Emergency Medical Technician

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Emergency Medical Technician**](https://cte.idaho.gov/wp-content/uploads/2024/08/emergency-medical-technican-standards-2024.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Emergency Medical Technician is not evident. | There is some evidence of the Standard for Emergency Medical Technician. | Materials explicitly align to and support the Standard for Emergency Medical Technician through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE EMT.1.0: Professional Organizations and Leadership

### Performance Standard CTE EMT.1.1 Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.1.1.1 Explore the role of professional organizations and/or associations in the EMT industry.
 | 0 1 2 N/A |  |
| 1. CTE EMT.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE EMT.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE EMT.2.0: preparatory

### Performance Standard CTE EMT.2.1 EMS Systems, Safety, Ethics, Anatomy, Terminology, and Pathophysiology and Life Span Issues

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.2.1.1 Define the EMS system relating to history, National Highway Traffic Safety Administration (NHTSA), access, education, and authorization to practice.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.2 Define and describe the roles, responsibilities, and professionalism of EMS personnel.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.3 Describe the purpose of quality improvement.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.4 Describe the impact of research on EMS care.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.5 Describe the mindsets and traits of successful EMT professionals.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.6 Describe issues with workforce safety and wellness.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.7 Describe documentation procedures.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.8 Describe EMS system communication procedures.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.9 Describe therapeutic communication procedures.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.10 Describe common ethical issues in medical and legal contexts.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.11 Describe human anatomy and function of all human systems within the common scope of EMS.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.12 Identify anatomical and medical terms and abbreviations.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.13 Describe respiration and perfusion pathophysiology for patient assessment and management.
 | 0 1 2 N/A |  |
| 1. CTE EMT.2.1.14 Describe the effects of life span development issues on patient assessment and management.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE EMT.3.0: public health

### Performance Standard CTE EMT.3.1 Basic Principles of Public Health

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.3.1.1 Describe the principles of public health epidemiology including public health emergencies, public health monitoring, health promotion and illness and injury prevention.
 | 0 1 2 N/A |  |
| 1. CTE EMT.3.1.2 Describe public health laws, regulations, and guidelines.
 | 0 1 2 N/A |  |
| 1. CTE EMT.3.1.3 Describe the role and responsibilities of public health agencies.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE EMT.4.0: Pharmacology

### Performance Standard CTE EMT.4.1 Principles of Pharmacology

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.4.1.1 Describe general medication safety procedures and issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.4.1.2 Describe the types of medications available to the EMT.
 | 0 1 2 N/A |  |
| 1. CTE EMT.4.1.3 Describe basic medication terminology.
 | 0 1 2 N/A |  |
| 1. CTE EMT.4.1.4 Assist in the administration of medications to a patient.
 | 0 1 2 N/A |  |
| 1. CTE EMT.4.1.5 Identify the rights of medication administration.
 | 0 1 2 N/A |  |
| 1. CTE EMT.4.1.6 List the names, actions, indications, contraindications, routes of administration, adverse effects, interactions, and doses of medications that may be administered by an EMT in an emergency.
 | 0 1 2 N/A |  |
| 1. CTE EMT.4.1.7 Identify common chronic or maintenance medications patients may be taking to determine safe administration of EMT-provided medications.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE EMT.5.0: airway management

### Performance Standard CTE EMT.5.1 Airway Management, Respiration, and Artificial Ventilation

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.5.1.1 Demonstrate techniques for assuring a patent airway.
 | 0 1 2 N/A |  |
| 1. CTE EMT.5.1.2 Describe techniques to assess and manage adequate and inadequate ventilation.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE EMT.6.0: scene and patient assessment

### Performance Standard CTE EMT.6.1 Scene Assessment

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.6.1.1 Perform a scene size-up.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.1.2 Describe situational awareness.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.1.3 Describe resources needed to manage the scene.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.1.4 Describe types of scene hazards.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.1.5 Manage the scene.
 | 0 1 2 N/A |  |

