Maryland CTE Programs of Study

Fire Fighter I (2025)

GENERAL REQUIREMENTS This course is recommended for students in Grades 9-10. 1

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INTRODUCTION 2

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Career Cluster is dedicated to preparing students for foundational careers in emergency medical services (EMS), firefighting, and public safety. This cluster emphasizes the essential skills needed to protect lives and property during emergencies. Professionals in this field operate across diverse settings, including municipal fire departments, EMS agencies, and disaster response teams. 2.B

C The Program of Study offers students foundational knowledge in firefighting emergency response, safety protocols, and basic medical skills. Students will gain hands-on experience through structured coursework and practical applications, enabling them to explore the essential functions of emergency services careers. 2.C

D Fire Fighter I introduces students to foundational topics such as the history of emergency services, ethical and legal responsibilities, and basic emergency medical responses. This course lays the groundwork for understanding the critical role of emergency services in community safety. 2.D

E Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, such as attending guest lectures, job shadowing, or site visits with local fire departments or EMS departments. 2.E

F Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland. 2.F

KNOWLEDGE AND SK

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A The student demonstrates the necessary skills for career development, naintenance of employability, and successful completion of course outcomes. The tudent is expected to: 3.A

1. Identify and demonstrate positive work behaviors that enhance employability, including punctuality, professional appearance, and adherence to safety protocols. 3.A.1
2. Exhibit effective communication and active listening skills when responding to emergency scenarios and working within a team. 3.A.2
3. Solve problems using critical thinking and decision-making skills, especially during time- sensitive emergency situations. 3.A.3
4. Demonstrate leadership and teamwork skills through group activities, drills, and role- playing exercises. 3.A.4
5. Demonstrate an understanding of ethical and legal responsibilities in emergency response professions. 3.A.5

B The student identifies various career pathways in emergency services. The student is expected to: 3.B

1. Design a career plan includes a clear pathway for advancement within emergency services, highlighting continuous education and specialization opportunities. 3.B.1
2. Develop a career plan that includes necessary education, certifications, job skills, and experience for roles in emergency services (e.g., Fire Fighter, EMT, or Paramedic). 3.B.2
3. Demonstrate effective interview skills for roles in emergency services, with a focus on entry- level positions. 3.B.3

C The student develops technology and digital literacy skills. The student is expected to: 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2
3. Demonstrate proficiency in using emerging and industry-standard technologies, including skills and applying creative techniques to create visually appealing products. 3.C.3
4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

D The student integrates core academic skills into practice. The student is expected to: 3.D

1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1
2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals. 3.D.2

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3 Apply scientific principles relevant to emergency services, including understanding human anatomy and physiology, principles of physics in rescue operations, and the chemistry of fire and hazardous materials. 3.D.3

4 Recognize the roles and responsibilities of government agencies, legal systems, and public policies that impact emergency services. This includes knowledge of laws, regulations, and ethical considerations that guide emergency response operations. 3.D.4

5 Utilize mathematical skills, including measurement, ratios, and data interpretation in emergency response scenarios. 3.D.5

E The student demonstrates knowledge and skills for ensuring safety in emergency scenarios. The student is expected to: 3.E

1 Understand and implement safety protocols to minimize risks during emergency operations. 3.E.1

2 Demonstrate knowledge of personal protective equipment (PPE) and its proper use in emergency situations. 3.E.2

3 Recognize the importance of mental and physical fitness in emergency services careers. safety. 3.E.3

F The student develops physical and mental resilience for emergency services careers. The student is expected to: 3.F

1 Understand strategies for managing stress and preventing burnout in high-stress environments. 3.F.1

2 Practice mindfulness and coping techniques to improve focus and emotional regulation during emergencies. 3.F.2