

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 250198

Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

6/28/2025

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 5-27-2025

Name of Contract Initiator: Kelly Mosley

Telephone #: 9043364503

School/Dept Submitting Contract: CTE

Cost Center #

Vendor Name: Clay County Board of County Commissioners - Clay County Fire & Rescue

Contract Title: Agreement between The School Board of Clay County, Florida and Clay County

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract # 250078

Contract Term: 2025-2026 School Year

Renewal Option(s):

Contract Cost: CCDS already has the position allocated for the 2025-2026 School Year. \$68,604 in 4 installments

☒ BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

Funding Source: Budget Line #

Funding Source: Budget Line #

☐ NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

☐ INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

RECEIVED

By Elaine at 1:28 pm, May 28, 2025

☒ Completed Contract Review Form

☒ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☒ SIGNED Addendum A (if not an SBAO Template Contract) - When using the Addendum A, this Statement **MUST BE** included in the body of the Contract:

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

☒ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

☒ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

☒ Release and Hold Harmless (If Applicable)

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:

COMMENTS BELOW BY REVIEWING DEPARTMENT

Purchasing Department

REVIEWED

By Bertha Staefe at 8:56 am, Jun 06, 2025

By Bertha Staefe at 3:04 pm, May 28, 2025

FLDOE 6A-1.012 (11)(a) Professional Services FLDOE 6A-1.012 (11)(b) Educational Services

The Exhibit has links to Curriculum that were used in the last Contract 250078. I attached the documents from links but they have year 2024-2025. Do we need to replace the links in the exhibit with 2025-2026?

School Board Attorney

JPS
6/6/25

Approved

Review Date

Other Dept. as Necessary

Review Date

PENDING STATUS: ☐ YES ☐ NO

IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR

FINAL STATUS

**TENTATIVELY
APPROVED**

Pending Signatures

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4



Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

AGREEMENT
Between
The School Board of Clay County, Florida
And
Clay County

THIS AGREEMENT is made and entered into between the School Board of Clay County, Florida, for and on behalf of Orange Park High School (hereinafter referred to as "School Board"), and Clay County, a political subdivision of the State of Florida (hereinafter referred to as "County").

WITNESSETH:

WHEREAS, the School Board and the County recognize the benefits accruing to their citizens and students residing in Clay County by providing a fire and rescue educational program at Orange Park High School designed to broaden career opportunities for students through a program of education and training designed to prepare students for certification as a firefighter pursuant to Section 633.408, Florida Statutes; and

WHEREAS, the County through its Fire Rescue Department has the instructional personnel and equipment to conduct such an educational program and is willing to do so.

NOW THEREFORE, it is mutually agreed between the School Board and the County as follows:

1. The County will furnish one instructor to train students enrolled in the program for the 2025-2026 school year.

2. The County will assist the School Board to develop an appropriate curriculum as necessary to adequately prepare students for certification.

3. The School Board shall pay the County an estimated total amount of \$68,604.00, which is based on the salary and associated costs of a teacher with thirteen (13) years of experience. This amount includes a base salary of \$50,300.00, plus applicable costs for retirement, workers' compensation, Social Security, and estimated employee benefits. Payment shall be made in four equal installments, due and payable as follows:

<u>Installment</u>	<u>Amount</u>	<u>Due Date</u>
First	\$17,151.00	October 10, 2025
Second	\$17,151.00	December 19, 2025
Third	\$17,151.00	March 13, 2026
Fourth	\$17,151.00	June 1, 2026

4. This Agreement shall terminate upon conclusion of the 2025-2026 school year, unless renewed by mutual agreement of the County and School Board.

5. This Agreement shall not be modified or amended except in writing signed by both parties.

6. In accordance with the Jessica Lunsford Act, contractual personnel, and their officers, agents, and/or employees, who will have direct contact with students, who will be permitted access to school premises while students are present, or will have access to or control school funds, must first present themselves for fingerprinting at a location designed by the School Board and must pass Level 2 screening standards set forth in Section 435.04, Florida Statutes.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the dates indicated.

Executed this _____ day of _____, 2025.

THE SCHOOL BOARD OF CLAY COUNTY

By: _____
David Broskie, Superintendent

Executed this _____ day of _____, 2025.

CLAY COUNTY, a political subdivision of the State of
Florida

By: _ _ _ _ _
Howard Wanamaker
County Manager on behalf of the
Board of County Commissioners

EXHIBIT TO AGREEMENT
BETWEEN THE SCHOOL BOARD AND THE COUNTY
FOR A FIRE AND RESCUE EDUCATIONAL PROGRAM AT ORANGE PARK HIGH SCHOOL
PROVIDED BY CCFR INSTRUCTOR

There is a great need for this program at Orange Park High School and in our community as CCFR is building 5 new fire stations and anticipates numerous retirements in the next few years.

1. The agreed upon courses/programs curriculum and expectations shall be taught by the Instructor and include: [Introduction to Fire Fighting \(8918200\)](#), [Emergency Medical Responder \(8417170\)](#) and [Medical Skills and Services \(8400320\)](#). Students shall be registered for classes and ready to go at the beginning of each school year.
2. The Instructor shall work the same as the Orange Park High School instructional contract/calendar. The Instructor is required to be in the classroom every school day. The CCFR shall have 2-3 of their team members go through the same fingerprinting/background checks so there are substitutes available who have clearance if the need arises.
3. The Instructor will serve as the teacher. CCFR shall work with Human Resources on getting the Instructor a district-issued certificate. The Coordinator of Teacher Support at the School District shall ensure the instructor's training includes but not limited to new teachers and/or long-term substitutes overview, mandatory reporting, handling harassment or bullying, etc.
4. CCFR equipment and School Board equipment shall be used by the Instructor and the Students. The Instructor shall receive permission slips from parents at the beginning of each School year due to the abnormal equipment and its risk.
5. The instructor will secure Field Trip Permission forms from parents for any off-school activities and/or "ride-alongs" prior to the student(s) participating. The Field Trip Permission slips should be submitted to the front office for retention per Florida retention guidelines.
6. The Instructor shall sign in & out for attendance documentation through Raptor System. The Raptor System Attendance Report shall be submitted with the invoice when requesting payment.
7. The School District shall issue a Purchase Order and pay the County per the Government Prompt Payment Act after receipt of services & invoices. Invoices shall include the Raptor System Attendance Report.

Signature: _____

Email: howard.wanamaker@claycountygov.com

**Florida Department of Education
Curriculum Framework**

Program Title: Introduction to Fire Fighting
Program Type: Career Preparatory
Career Cluster: Law, Public Safety & Security

Secondary – Career Preparatory

Program Number	8918200
CIP Number	0743020301
Grade Level	9-12
Program Length	3 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA, FPSA
SOC Codes (all applicable)	33-2011 -- Firefighters
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The introduction to firefighting program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency, medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of three (3) credits.