### Performance Standard CTE EMT.6.2 Patient Assessment

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.6.2.1 Describe a primary assessment, establishing patient priority.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.2.2 Assess treatment and procedures needed to preserve life.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.2.3 Describe the importance of investigating the chief complaint.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.2.4 Describe the importance of investigating the patient’s medical history.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.2.5 Describe a secondary assessment.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.2.6 Assess vital signs using monitoring devices.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.2.7 Perform a physical examination of affected body systems.
 | 0 1 2 N/A |  |
| 1. CTE EMT.6.2.8 Describe how, when, and what (i.e., interventions) to reassess.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE EMT.7.0: medicine

### Performance Standard CTE EMT.7.1 Medical Pathophysiology, Assessment, and Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE EMT.7.1.1 Describe pathophysiology, assessment, and management of abdominal and gastrointestinal issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.2 Describe pathophysiology, assessment, and management of cardiovascular issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.3 Describe pathophysiology, assessment, and management of eyes, ears, nose, and throat issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.4 Describe pathophysiology, assessment, and management of endocrine disorders.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.5 Describe pathophysiology, assessment, and management of genitourinary/renal issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.6 Describe pathophysiology, assessment, and management of hematology issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.7 Describe pathophysiology, assessment, and management of immunology issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.8 Describe pathophysiology, assessment, and management of infectious diseases.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.9 Describe pathophysiology, assessment, and management of neurological issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.10 Describe pathophysiology, assessment, and management of non-traumatic musculoskeletal disorders.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.11 Describe pathophysiology, assessment, and management of psychiatrics or behavioral issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.12 Describe pathophysiology, assessment, and management of respiratory issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.13 Describe pathophysiology, assessment, and management of toxicology issues.
 | 0 1 2 N/A |  |
| 1. CTE EMT.7.1.14 Describe pathophysiology, assessment, and management of gynecological issues.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE EMT.8.0: shock and resuscitation

### Performance Standard CTE EMT.8.1 Shock

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.8.1.1 Describe pathophysiology, assessment, and management of shock.
 | 0 1 2 N/A |  |
| 1. CTE EMT.8.1.2 Describe the types, stages, and causes of shock.
 | 0 1 2 N/A |  |
| 1. CTE EMT.8.1.3 Describe the management of each type of shock.
 | 0 1 2 N/A |  |

### Performance Standard CTE EMT.8.2 Resuscitation

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE EMT.8.2.1 Describe pathophysiology, assessment, and management of respiratory failure or arrest.
 | 0 1 2 N/A |  |
| 1. CTE EMT.8.2.2 Describe pathophysiology, assessment, and management of cardiac failure or arrest.
 | 0 1 2 N/A |  |
| 1. CTE EMT.8.2.3 Describe pathophysiology, assessment, and termination of resuscitative efforts.
 | 0 1 2 N/A |  |
| 1. CTE EMT.8.2.4 Describe pathophysiology, assessment, and post-resuscitation management.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE EMT.9.0: trauma

### Performance Standard CTE EMT.9.1 Pathophysiology, Assessment, and Management of Trauma

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE EMT.9.1.1 Make transportation decisions, based on assessment findings for an acutely injured patient.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.2 Describe pathophysiology, assessment, and management of a bleeding patient.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.3 Describe pathophysiology, assessment, and management of a patient with chest trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.4 Describe pathophysiology, assessment, and management of a patient with abdominal and genitourinary trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.5 Describe pathophysiology, assessment, and management of a patient with orthopedic trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.6 Describe pathophysiology, assessment, and management of a patient with soft tissue trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.7 Describe pathophysiology, assessment, and management of a patient with head, facial, neck, and spine trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.8 Describe pathophysiology, assessment, and management of a patient with nervous system trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.9 Describe pathophysiology, assessment, and management of special considerations in trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.10 Describe pathophysiology, assessment, and management of environmental emergencies.
 | 0 1 2 N/A |  |
| 1. CTE EMT.9.1.11 Describe pathophysiology, assessment, and management of a patient with multi-system trauma.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE EMT.10.0: Special Patient Populations

