



# Regional Occupational Program

## CERT Basic Training 2026-2027

### COURSE DESCRIPTION

The purpose of Community Emergency Response Team (CERT) Basic Training is to provide students with foundational skills to prepare for hazards that may affect their community and to support immediate community needs after a disaster when professional emergency services may not be immediately available. Through CERT Basic Training, students learn basic disaster response skills such as disaster preparedness, team organization, disaster medical operations, fire safety, utility controls, light search and rescue, disaster psychology, terrorism awareness, and disaster simulation. The course emphasizes personal safety, teamwork, communication, and assisting others within the scope of CERT training and local emergency response protocols.

This course is aligned to the Federal Emergency Management Agency (FEMA) Community Emergency Response Team (CERT) Basic Training curriculum. Any LEA or school site that offers this course and issues CERT course-completion documentation should ensure that instruction is delivered by a qualified instructor who has completed CERT Basic Training and appropriate CERT Train-the-Trainer preparation, or who is otherwise authorized by the local CERT sponsoring agency or program manager. Course delivery should follow current FEMA CERT materials, local CERT program guidance, and applicable district/site safety procedures.

#### Course Information

Course Length: 120 Hours  
 Prerequisite: None  
 Course Level: Introductory  
 UC: No  
 Articulated: No  
 Industry Cert.: CPR, First Aid, CERT Basic Training Completion\*  
 Industry Sector: Public Services  
 Pathway: Emergency Response  
 CALPADS:

#### O\*Net SOC Codes

53-3011 Ambulance Drivers and Attendants,  
 Except Emergency Medical Technicians  
 43-5032 Dispatchers, Other

#### 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 25/26 Public Services Advisory  
[Advisory Minutes](#)*

\*If issued through an approved provider or authorized CERT program

## CERT Basic Training

### 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, transferable 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> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <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>9</u> <u>10</u> <u>11</u>	<u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</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>	<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>11-12.6</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> </ul>		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <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>		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
<b>5. Personal Growth and Career Planning</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 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>		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
<b>6. Workplace Safety and Personal Wellness</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 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> </ul>		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

n. Demonstrate cyber ethics, cyber safety, and cybersecurity.					
o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					

<b>CERT Units of Instruction</b>					
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<b>7. Disaster Preparedness</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>Describe the community’s roles and responsibilities in disaster preparedness planning.</b></li> <li>b. <b>Identify a variety of hazards and discuss their potential impacts.</b></li> <li>c. Explain the purpose of a disaster and escape plans for the home and workplace.</li> <li>d. List and describe the components of a family disaster plan.</li> <li>e. Describe what mitigation measures are and how they help reduce the impact of hazards.</li> <li>f. List five ways in which a CERT responds to a disaster.</li> <li>g. List and describe the personal protective equipment (PPE) recommended for CERT activities.</li> <li>h. Identify and research additional training opportunities for CERT volunteers.</li> <li>i. Explain the purpose of the Volunteer Protection Act of 1997.</li> </ul>	<a href="#">B6.4</a> <a href="#">B7.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</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>	
<b>8. CERT Organization</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>Describe CERT organizational principles.</b></li> <li>b. <b>Explain how to organize and assign CERT resources within the scope of CERT training and local protocols.</b></li> <li>c. Describe methods of gathering information at a disaster or emergency scene.</li> <li>d. Discuss the importance of size-up and ongoing assessment when evaluating a disaster or emergency scene.</li> <li>e. List and describe strategies to protect your own safety during search and rescue.</li> <li>f. Explain the purpose of the buddy system in search and rescue efforts.</li> <li>g. Demonstrate documentation strategies used to monitor the situation and the status of resources.</li> </ul>	<a href="#">B1.5</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</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>9. Disaster Medical Operations</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>Describe how to control bleeding, maintain body temperature, open an airway, and provide comfort to patients within the scope of CERT training.</b></li> <li>b. <b>Apply basic first aid care for common disaster-related injuries within the scope of CERT training.</b></li> <li>c. Discuss the role of CERT in assisting professional responders during mass casualty incidents, when directed and within local protocols.</li> <li>d. Describe the major functions of disaster medical operations.</li> <li>e. List and describe types of medical treatment areas.</li> </ul>	<a href="#">B8.7</a> <a href="#">B9.3</a> <a href="#">B9.8</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>9</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>9</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. Perform a head-to-toe assessment to identify injuries and prioritize care within the scope of CERT training.</li> <li>g. Discuss the importance of hygiene and sanitation in disaster situations.</li> </ul>				<a href="#">SLS</a> <a href="#">11-12.1d</a> <a href="#">11-12.1b</a>	
<b>10. Disaster Psychology</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Discuss the psychological impact of a disaster on rescuers and survivors.</li> <li>b. List and discuss the components of psychological first aid.</li> <li>c. Explain strategies CERT members use for self-care before, during, and after a disaster.</li> <li>d. Describe methods used to support survivors' emotional responses after a disaster.</li> <li>e. Evaluate physical and psychological symptoms related to disaster stress.</li> </ul>	<a href="#">B6.5</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</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>11. Fire Safety and Utility Controls</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Explain how fire occurs.</li> <li>b. List and describe the classes of fire.</li> <li>c. Select the correct means to extinguish each type of fire.</li> <li>d. Evaluate small fire situations, assess available CERT resources, and determine whether to attempt extinguisher use or evacuate according to CERT training and safety protocols.</li> <li>e. Identify types of portable fire extinguishers and demonstrate how to operate them safely, as appropriate to the course setting and site safety procedures.</li> <li>f. Determine when and how to attempt to extinguish a small fire and when to evacuate and report the hazard.</li> <li>g. Identify potentially dangerous materials in storage, in transit, and in their home.</li> <li>h. Identify potential fire and utility hazards in the home and workplace.</li> <li>i. Discuss fire prevention strategies.</li> </ul>	<a href="#">B8.4</a> <a href="#">B8.5</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</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>	
<b>12. Light Search and Rescue Operations</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Assess a situation in which CERT search and rescue teams may operate, including hazards, safety concerns, and responder limitations.</li> <li>b. Describe and practice safe interior and exterior search procedures within the scope of CERT training and instructor-approved simulations.</li> <li>c. Explain how to systematically search for disaster survivors.</li> <li>d. Demonstrate safe techniques for lifting, leveraging, cribbing, and survivor removal.</li> </ul>	<a href="#">B4.4</a> <a href="#">B8.7</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</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> <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a>	