This program is a planned sequence of instruction consisting of three courses that will provide a foundation in Fire Science for additional postsecondary instruction.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8918210	Fire Fighting 1	FIRE FIGHT 7G	1 credit	33-2011	2	CT
8918220	Fire Fighting 2		1 credit	33-2011	2	CT
8918230	Fire Fighting 3		1 credit	33-2011	3	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Regulated Programs

Pursuant to 633.128, Florida Statutes (F.S.), the Department of Financial Service, Division of State Fire Marshal, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code (F.A.C). **(NOTE: The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) as IAW statutory or F.A.C. rule changes.)**

The Bureau of Fire Standards and Training (BFST) is responsible for establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

The BFST approved curricula is available at: <https://www.myfloridacfo.com/division/sfm/bfst/standards/fire-certifications/certification---florida-firefighter>.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards-

After successfully completing this program, the student will be able to perform the following:

Fire Fighting 1

- 01.0 Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service.
- 02.0 Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries.
- 03.0 Discuss external and internal communications in the fire service and display the correct communication skills during emergency and nonemergency calls.
- 04.0 Explain how common building materials and construction methods are impacted by fire and explain how construction methods of basic building materials can either contribute to, or help control, fire spread.
- 05.0 Explain the science of fire behavior as it relates to recognizing stages of fire development, rapid fire behavior, and firefighting operational safety.
- 06.0 Properly use and care for Personal protective equipment (PPE) and describe how it can protect firefighters and the limitations of PPE.
- 07.0 Select, use, and correctly maintain portable fire extinguishers.
- 08.0 Select rope and webbing based on proposed use and tie the appropriate knot for various tasks such as securing and raising objects.
- 09.0 Describe and perform search and victim removal methods as well as firefighter survival skills.
- 10.0 Identify emergency scene lighting equipment.
- 11.0 Explain and perform forcible entry and breaching operations.
- 12.0 Select, carry and deploy the appropriate ladder for various tasks such as entry and rescue.

Fire Fighting 2

- 13.0 Apply tactical ventilation knowledge and practices following AHJ policies and procedures.
- 14.0 Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply.
- 15.0 Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes.
- 16.0 Describe how and perform skills to control structural fires, Class C and D fires, vehicle, and ground cover fires.

Fire Fighting 3

- 17.0 Apply loss control knowledge and practices following AHJ policies and procedures.
- 18.0 Describe the role of the Firefighter I in the development and implementation of a fire and life safety program.
- 19.0 Demonstrate the following JPR's.

**Florida Department of Education
Student Performance Standards**

Course Title: Fire Fighting 1
Course Number: 8918210
Course Credit: 1

Course Description:

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

CTE Standards and Benchmarks	
01.0	Describe how the history and culture of the fire service influence its basic mission, the roles within it, and the skills needed to operate as part of the fire service. The student will be able to:
01.01	Summarize the history of the fire service.
01.02	Explain the organizational characteristics, cultural challenges, and cultural strengths that influence the fire service.
01.03	Describe the mission of the fire service.
01.04	Describe the organization of fire departments
01.05	Distinguish among functions of fire companies.
01.06	Summarize primary knowledge and skills the firefighter must have to function effectively.
01.07	Distinguish among the primary roles of fire service personnel.
01.08	Describe fire department organizational principles.
01.09	Distinguish between fire department SOPs and rules and regulations.
01.10	Explain the ways the fire service may interact with other organizations.
01.11	Describe the organization of the AHJ fire department.
01.12	Explain the roles of the Firefighter I and Firefighter II as a member of the organization.
01.13	Given Florida Statutes, explain the impact of “duty to drive with due regard for the safety of all persons using the highway” upon emergency driving liability.
01.14	Given Florida Statutes, identify when the use of red warning signals is authorized for a volunteer’s personal operating vehicle (POV), how many red signals may be displayed on a volunteer’s POV, and what documentation is required to be able to display red signals and where it is to be kept.
01.15	Identify the requirements to attaining and maintaining a firefighter certificate of completion and a certificate of compliance.

CTE Standards and Benchmarks

01.16	Identify three purposes of the Incident Command System (ICS).
01.17	Identify requirements to use ICS.
01.18	Describe the basic features of ICS.
01.19	Describe the role and function of the command staff.
01.20	Define the roles and functions of the operations, plans, logistics, finance/administration section and the information/intelligence functions.
01.21	Describe basic ICS facilities.
01.22	Identify facilities that may be located together.
01.23	Identify facility map symbols.
01.24	Describe common mobilization responsibilities.
01.25	Describe common responsibilities at an incident.
01.26	List individual accountability responsibilities.
01.27	Describe common demobilization responsibilities.
01.28	Describe NIMS concepts and principles.
01.29	Identify the benefits of using NIMS as a national response model.
01.30	Identify the organizational structure of ICS.
01.31	Identify fire major management functions.
01.32	Describe the purpose of unique position titles in ICS.
01.33	Explain the roles and responsibilities of the Command and General Staff.
01.34	Determine when it is appropriate to institute an area command.
01.35	Describe the functions and purpose of Multiagency Coordination Systems.
01.36	Describe the Public Information Systems required by NIMS.
01.37	Identify ways in which NIMS affects how their jurisdictions prepare for incident and events.
01.38	Describe the advantages of common communication and information management standards.
01.39	Explain how NIMS will influence technology and technological systems required for emergency response.
02.0	Discuss how firefighter health, safety prevention, and situational awareness are interrelated parts of preventing on-the-job injuries. The student will be able to:
02.01	List the main types of job-related firefighter fatalities, injuries, and illnesses.

CTE Standards and Benchmarks

02.02	Describe the National Fire Protection Association® standards related to firefighter safety and health.
02.03	Identify Occupational Safety and Health Administration (OSHA) regulations and how they relate to firefighters.
02.04	Summarize the model that supports the concept of risk management.
02.05	Describe fire department safety and health programs.
02.06	Summarize firefighter health awareness issues.
02.07	Summarize safe vehicle operations.
02.08	Summarize guidelines for riding safely on the apparatus.
02.09	Describe ways to help prevent accidents and injuries in fire stations and facilities.
02.10	Explain general guidelines for tool and equipment safety.
02.11	Describe ways to maintain safety in training.
02.12	State the practices a Firefighter I uses for emergency scene preparedness and safety.
02.13	Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes.
02.14	Explain the importance of personnel accountability.
02.15	Explain the two-in two-out requirements of 633.508(3), F.S.
02.16	Discuss Florida's Firefighter Occupational Safety and Health Administration Regulations.
03.0	Discuss external and internal communications in the fire service and display the correct communication skills during emergency and nonemergency calls. The student will be able to:
03.01	Explain the procedures for receiving emergency and nonemergency external communications.
03.02	Describe the information required to dispatch emergency services.
03.03	Describe the systems used for internal communications.
03.04	Explain radio limitations that may impact internal communications.
03.05	Describe radio procedures used for internal communications.
04.0	Explain how common building materials and construction methods are impacted by fire and explain how construction methods of basic building materials can either contribute to, or help control, fire spread. The student will be able to:
04.01	Describe the impact of fire on common building materials.
04.02	Explain the impact of fire on construction classifications.
04.03	List the main types of occupancy classifications.

