
2. Explain the process of combustion
3. Identify the methods of heat transfer
4. Differentiate the physical states of matter in which fuels are commonly found

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Students demonstrate how the fire triangle is directly related to non-flaming/smoldering fires, and how the 4th component of the fire tetrahedron (chemical chain reaction) is directly related to extinguishing fires in a flaming mode. This may be done in an extinguisher demonstration controlled and monitored by the local fire department, using appropriate extinguishers to extinguish a smoldering fire and a flaming fire.

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Chemistry of Fire Quiz and Key  
Discussion Rubric  
Summary Rubric

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Students compare and contrast the similarities and differences between a fire triangle and a fire tetrahedron, then write a summary. This may also be done by building two- and three-dimensional models to show the different components.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

Chemistry and Physics of Fire Quiz and Key  
Computer/projector  
Internet access  
College and career planning guides (career cruising)  
Firefighter professional journals and magazines

**KEY VOCABULARY:**

**Key Terms:**

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Protective Services CTE

### Level 3

#### Course Description:

Firefighting CTE course provides hands-on training and classroom instruction for students interested in a career in public safety, focusing on topics like fire behavior, safety, equipment use, rescue techniques, and emergency medical procedures. These programs prepare students for entry-level roles by developing essential skills and knowledge for the fire service, often including elements of physical fitness, HAZMAT response, and hazardous materials handling.

#### Initial Creation Date (if applicable) and Revision Dates:

Wallenpaupack Area School District Curriculum	
<b>COURSE:</b> Protective Services Level 3 Fire	<b>GRADE/S:</b> 12
<b>UNIT 2:</b> Hazardous Material	<b>TIMEFRAME:</b> 20 days

#### PA COMMON CORE/NATIONAL STANDARDS:

A firefighter's ability to recognize an incident involving hazardous materials (hazmat) or weapons of mass destruction (WMD) is critical. Firefighters must know how to identify the presence of hazmat and WMD, and know what their role is within the response plan.

#### UNIT OBJECTIVES (SWBATS):

The students will be able to:

1. Understand introductory knowledge hazmat operations

2. Identify Department of Transportation (DOT) hazmat placards
3. Analyze hazmat incident scenarios
4. Describe effective approaches of first responders to hazmat incident scenarios

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Discuss as a class how a firefighter might be exposed to hazardous materials. Help the students create a list of unusual situations when firefighters might encounter hazardous materials. Ask the students to discuss the personal protective equipment (PPE) that reduces exposure risk (e.g. SCBA, latex gloves, face mask, etc.). Have the students hypothesize about additional precautions for severe hazardous materials incidents. Use the Discussion Rubric for assessment.

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Hazardous Materials Exam and Key  
Hazardous Materials Key Terms Quiz and Key  
Hazardous Materials Short Answers and Scenarios Activity  
Hazardous Materials Department of Transportation (DOT) Placard Worksheet and Key

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Incident Response – Have students write a hypothetical scenario and response to a hazardous material incident specific to the area.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

IFSTA Hazardous Materials for First Responders 6<sup>th</sup> Edition

**KEY VOCABULARY:**

**Key Terms:**