### Performance Standard CTE EMT.10.1 Assessment and Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE EMT.10.1.1 Describe assessment and management of obstetrics patients.
 | 0 1 2 N/A |  |
| 1. CTE EMT.10.1.2 Describe assessment and management of neonatal care patients.
 | 0 1 2 N/A |  |
| 1. CTE EMT.10.1.3 Describe assessment and management of pediatrics patients.
 | 0 1 2 N/A |  |
| 1. CTE EMT 10.1.4 Describe assessment and management of geriatrics patients.
 | 0 1 2 N/A |  |
| 1. CTE EMT 10.1.5 Describe assessment and management of patients with special challenges.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE EMT.11.0: ems operations

### Performance Standard CTE EMT.11.1 Roles and Responsibilities

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE EMT.11.1.1 Describe operational roles and responsibilities to ensure patient, public and personnel safety for incident management.
 | 0 1 2 N/A |  |
| 1. CTE EMT.11.1.2 Describe operational roles and responsibilities to ensure patient, public and personnel safety for multiple casualty incidents (MCI).
 | 0 1 2 N/A |  |
| 1. CTE EMT.11.1.3 Describe operational roles and responsibilities to ensure patient, public and personnel safety for air medical.
 | 0 1 2 N/A |  |
| 1. CTE EMT 11.1.4 Describe operational roles and responsibilities to ensure patient, public and personnel safety for vehicle extrication.
 | 0 1 2 N/A |  |
| 1. CTE EMT 11.1.5 Describe operational roles and responsibilities to ensure patient, public and personnel safety for hazardous materials awareness.
 | 0 1 2 N/A |  |
| 1. CTE EMT 11.1.6 Describe operational roles and responsibilities to ensure patient, public and personnel safety for mass casualty incidents due to terrorism and disaster.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE EMT.12.0: ems operations

### Performance Standard CTE EMT.12.1 Psychomotor Skills

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE EMT.12.1.1 Demonstrate oxygen (O2) administration.
 | 0 1 2 N/A |  |
| 1. CTE EMT.12.1.2 Demonstrate bag-valve-mask ventilation.
 | 0 1 2 N/A |  |
| 1. CTE EMT.12.1.3 Demonstrate bleeding control and shock management.
 | 0 1 2 N/A |  |
| 1. CTE EMT 12.1.4 Demonstrate patient assessment for trauma.
 | 0 1 2 N/A |  |
| 1. CTE EMT 12.1.5 Demonstrate patient assessment for medical.
 | 0 1 2 N/A |  |
| 1. CTE EMT 12.1.6 Demonstrate cardiac arrest management/AED.
 | 0 1 2 N/A |  |
| 1. CTE EMT 12.1.7 Demonstrate joint immobilization.
 | 0 1 2 N/A |  |
| 1. CTE EMT 12.1.8 Demonstrate long bone immobilization.
 | 0 1 2 N/A |  |
| 1. CTE EMT 12.1.9 Demonstrate seated spinal immobilization.
 | 0 1 2 N/A |  |
| 1. CTE EMT 12.1.10 Demonstrate supine spinal immobilization.
 | 0 1 2 N/A |  |

### Performance Standard CTE EMT.12.2 Team Dynamics

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE EMT.12.2.1 Serve as a team leader.
 | 0 1 2 N/A |  |
| 1. CTE EMT.12.2.2 Serve as a team member.
 | 0 1 2 N/A |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |  |

**Student Focus:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |  |
| 1. The material cross-references and integrates other content areas.
 |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |  |
| 1. The material includes appropriate instructional strategies.
 |  |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |  |

**Pedagogical Approach:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures of learning.
 |  |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |  |

**Presentation and Design:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) is accurate and well-integrated into the text.
 |  |  |

**Technology:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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