CTE Standards and Benchmarks

04.04	Describe the basic construction of building components.
04.05	Describe Florida's marking systems for truss construction.
05.0	Explain the science of fire behavior as it relates to recognizing stages of fire development, rapid fire behavior, and firefighting operational safety. The student will be able to:
05.01	Explain the science of fire as it relates to energy, forms of ignition, and Fire Behavior modes of combustion.
05.02	Describe the impact of thermal energy on heat, temperature, and heat transfer.
05.03	Recognize the physical states of fuel.
05.04	Explain the relationship between oxygen and life safety.
05.05	Identify the products of self-sustained chemical reactions.
05.06	Explain the factors that affect fire development.
05.07	Describe the stages of fire development.
05.08	Recognize signs, causes, and effects of rapid-fire development.
05.09	Describe the methods through which firefighting operations can influence fire behavior.
06.0	Properly use and care for Personal protective equipment (PPE) and describe how it can protect firefighters and the limitations of PPE. The student will be able to:
06.01	Describe the purpose of personal protective equipment.
06.02	Describe characteristics of each type of personal protective equipment.
06.03	Summarize guidelines for the care of personal protective clothing.
06.04	Explain safety considerations for personal protective equipment.
06.05	Identify respiratory hazards.
06.06	Identify types of respiratory protection equipment.
06.07	Describe the limitations of respiratory protection equipment.
06.08	Explain methods for storing respiratory protection equipment.
06.09	Describe general donning and doffing considerations for protective breathing apparatus.
06.10	Summarize general considerations for protective breathing apparatus inspections and care.
06.11	Explain procedures for replacing SCBA cylinders.
06.12	Explain safety precautions for SCBA use.
06.13	Describe nonemergency and emergency exit indicators.

CTE Standards and Benchmarks

06.14	Describe nonemergency exit techniques.
07.0	Select, use, and correctly maintain portable fire extinguishers. The student will be able to:
07.01	Explain portable fire extinguisher classifications.
07.02	Describe types of portable fire extinguishers.
07.03	Define the ratings in a portable fire extinguisher rating system.
07.04	Explain the considerations taken when selecting and using portable fire extinguishers.
07.05	Identify procedures used for the inspection, care, and maintenance of portable fire extinguishers.
08.0	Select rope and webbing based on proposed use and tie the appropriate knot for various tasks such as securing and raising objects. The student will be able to:
08.01	Compare and contrast the characteristics of life safety rope and utility Ropes and Knots rope.
08.02	Summarize basic guidelines for rope maintenance.
08.03	Explain reasons for placing rope out of service.
08.04	Describe webbing and webbing construction.
08.05	Describe parts of a rope and considerations in tying a knot.
08.06	Describe knot characteristics and knot elements.
08.07	Describe characteristics of knots commonly used in the fire service.
08.08	Select commonly used rope hardware for specific applications.
08.09	Summarize hoisting safety considerations.
09.0	Describe and perform search and victim removal methods as well as firefighter survival skills. The student will be able to:
09.01	Summarize the impact of building construction and floor plans on Search and Rescue structural search techniques.
09.02	Explain size-up and situational awareness considerations during structural searches.
09.03	Summarize safety guidelines for structural search and rescue.
09.04	Differentiate between primary and secondary search techniques.
09.05	Recognize basic search methods.
09.06	Describe victim removal methods.
09.07	Explain firefighter survival methods.
09.08	Explain what survival actions firefighters can take when needed.

CTE Standards and Benchmarks	
09.09	Describe the actions of a rapid intervention crew or team (RIC/RIT) when locating a downed firefighter.
10.0	Identify emergency scene lighting equipment. The student will be able to:
10.01	Identify types of emergency scene lighting equipment.
11.0	Explain and perform forcible entry and breaching operations. The student will be able to:
11.01	Explain the basic principles of forcible entry.
11.02	Describe the basic construction of locksets.
11.03	Describe considerations a firefighter must take when using forcible entry tools.
11.04	Indicate steps needed to care for and maintain forcible entry tools.
11.05	Explain the ways to force entry through various types of doors.
11.06	Identify considerations that need to be taken when forcing entry through locks, padlocks, overhead doors, and fire doors.
11.07	Describe forcible entry methods used for windows.
11.08	Explain considerations firefighters must take when forcing entry through miscellaneous types of windows and covers.
11.09	Describe forcible entry methods for breaching walls.
11.10	Explain forcible entry methods for breaching floors.
11.11	Indicate methods for forcing fences and gates.
12.0	Select, carry and deploy the appropriate ladder for various tasks such as entry and rescue. The student will be able to:
12.01	Describe different construction types of ground ladders.
12.02	Identify the parts of a ladder including markings and labels.
12.03	Recognize the types of ladders used in the fire service.
12.04	Explain the considerations addressed by ladder inspection, cleaning, and maintenance.
12.05	Describe safety guidelines used when handling ladders.
12.06	Explain considerations taken when selecting, lifting, and lowering a ladder.
12.07	Describe various methods for ladder carries.
12.08	Identify basic considerations and requirements for ground ladder placement.
12.09	Describe various methods for ladder raises.
12.10	Compare procedures for moving ground ladders.

CTE Standards and Benchmarks

12.11 Explain the methods used to secure ladders.

12.12 Describe ladder climbing considerations.

12.13 Indicate what methods can be used to work from a ladder.

12.14 Explain methods used for assisting a victim down a ladder.

**Florida Department of Education
Student Performance Standards**

Course Title: Fire Fighting 2
Course Number: 8918220
Course Credit: 1

Course Description:

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Science realm.

