Maryland CTE Programs of Study

Fire Fighter III (2025)

GENERAL REQUIREMENTS This course is recommended for students in Grades 11-12. 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, firefighting, and public safety. This cluster emphasizes the skills needed to protect lives and property during emergencies. Professionals in this field work across diverse settings, including municipal fire departments, emergency medical services agencies, and disaster response teams. 2.B

C The Program of Study offers students foundational knowledge in emergency response, safety protocols, and basic medical and firefighting 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 III builds on the foundational knowledge of Emergency Services II, focusing on Fire Fighter I Certification and skills with competencies. Students will engage in advanced fire fighter assessment techniques, life support procedures, pharmacology, and emergency care practices for various medical and trauma situations. The course prepares students to sit for the Fire Fighter I Certification, they also can prepare for National Registry of Emergency Medical Technicians (NREMT) EMT certification exam. 2.D

E Students will participate in at least two Career-Connected Education and Work-Based Learning experiences, including department rotations, live training exercises, and supervised simulations. 2.E

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

Skip to main content

KNOWLEDGE AND SKILLS 4

A The student demonstrates advanced skills for an Emergency Medical Technician. The student is expected to: 4.A

1. Perform comprehensive patient assessments, including medical histories and physical examinations for patients of all ages. 4.A.1
2. Administer emergency medical care, such as airway management, ventilation, oxygen therapy, and bleeding control. 4.A.2
3. Understand and assist with the administration of medications, including understanding indications, contraindications, and side effects. 4.A.3
4. Manage cardiac emergencies, including the use of automated external defibrillators (AEDs) and assisting with advanced cardiac life support procedures. 4.A.4

B The student develops advanced rescue and emergency response skills. The student is expected to: 4.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in emergency services. 4.B.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 4.B.2
3. Demonstrate effective interview skills for roles in emergency services. 4.B.3

C The student develops technology and digital literacy skills. The student is expected to: 4.C

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

D The student integrates core academic skills into practice. The student is expected to: 4.D

1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 4.D.1
2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals. 4.D.2
3. Demonstrate mathematical understanding for calculating water flow rates, hose lengths, and resource allocation during fire suppression operations. 4.D.3
4. Apply scientific fire dynamics, material science, and heat transfer to understand fire behavior and implement effective suppression techniques. 4.D.4

Skip to main content

E **The student demonstrates knowledge of health and wellness in emergency services careers. The student is expected to:** 4.E

1. Understand the physical and mental demands of firefighting and develop strategies for self-care and injury prevention. 4.E.1
2. Participate in fitness training programs to maintain physical readiness for emergency response tasks. 4.E.2
3. Recognize signs of stress, burnout, and critical incident stress, and apply coping mechanisms or seek support when necessary. 4.E.3

F **The student participates in extended learning opportunities to enhance career readiness. The student is expected to:** 4.F

1. Engage in apprenticeships with local fire departments or emergency services organizations. 4.F.1
2. Engage in internships with local fire departments or emergency services organizations. 4.F.2
3. Collaborate with emergency services professionals to gain firsthand insights into industry practices. 4.F.3

G **The student prepares for a work-based learning experience by demonstrating professional skills. The student is expected to:** 4.G

1. Develop a professional resume, portfolio, or skills showcase highlighting competencies. 4.G.1
2. Review and prepare for the Fire Fighter I, Fire Fighter II certification exam, covering all required cognitive and psychomotor skills. 4.G.2
3. Practice interview skills and demonstrate knowledge of workplace expectations in settings. 4.G.3