				<a href="#">11-12.1d</a> <a href="#">11-12.1b</a>	
<b>13. Terrorism and CERT</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p>a. <b>Define terrorism.</b></p> <p>b. <b>Describe general goals and tactics associated with terrorism and discuss how awareness supports preparedness and reporting.</b></p> <p>c. Explain general personal safety actions to take when an active assailant or active shooter is in the vicinity, in accordance with school, local, and emergency management guidance.</p> <p>d. Identify indicators of suspicious activity and explain how to report concerns through appropriate school, local, or public safety channels.</p> <p>e. Discuss steps to be prepared at home, work, and in the neighborhood for potential terrorist threats.</p> <p>f. Identify basic safety guidelines during a hazardous materials or CBRNE event, including evacuation, isolation, avoiding exposure, and reporting through appropriate channels.</p>	<a href="#">B9.7</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">8</a> <a href="#">9</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="#">9</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> <a href="#">11-12.1b</a>	
<b>14. Disaster Simulation</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p><b>Station 1</b></p> <p>a. Determine the extent of damage;</p> <p>b. Establish team priorities;</p> <p>c. Determine the resources needed; and</p> <p>d. Identify potential hazards.</p> <p><b>Station 2</b></p> <p>a. Evaluate a fire situation.</p> <p>b. Select the proper extinguisher for the situation.</p> <p>c. Extinguish a simulated or controlled small fire.</p> <p><b>Station 3</b></p> <p>a. Provide basic disaster medical care to simulated survivors using available supplies.</p> <p><b>Station 4</b></p> <p>a. Demonstrate leveraging and cribbing techniques to support simulated survivor extrication.</p>	<a href="#">B1.5</a> <a href="#">B4.4</a> <a href="#">B6.4</a> <a href="#">B6.5</a> <a href="#">B7.1</a> <a href="#">B8.4</a> <a href="#">B8.5</a> <a href="#">B8.7</a> <a href="#">B9.3</a> <a href="#">B9.7</a> <a href="#">B9.8</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">7</a> <a href="#">8</a> <a href="#">9</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">7</a> <a href="#">8</a> <a href="#">9</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="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.1b</a>	

## **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 Service Pathway**

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

- B1.5 Summarize the laws, regulations, and organizational protocols that define the guidelines governing selected emergency agencies and services.*
- B4.4 Understand and adhere to comprehensive and systematic risk management strategies to reduce injury and fatalities for self, team, and community.*
- B6.4 Prepare an emergency preparedness and response plan that includes the roles of emergency response personnel for a potential catastrophic event in the community.*
- B6.5 Recognize the importance and variety of recovery strategies to support individuals and communities impacted by a catastrophic event.*
- B7.1 Describe commonly encountered hazardous materials.*
- B8.4 Demonstrate the operation of fire protection equipment and systems.*
- B8.5 Demonstrate the skills necessary to perform fire suppression and basic rescue operations using firefighting techniques and rescue equipment.*
- B8.7 Apply principles of proper body mechanics, including ergonomics, equipment use, and techniques to prevent personal injury.*
- 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.*
- B9.7 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.*

## 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.*