CTE Standards and Benchmarks	
13.0	Apply tactical ventilation knowledge and practices following AHJ policies and procedures. The student will be able to:
13.01	Describe reasons for tactical ventilation.
13.02	Identify considerations that affect the decision to ventilate.
13.03	Explain the critical fire behavior indicators present during tactical ventilation.
13.04	Define horizontal and vertical ventilation.
13.05	Explain the means for achieving horizontal and vertical ventilation.
13.06	Describe the types of horizontal ventilation.
13.07	Describe the types of vertical ventilation.
13.08	Recognize other types of ventilation situations.
13.09	Explain the effects of building systems on tactical ventilation.
14.0	Discuss the various components of water supply systems and describe alternative water supply sources used for rural water supply. The student will be able to:
14.01	Explain the ways water supply system components are used by firefighters.
14.02	Describe types of fire hydrants and hydrant markings.
14.03	Explain fire hydrant operation and inspection considerations.
14.04	Explain alternative water supply sources and methods of access.
14.05	Describe methods used for rural water supply operations.
15.0	Describe fire hose characteristics, inspection and maintenance procedures, and perform various hose rolls, loads, and finishes. The student will be able to:

CTE Standards and Benchmarks

15.01	Explain basic fire hose characteristics.
15.02	Describe different causes of and prevention methods for hose damage.
15.03	Identify basic inspection, care, and maintenance methods for fire hose.
15.04	Compare various uses for hose appliances and tools.
15.05	Describe basic hose rolls.
15.06	Explain basic hose loads and finishes.
15.07	Compare various methods to make pre-connected hose loads for attack lines.
15.08	Explain the methods used for supply hose lays.
15.09	Recognize different methods for handling hose lines.
15.10	Describe methods for advancing hose lines in various ways.
15.11	List the considerations that can impact operating attack hose lines.
16.0	Describe how and perform skills to control structural fires, Class C and D fires, and vehicle and ground cover fires. The student will be able to:
16.01	Describe initial factors to consider when suppressing structure fires.
16.02	Summarize considerations taken when making entry.
16.03	Describe direct attack, indirect attack, combination attack, and gas cooling techniques.
16.04	Describe safety considerations that must be identified for upper-level structure fires.
16.05	Explain actions taken when attacking belowground structure fires.
16.06	Discuss methods of fire control through exposure protection and controlling building utilities.
16.07	Describe steps taken when supporting fire protection systems at protected structures.
16.08	Explain considerations taken when deploying, supplying, and staffing master stream devices.
16.09	Describe situations that may require suppression of Class C fires.
16.10	Identify hazards associated with suppressing Class C fires.
16.11	Describe actions associated with suppressing Class D fires.
16.12	Explain actions taken when suppressing a vehicle fire.
16.13	Compare methods used to suppress fires in stacked and piled materials, small unattached structures and trash containers.
16.14	Summarize the main influences on ground cover fire behavior.

CTE Standards and Benchmarks

16.15 Compare types of ground cover fires.

16.16 Describe elements that influence ground cover fire behavior.

16.17 Identify the parts of a ground cover fire.

16.18 Describe protective clothing and equipment used in fighting ground cover fires.

16.19 Describe methods used to attack ground cover fires.

16.20 Summarize safety principles and practices when fighting ground cover fires

**Florida Department of Education
Student Performance Standards**

Course Title: Fire Fighting 3
Course Number: 8918230
Course Credit: 1

Course Description:

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Science realm.

CTE Standards and Benchmarks	
17.0	Apply loss control knowledge and practices following AHJ policies and procedures. The student will be able to:
17.01	Explain the philosophy of loss control.
17.02	Describe the ways pre-incident planning impacts loss control.
17.03	Determine appropriate salvage procedures.
17.04	Compare and contrast different types of salvage covers.
17.05	Explain ways to fold, roll, spread, and improvise with salvage covers.
17.06	Describe ways to cover openings during salvage operations.
17.07	Explain methods used to maintain fire safety during overhaul.
17.08	Describe factors that influence locating hidden fires.
17.09	Identify different overhaul procedures.
17.10	Indicate the ways a thermal imager can be used during overhaul.
18.0	Describe the role of the Firefighter I in the development and implementation of a fire and life safety program. The student will be able to:
18.01	Explain the steps taken during fire and life safety program development.
18.02	Describe the components involved in fire and life safety program delivery.
18.03	Explain the impact of safety hazards, messages, and target audiences on creating fire and life safety education programs.
18.04	Indicate ways to identify and prevent fire setter development.
18.05	Describe the role of a Firefighter I in enforcing fire and life safety codes.
19.0	Demonstrate the following JPR's. The student will be able to:
19.01	Don and doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct know and locate information in department documents and standard or code materials.

CTE Standards and Benchmarks	
19.02	Operate fire department communications equipment, relay information, and record information.
19.03	Operate fire station telephone and intercom equipment.
19.04	Operate radio equipment and discriminate between routine and emergency traffic.
19.05	Following AHJ procedures, initiate an emergency call for assistance and demonstrate the ability to use other methods of emergency calls for assistance under vision obscured conditions.
19.06	Given SCBA and other personal protective equipment, correctly don and wear SCBA, control breathing techniques, enact emergency procedures when the SCBA fails, recognize low-air warnings, assure respiratory protection is not compromised and hazardous areas are exited prior to air depletion.
19.07	Given an apparatus, respond to an emergency scene wearing appropriate PPE, mounting and dismounting appropriately, assuring seat belts are used and other PPE is correctly used.
19.08	Given PPE, traffic control and scene devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, establish and operate in work areas following an assignment and SOPS so that PPE is properly worn, protected work areas are established, and the fire fighter performs assigned tasks only in established, protected work areas.
19.09	Given an assignment, PPE, and tools force entry into a structure using tools as designed, removing the barrier, and assuring the opening is in a safe condition and ready for entry.
19.10	Given vision-obscured conditions, exit a hazardous area so that a safe haven is found before exhausting the air supply, assuring others are not endangered, and team integrity is maintained.
19.11	Given various ladders, an assignment and team members as needed, set up ground ladders assessing hazards, stabilizing the ladder, seating the correct angle for climbing, extending ladders to the necessary height with the fly locked and the top placed against a reliable structural component.
19.12	Given PPE, attack lines and hand tools, attack a passenger vehicle fire as a member of a team so that hazards are avoided, flammable liquids are identified and controlled, and protection from flash fires is maintained, and assuring all vehicle compartments are overhauled and the fire extinguished.
19.13	Given fires in stacked or piled materials and storage containers, extinguish the fire from the exterior using attack lines, hand tools and master stream devices protecting exposures and stopping the spread of fire while avoiding collapse hazards, and preserving signs of arson.
19.14	Operating as a member of a team and under obscured vision conditions, conduct a search and rescue in a structure utilizing appropriate tools, forcible entry techniques, hoses and ladders assuring that all areas are searched, all victims are located and removed and team integrity and safety is maintained.
19.15	Operating as a member of a team given an attack line, ladders, PPE, tools and an assignment, attack an interior structure fire at grade, above grade and below grade by gaining access, effectively applying water, approaching the fire correctly, finding hidden fires and controlling them, and hazards are recognized and managed.
19.16	Perform horizontal ventilation assuring that openings are free of obstruction and ventilation devices are correctly placed, and the structure is cleared of smoke.
19.17	Perform vertical ventilation on a structure with various flat and pitched roofs by creating a specified opening, removing barriers, assuring structural integrity is not compromised, releasing products of combustion.
19.18	Given PPE, an attack line, hand tools, and a flashlight overhaul a fire scene assuring structural integrity is not compromised, all hidden

CTE Standards and Benchmarks

	fires are discovered and fire cause evidence is preserved, and the fire is extinguished.
19.19	Given salvage tools and equipment and an assignment, conserve property so that the building and its contents are protected from future damage.
19.20	Given supply or intake hose, tools and a fire hydrant or static water source, connect a fire department pumper to a water supply assuring connections are tight and water flow is unobstructed.
19.21	Given portable fire extinguishers, select the correct extinguisher to extinguish incipient Class A, Class B, and Class C fires assuring the fires completely extinguished and correct extinguisher handling techniques are followed.
19.22	Given fire service electrical equipment, illuminate the emergency scene so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions.
19.23	Given tools, turn off building utilities in a safe manner.
19.24	Given PPE as needed, hose lines and extinguishers or hand tools, combat a ground cover fire as a member of a team so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when needed, and the assignment is completed.
19.25	Given PPE, tools and ropes, tie a tool for hoisting so that the appropriate knots are used and the tool is secure.
19.26	Following manufacturer's or department guidelines, clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment and hand tools assuring maintenance is recorded and equipment is placed in a ready state or reported otherwise.
19.27	Assures that fire service hose is cleaned inspected and returned to service using water, detergent, tools, and replacement gaskets, noting damage as needed.
19.28	Perform emergency decontamination.
19.29	Given tools and equipment, demonstrate how to control activities through absorption, adsorption, damming, diking, dilution, diversion, retention, remote valve shutoff, vapor dispersion, and vapor suppression.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

The Bureau of Fire Standards and Training (BFST) is responsible for establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

The program will have to maintain the database with Florida State Fire College Electronic Information Database (FCDICE). Visit the following link: <https://www.myfloridacfo.com/division/sfm/fcdice>.

Also, visit the following website for additional information: <https://www.myfloridacfo.com/division/sfm/bfst/>

The task book is located on the Florida State Fire Marshal website under the Bureau of Fire Standards and Training.

Career and Technical Student Organization (CTSO)

SkillsUSA and Florida Public Service Association (FPSA) are the co-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Program Title: Emergency Medical Responder
Program Type: Career Preparatory
Career Cluster: Health Science

Secondary – Career Preparatory

Program Number	8417170
CIP Number	0317020502
Grade Level	9-12
Program Length	3 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	HOSA
SOC Codes (all applicable)	31-9099 -- Healthcare Support Workers, All Other 53-3011 -- Ambulance Drivers and Attendants, Except Emergency Medical Technicians
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

This instructional program prepares individuals to provide initial care to sick or injured persons or as ambulance drivers and attendants SOC 53-3011. An Emergency Medical Responder may use this training for employment. The Emergency Medical Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). Emergency Medical Responders may include law enforcement, lifeguard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction totaling three credits. The two credit Health Science Core (Health Science Anatomy & Physiology 8417100 and Health Science Foundations 8417110) is required as a prerequisite for all programs. Secondary students completing the two required courses will not have to repeat the core in postsecondary.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8417100 OR	Health Science Anatomy & Physiology OR	ANY HEALTH OCCUP G (See DOE approved list) BIOLOGY 1	1 credit	31-9099	3	EQ
2000350 OR 2000360	<i>Anatomy and Physiology</i> OR <i>Anatomy and Physiology Honors</i>	SCIENCE @4 HEALTH 6 BIOLOGY 1 HEALTH ED @4				
8417110	Health Science Foundations	ANY HEALTH OCCUP G (See DOE approved list)	1 credit	31-9099	3	CT
8417171	Emergency Medical Responder 3	REG NURSE 7 G PARAMEDIC @7 7G MED PROF 7 G EMT 7G LAW ENF @7 7G CORR OFF 7G PUB SERV 7G FIRE FIGHT @7 7G PRAC NURSE @7 %7%G (Must be a Registered Nurse)	1 credit	53-3011	3	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

National Standards (NS)

The student performance standards for Emergency Medical Responder were adapted and condensed from U. S. Department of Transportation Emergency Medical Services; National EMS Education Standards; Emergency Medical Responder Instructional Guidelines and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Health Science Core

- 01.0 Analyze and interpret an overview of the human body, including organization and chemical process.
- 02.0 Apply correct medical terminology relating to body structure and function within a real-world application.
- 03.0 Evaluate cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Analyze the integumentary system in relation to health and disease.
- 05.0 Analyze the skeletal system in relation to health and disease.
- 06.0 Analyze the muscular system in relation to health and disease.
- 07.0 Analyze the nervous system in relation to health and disease.
- 08.0 Analyze the endocrine system in relation to health and disease.
- 09.0 Analyze the cardiovascular/circulatory system in relation to health and disease.
- 10.0 Analyze the lymphatic and immune systems in relation to health and disease.
- 11.0 Analyze the respiratory system in relation to health and disease.
- 12.0 Analyze the digestive system in relation to health and disease.
- 13.0 Analyze the urinary system in relation to health and disease.
- 14.0 Analyze both the male and female reproductive systems in relation to health and disease.
- 15.0 Identify and explain factors relating to genetics and disease.
- 16.0 Evaluate and apply the principles of disease transmission and control to real-world scenarios.
- 17.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 18.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 19.0 Demonstrate legal and ethical responsibilities.
- 20.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 21.0 Recognize and practice safety and security procedures.
- 22.0 Recognize and respond to emergency situations.
- 23.0 Recognize and practice infection control procedures.
- 24.0 Demonstrate an understanding of information technology applications in healthcare.
- 25.0 Demonstrate employability skills.
- 26.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 27.0 Apply basic math and science skills.

Emergency Medical Responder 3

- 28.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder.
- 29.0 Demonstrate an ability to communicate effectively as part of the EMS team.
- 30.0 Demonstrate an understanding of medicolegal aspects.
- 31.0 Determine and record vital signs of a sick or injured person.
- 32.0 Use medical identification devices.
- 33.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.

- 34.0 Demonstrate BLS procedures.
- 35.0 Recognize and control bleeding.
- 36.0 Recognize and control shock.
- 37.0 Understand the importance of emergency medications.
- 38.0 Demonstrate understanding of airway management, respiration and artificial ventilation.
- 39.0 Provide secondary assessment.
- 40.0 Identify musculoskeletal injuries.
- 41.0 Demonstrate proper spinal motion restriction of a Cervical/Spinal injury.
- 42.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs).
- 43.0 Provide emergency evacuation and transfer of a sick and/or injured person.
- 44.0 Identify and provide initial care for a sick and/or injured patient.
- 45.0 Identify and care for patients who are in special situations.
- 46.0 Provide triage to victims of multiple casualty incidents.
- 47.0 Recognize life-threatening situations.
- 48.0 Recognize entrapment situations.
- 49.0 Assist with emergency childbirth.
- 50.0 Identify critical incident stressors.

**Florida Department of Education
Student Performance Standards**

Health Science Core

The first two courses in this program are referred to as the Health Science Core and consist of the courses Health Science Anatomy & Physiology (8417100) and Health Science Foundations (8417110). **To ensure consistency whenever these courses are offered, the standards and benchmarks for the health science core have been placed in a separate document. To access this document, visiting this link:**

<https://www.fldoe.org/core/fileparse.php/20706/urlt/health-sci-core-secondary-2425.rtf>

The two-credit core is required as a prerequisite for all secondary programs except for Practical Nursing and Pharmacy Technician. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified courses for employment or remain for advanced training or cross training.

Course Title: Health Science Anatomy & Physiology
Course Number: 8417100
Course Credit: 1

Course Description:

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

The course Anatomy and Physiology (2000350) or Anatomy and Physiology Honors (2000360) may be substituted for the course Health Science Anatomy & Physiology (8417100) and their standards can be found at www.cpalms.org.

The course Health Science Anatomy & Physiology (8417100) is designated as an equally rigorous (EQ) science credit.

Course Title: Health Science Foundations
Course Number: 8417110
Course Credit: 1

Course Description:

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

**Florida Department of Education
Student Performance Standards**

Course Title: **Emergency Medical Responder 3**
Course Number: **8417171**
Course Credit: **1**

Course Description:

This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculoskeletal system of the body.

CTE Standards and Benchmarks	
28.0	Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder. The student will be able to:
28.01	Describe the role of Emergency Medical Responder as a member of the EMS team.
28.02	List and describe the responsibilities of the Emergency Medical Responder for the provision of pre-hospital emergency care within the local EMS system.
28.03	Describe principles of safely operating a ground ambulance.
28.04	Understand the guidelines of operating safety in and around a landing zone during air medical operations and transport.
28.05	Implement appropriate Joint Commission patient safety goals.
29.0	Demonstrate an ability to communicate effectively as part of the EMS team. The student will be able to:
29.01	Demonstrate the proper procedure for the transfer of patient care to other EMS personnel.
29.02	Describe information regarding a patient's condition and treatment that needs to be communicated.
29.03	Communicate the Emergency Medical Responder's observations and actions to whomever patient care is transferred.
29.04	Describe and apply the principles of communicating with patients in a manner that achieves a positive relationship.
29.05	Recognize simple medical prefixes, suffixes, combining vowels, and words.
30.0	Demonstrate an understanding of medicolegal aspects. The student will be able to:
30.01	Describe and demonstrate an understanding of the medicolegal aspects of an Emergency Medical Responder's provision of emergency medical care in the jurisdiction having authority, including, but not limited to, duty to act, standard of care, consent to care, forcible restraint, abandonment, documentation and any applicable Good Samaritan Laws.

CTE Standards and Benchmarks	
30.02	Practice within medicolegal standards.
31.0	Determine and record vital signs of a sick or injured person. The student will be able to:
31.01	Determine and record skin color, temperature and moistness.
31.02	Demonstrate ability to accurately measure and record vital signs including manual blood pressure.
32.0	Use medical identification devices. The student will be able to:
32.01	Identify the most commonly used digital medical identification devices.
32.02	Apply the information contained on or in the medical identification devices to patient assessment and patient care procedures.
33.0	Conduct a primary assessment of problems that are a threat to life if not corrected immediately. The student will be able to:
33.01	Determine and record the level of consciousness of the injured person including person, place, time, and events.
33.02	Assess for an inadequate airway, inadequate respirations, inadequate circulation, and profuse bleeding.
33.03	Recognize when immediate correction is necessary.
33.04	Assess patient and determine if the patient has a life threatening condition.
33.05	Use spinal precautions as appropriate.
34.0	Demonstrate Basic Life Support (BLS) procedures. The student will be able to:
34.01	Establish and maintain an open airway using both manual and mechanical airway techniques.
34.02	Restore breathing and circulation by means of cardiopulmonary resuscitation (CPR).
34.03	Demonstrate proficiency in the use of an automated external defibrillator (AED).
35.0	Recognize and control bleeding. The student will be able to:
35.01	Identify items that can be used to control external bleeding and minimize the contamination of open wounds.
35.02	Apply pressure dressings, tourniquets, and wound packing that will control bleeding/hemorrhage and minimize the contamination of open wounds.
35.03	Identify the likelihood of internal bleeding through observations of signs, symptoms, and mechanisms of injury.
35.04	Care for a patient who exhibits the signs and symptoms of internal bleeding.

CTE Standards and Benchmarks	
35.05	Apply current trauma treatment standards when applying a tourniquet, which may include Pre-Hospital Trauma Life Support (PHTLS) standards.
36.0	Recognize and control shock. The student will be able to:
36.01	Recognize the likelihood that shock may occur or be present based on patient assessment and observation of a mechanism of injury.
36.02	Provide anti-shock measures as a part of routine patient care.
37.0	Understand the importance of emergency medications. The student will be able to:
37.01	Understand the advantages, disadvantages, and techniques of self and peer administration of an intramuscular injection by auto injector.
37.02	Describe the names, effects, indications, routes of administration, and dosages for specific medications (i.e., chemical antidote auto injector devices).
37.03	Demonstrate how to observe and respond to patient's need for narcotic antagonists.
37.04	Demonstrate accurate dosage calculation.
37.05	Demonstrate the six rights of administering narcotic antagonists.
37.06	Demonstrate how to administer narcotic antagonists.
37.07	Document administration of narcotic antagonists and patient's response on medical record.
37.08	Observe and communicate effects of medications to the patient's assigned EMT/Paramedic.
38.0	Demonstrate understanding of airway management, respiration, and artificial ventilation. The student will be able to:
38.01	Apply knowledge of anatomy and physiology to airway management procedures (i.e., oxygenation and perfusion).
38.02	Understand the pathophysiology of respiratory dysfunction.
38.03	Use available mechanical devices to assure the maintenance of an open airway and assist ventilation according to American Heart Association (AHA) standards.
38.04	Demonstrate proficiency in supplemental oxygen therapy including portable oxygen cylinder and oxygen delivery devices.
38.05	Describe and demonstrate airway management utilizing upper airway suctioning.
39.0	Provide secondary assessment. The student will be able to:
39.01	Conduct a methodical head-to-toe physical examination to discover conditions not found during the primary assessment.

CTE Standards and Benchmarks	
39.02	Interview the sick or injured person to obtain facts relevant to the person's condition.
39.03	Interview co-workers, witnesses, family members, or other individuals to obtain facts relevant to the person's condition.
40.0	Identify musculoskeletal injuries. The student will be able to:
40.01	Identify the various types of musculoskeletal injuries.
40.02	Immobilize and otherwise care for suspected fractures, dislocations, sprains, and strains with available supplies and equipment, including commercially available and improvised devices.
40.03	Demonstrate an understanding of the function and need for traction splints.
41.0	Demonstrate proper spinal motion restriction of a cervical/spinal injury. The student will be able to:
41.01	Identify need for spinal motion restriction.
41.02	Maintain in-line spinal motion restriction of cervical spine.
41.03	Place proper fitting rigid extrication-type cervical collar.
41.04	Place patient in supine position on appropriate spine board based on patient condition.
41.05	Secure patient to spinal motion restriction device.
42.0	Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs). The student will be able to:
42.01	Identify need for extremity immobilization.
42.02	Assesses motor, sensory, and distal circulation in extremities.
42.03	Place proper fitting splint on extremity.
42.04	Reassess motor, sensory, and distal circulation in extremities.
43.0	Provide emergency evacuation and transfer of a sick and/or injured person. The student will be able to:
43.01	Describe situations when a person should be evacuated or transferred.
43.02	Use the most appropriate assist, drag or carry (alone or with a partner) to move a sick or injured person from a dangerous location to a safe place.
43.03	Maintain safety precautions during evacuation and transfer.
43.04	Demonstrate an understanding of the purpose and use of transfer methods for patients including stair, chairs, and stretchers.

CTE Standards and Benchmarks	
44.0	Identify and provide initial care for a sick and/or injured patient. The student will be able to:
44.01	Identify and care for patients with non-traumatic chest pain, utilizing patient assessment.
44.02	Identify and care for patients experiencing respiratory distress utilizing patient assessment.
44.03	Identify and care for patients experiencing a diabetic emergency utilizing patient assessment.
44.04	Identify and care for a patient who is experiencing a seizure utilizing patient assessment.
44.05	Identify and care for a patient who has ingested, inhaled, absorbed, or been injected with a poisonous substance.
44.06	Identify and care for a patient who is in an altered state of consciousness utilizing patient assessment.
44.07	Identify and care for a patient who is experiencing a stroke utilizing patient assessment.
44.08	Identify and care for a patient who has a foreign body in the eye utilizing patient assessment.
44.09	Identify and care for a patient with thermal, chemical, or electrical burns, determining the severity including degree, body surface area, type, and location.
44.10	Identify and care for a patient suffering from an environmental emergency including heat cramps, heat exhaustion, heat stroke, and frostbite, utilizing patient assessment.
45.0	Identify and care for patients who are in special situations. The student will be able to:
45.01	Identify patients who have special needs (including but not limited to abuse, domestic violence, and sex trafficking).
45.02	Care for injured/ill children.
45.03	Care for the injured/ill elderly.
45.04	Care for the injured/ill physically disabled.
45.05	Care for the injured/ill developmentally disabled.
46.0	Provide triage to victims of multiple casualty incidents. The student will be able to:
46.01	Categorize the victims of multiple casualty incidents according to the severity of injury or illness based on patient assessments.
46.02	Use triage tags or other identification devices available locally to indicate priorities for pre-hospital emergency care and transportation to medical facilities.
46.03	Work as a member of a team to perform triage at locations of multiple casualty incidents.

CTE Standards and Benchmarks	
46.04	Work as a member of a team to perform patient assessments at locations of multiple casualty incidents.
46.05	Work as a member of a team to carry out patient care procedures at the locations of multiple casualty incidents.
46.06	Demonstrate knowledge of the operating procedures during a terrorist event or during a natural or man-made disaster.
46.07	Demonstrate a basic understanding of the Incident Command System (ICS) implemented by the Federal Emergency Management Agency (FEMA).
46.08	Discuss and demonstrate Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 – First Responder Awareness Level (https://www.osha.gov/emergency-preparedness/hazardous-waste-operations/standards).
47.0	Recognize life-threatening situations. The student will be able to:
47.01	Take steps to minimize the chance of injury or death to all involved when confronted with a potentially life-threatening situation based on scene assessment.
48.0	Recognize entrapment situations. The student will be able to:
48.01	Identify accident-related hazards and undertake hazard control measures consistent with the capabilities of the Emergency Medical Responder and available equipment.
48.02	Recognize available equipment that is used to safely gain access to persons who are entrapped.
48.03	Recognize available equipment that is used to safely disentangle persons from mechanisms of entrapment.
48.04	Identify which agencies to notify for assistance with entrapment situations.
49.0	Assist with emergency childbirth. The student will be able to:
49.01	Evaluate a mother to determine whether delivery is imminent.
49.02	Assist with a normal delivery.
49.03	Care for the mother and baby.
49.04	Identify abnormal childbirth situations and care for the mother and baby within the Emergency Medical Responder's capabilities.
50.0	Identify critical incident stressors. The student will be able to:
50.01	Identify stressors which may affect the performance of an Emergency Medical Responder.
50.02	Identify stressors which may affect the behavior of a sick or injured person.
50.03	Carry out procedures to minimize critical incident stress.

CTE Standards and Benchmarks

50.04 Identify signs and symptoms of PTSD and the resources available for treatment.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

This program requires a clinical component of approximately 50% the length of the courses following the health science core. A portion of the clinical experience can be achieved through simulation when appropriate.

Clinical courses require contact hours in the clinical setting in order to complete the health science program. Hospitals, nursing homes, and other clinical facilities with clinical affiliation agreements limit the number of students that can rotate and/or be on site at one time. Most facilities, including hospitals and nursing homes, limit the number of students to 15. Due to these industry limitations, it is recommended that the student ratio be 15:1 (student/teacher) based on the clinical facilities that students attend to for clinical training.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

Following the completion of the Health Science Core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

In order for students to take the NREMT003 Emergency Medical Responder exam the program must be approved by the National Registry for Emergency Medical Technicians. To receive approval from NREMT each program must be “authorized” by the Bureau of Emergency Medical Services (EMS) by completing the instructor qualifications form required by Bureau of EMS.

The Emergency Medical Responder instructor shall issue to each student documentation of successful course completion which shall include date of issuance, student's name, name of sponsoring agency (DOE), name of training agency, and instructor's printed name and signature, plus the

wording "issued pursuant to section 401.435, F.S." The instructor must also maintain on file following course completion, a roster listing the names of students who successfully completed the course, the dates and location of the course, and the name of the instructor.

This program meets the Department of Health's education requirements for HIV/AIDS, Domestic Violence and Prevention of Medical Errors. Although not a requirement for initial licensure, it is a requirement for renewal; therefore, the instructor **may** provide a certificate for renewal purposes to the student verifying these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635, F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Career and Technical Student Organization (CTSO)

Florida HOSA: Future Health Professionals is the co-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Program Title: Medical Skills and Services
Program Type: Non Career Preparatory
Career Cluster: Health Science

Secondary – Non Career Preparatory

Program Number	8400320
CIP Number	03179997PA
Grade Level	9-12
Program Length	1 credit
Teacher Certification	Refer to the Program Structure section.
CTSO	HOSA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Health Science career cluster.

The content includes but is not limited to practical generic skills in health occupations.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction totaling one credit.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course/program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8400320	Medical Skills and Services	ANY HEALTH OCCUP G (See DOE approved list) HEALTH 6	1 credit	2	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the ability to communicate effectively.
- 02.0 Apply basic mathematics skills used in health care.
- 03.0 Demonstrate knowledge of the services provided by health occupations career clusters.
- 04.0 Recognize and practice basic health skills.
- 05.0 Demonstrate first aid, CPR and BLS.
- 06.0 Demonstrate knowledge of legal aspects of healthcare delivery.
- 07.0 Demonstrate an understanding of and apply concepts of whole body wellness.
- 08.0 Demonstrate knowledge of blood borne diseases, including AIDS.
- 09.0 Demonstrate and understanding of technology applications in healthcare.
- 10.0 Demonstrate employability skills.

**Florida Department of Education
Student Performance Standards**

Course Title: Medical Skills and Services
Course Number: 8400320
Course Credit: 1

Course Description:

The purpose of this course is to assist students in making informed decisions about their future academic and occupational goals and to provide information regarding careers and skills in the Health Science career cluster. The content of this course includes, but is not limited to: employability and communication skills, legal and technological aspects of health care, medical mathematics, services provided by health science professions, mental health and wellness, occupational safety, and basic health science skills

CTE Standards and Benchmarks	
01.0	Demonstrate the ability to communicate effectively. The student will be able to:
01.01	Respond to verbal and non-verbal communication.
01.02	Develop active listening skills.
01.03	Demonstrate ability to follow written and oral directions.
01.04	Analyze elements of constructive and non-constructive criticism.
01.05	Define, pronounce and spell common medical terms and abbreviations necessary to safely carry out medical instructions.
01.06	Demonstrate awareness of and sensitivity to barriers to communication, including cultural differences, language, and disability.
02.0	Apply basic mathematics skills used in health care. The student will be able to:
02.01	Measure and record height and weight using a variety of measurement systems used in health care.
02.02	Convert common weights, measures and volumes to and from metric as applied in the healthcare setting.
02.03	Convert from regular to 24-hour clock time.
02.04	Perform mathematical calculations to solve numeric, symbolic, and word problems relevant to healthcare occupations and/or medical scenarios.
03.0	Demonstrate knowledge of the services provided by health occupations career clusters. The student will be able to:
03.01	Discuss the history of health care services and medical progress in the (5) health science career pathway, such as developments in

CTE Standards and Benchmarks

diagnostic technology, sterilization, electronic health records, etc.

03.02 Identify the basic components of the health care delivery system.

03.03 Describe at least 2 occupations for each health science pathway, 3 types of services provided by each career chosen and perform at least 2 skills for each career chosen:

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research and Development

03.04 Research or explore at 3 “alternative medicine: occupations and services of each.

04.0 Recognize and practice basic health skills. The student will be able to:

04.01 Demonstrate proper hand cleansing, including proper hand-washing and proper use of alcohol-based hand gel.

04.02 Demonstrate proper application and disposal of Personal Protective Equipment (gloves, gown, mask, goggles)

04.03 Perform proper body mechanics to prevent injury to patients and self.

04.04 Apply infection control techniques designed to prevent the spread of diseases to the care of all patients following Centers for Disease Control and Prevention (CDC) guidelines.

04.05 Demonstrate how to prevent accidents, injuries and infection in accordance with OSHA standards.

04.06 Demonstrate fire safety in medical facilities including RACE and PASS procedures.

04.07 Analyze the parts of the chain of infection and how to break it.

04.08 Demonstrate and record vital signs to include temperature, pulse, blood pressure, and respirations while recognizing the normal range for each.

04.09 Demonstrate vision screening.

04.10 Demonstrate ability to test for hearing using simple tools.

04.11 Demonstrate ability to test reflexes.

05.0 Demonstrate first aid, CPR, and BLS. The student will be able to:

05.01 Describe wounds and the appropriate first aid treatment.

CTE Standards and Benchmarks	
05.02	Identify various types of shock and their treatments.
05.03	Recognize types of poisoning and treatment.
05.04	Identify classifications of burns and their appropriate treatment.
05.05	Describe ill effects of heat and cold and the appropriate first aid for each.
05.06	Demonstrate immobilization for suspected fractures.
05.07	Recognize the signs, symptoms, and appropriate first aid for each of the following: <ul style="list-style-type: none"> • Heart attack • Fainting and seizures • Diabetic reactions • Stroke
05.08	Describe first aid for foreign objects in the eye and ear.
05.09	Perform skills in BLS.
05.10	Demonstrate first aid for choking.
05.11	Demonstrate activation of the Emergency Medical System (EMS).
06.0	Demonstrate knowledge of legal aspects of healthcare delivery. The student will be able to:
06.01	Identify how laws (i.e., “Good Samaritan”) protect first responders with healthcare delivery in all settings including emergent situations.
06.02	Describe the need for advanced directives and health care surrogate.
06.03	Describe legal procedures for donating organs.
06.04	Describe the need for health insurance and the different types available.
07.0	Demonstrate an understanding of and apply concepts of whole body wellness. The student will be able to:
07.01	Define stress/stressors.
07.02	Identify problem solving skills to resolve stress.
07.03	Demonstrate stress reduction techniques.

CTE Standards and Benchmarks	
07.04	Demonstrate knowledge of Mental Health as a legitimate illness, equivalent to all general health conditions.
07.05	Identify factors that explain why health occupations are emotionally and physically demanding.
07.06	Demonstrate coping strategies for dealing with mental and emotional health issues
07.07	Identify the needs of the terminally ill.
07.08	Recognize the steps in the grief process.
07.09	Describe special considerations when working with terminally ill patients and their families.
08.0	Demonstrate knowledge of blood borne diseases, including HIV/AIDS. The student will be able to:
08.01	Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.
08.02	Distinguish between outbreak, epidemic, endemic, and pandemic.
08.03	Identify community resources and services available to the individual with diseases caused by blood borne pathogens.
08.04	Identify at risk behaviors which promote the spread of HIV/AIDS and the public education necessary to combat the spread of diseases caused by blood borne pathogens.
08.05	Demonstrate knowledge of the legal aspect of HIV/AIDS, including testing.
09.0	Demonstrate an understanding of technology applications in healthcare. The student will be able to:
09.01	Differentiate between the various computer based diagnostic studies in healthcare (e.g., X-ray, MRI, CT scan, and CPET).
09.02	Discuss how computers affect legal and ethical questions in the health field.
09.03	Analyze how HIPPA regulations affect the privacy of electronic health records.
09.04	Discuss the use of Electronic Health Records, including information included and necessary protections.
09.05	Demonstrate how to scan, fax, and send by email information/documents.
09.06	Discuss the security of Electronic Health Records and other electronic communications.
10.0	Demonstrate employability skills. The student will be able to:
10.01	Identify local job openings in health care.
10.02	Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace

CTE Standards and Benchmarks	
	environments, and career growth potential.
10.03	Complete a job application.
10.04	Participate in a job interview.
10.05	Create a cover letter and resume.
10.06	Discuss professionalism and the ethical role and responsibility of the healthcare worker.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

The cooperative method of instruction is not appropriate for this course.

Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals is the co-curricular career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

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