Firefighting

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 [**Firefighting**](https://cte.idaho.gov/wp-content/uploads/2024/08/firefighting-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 Firefighting is not evident. | There is some evidence of the Standard for Firefighting. | Materials explicitly align to and support the Standard for Firefighting through regular and authentic engagement opportunities for students. |  |

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

### Performance Standard CTE FF.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 FF.1.1.1 Explore the role of professional organizations and/or associations in the firefighting industry.
 | 0 1 2 N/A |  |
| 1. CTE FF.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE FF.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE FF.2.0: organizational systems

### Performance Standard CTE FF.2.1 Scope of Departmental Organization

| 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 FF.2.1.1 Describe the history of the fire service.
 | 0 1 2 N/A |  |
| 1. CTE FF.2.1.2 Describe types of fire service organizations (e.g., volunteer, career, combination departments, wildland).
 | 0 1 2 N/A |  |
| 1. CTE FF.2.1.3 Describe the fire service mission and organizational structure, including the chain of command.
 | 0 1 2 N/A |  |
| 1. CTE FF.2.1.4 Describe the types of fire service crews and the duties of each.
 | 0 1 2 N/A |  |
| 1. CTE FF.2.1.5 Describe types of apparatus and the duties and functions of each.
 | 0 1 2 N/A |  |
| 1. CTE FF.2.1.6 Identify career tracks within the fire service industry, including related educational and certification requirements.
 | 0 1 2 N/A |  |
| 1. CTE FF.2.1.7 Describe strategies and tactics related to the ICS organization.
 | 0 1 2 N/A |  |

### Performance Standard CTE FF.2.2 Communication

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE FF.2.2.1 Describe emergency and nonemergency communications systems and equipment used to process calls.
 | 0 1 2 N/A |  |
| 1. CTE FF.2.2.2 Describe radio communication principles and procedures (e.g., interpersonal guidelines).
 | 0 1 2 N/A |  |
| 1. CTE FF.2.2.3 Compare routine communication versus emergency communication.
 | 0 1 2 N/A |  |
| 1. CTE FF.2.2.4 Complete training for the Incident Command System (ICS) and the National Incident Management System (NIMS) 100, 200, 700, and 800, including for wildland firefighting, according to the emergency response guidebook.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE FF.3.0: Building Construction and fire

### Performance Standard CTE FF.3.1 Effects of Construction on Firefighting Tactics

| 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 FF.3.1.1 Identify types of building construction and roof types (e.g., Type I-V).
 | 0 1 2 N/A |  |
| 1. CTE FF.3.1.2 Classify the building code's occupancy designations (e.g., residential, assembly, business).
 | 0 1 2 N/A |  |
| 1. CTE FF.3.1.3 Describe building construction related to firefighter safety, fire prevention, code inspection, firefighting strategy, and tactics.
 | 0 1 2 N/A |  |
| 1. CTE FF.3.1.4 Identify the hazards and tactical considerations associated with the various types of building construction.
 | 0 1 2 N/A |  |
| 1. CTE FF.3.1.5 Describe the different loads and stresses in building construction and how they relate to firefighter situation awareness.
 | 0 1 2 N/A |  |
| 1. CTE FF.3.1.6 Identify the indicators of potential structural failure as they relate to firefighter safety.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE FF.4.0: health and safety

### Performance Standard CTE FF.4.1 Workplace Safety

| 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 FF.4.1.1 Identify industry health and fitness qualifications and standards.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.2 Describe signs of stress and stress management techniques.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.3 Describe resources available for counseling and psychological support for emergency services personnel and their families.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.4 Describe cultural and behavioral change within emergency services relating to health and safety.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.5 Describe the concept of empowering all emergency services personnel to stop unsafe acts.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.6 Define risk management concepts (e.g., freelancing, accountability) and how they affect strategic and tactical decision-making.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.7 Describe technological trends affecting safety and survival.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.8 Describe NIOSH reviews regarding near-misses, injuries, and fatalities.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.9 Describe the increase in violent incidents (e.g., terrorism, ASHER) and the way it impacts safety for emergency services personnel when responding to emergency scenes.
 | 0 1 2 N/A |  |
| 1. CTE FF.4.1.10 Complete CPR training.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE FF.5.0: personal equipment and tools

### Performance Standard CTE FF.5.1 PPE and SCBA

| 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 FF.5.1.1 Identify the components of personal protective equipment (PPE).
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.2 Maintain PPE.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.3 Identify the components of a self-contained breathing apparatus (SCBA).
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.4 Maintain the SCBA.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.5 Define an immediately dangerous to life or health (IDLH) atmosphere.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.6 Describe respiratory hazards that require SCBA to be used.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.7 Describe principles of air management consistent with NFPA 1404.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.8 Don and doff SCBA within an instructor-specified time.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.1.9 Demonstrate replacement of SCBA air cylinders.
 | 0 1 2 N/A |  |

### Performance Standard CTE FF.5.2 Firefighter Tools

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE FF.5.2.1 Describe the importance of safety in the design of apparatus and equipment.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.2.2 Describe firefighter forced-entry tools (e.g., irons, axe, knife, window punch, flashlight, headlamp) and their functions.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.2.3 Describe firefighter hand and power (e.g., hydraulic, electric) extrication tools (e.g., spreaders, cutters, rams, cribbing, harness, struts, airbags) and their functions.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.2.4 Describe firefighter electrical safety tools (e.g., lineman gloves, hot sticks, wire tester) and their functions.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.2.5 Describe knots and hoisting tools (e.g., ropes, webbing) and their functions.
 | 0 1 2 N/A |  |
| 1. CTE FF.5.2.6 Describe information and awareness tools (e.g., radio, drones, sensors, imaging, signaling devices) and their functions.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE FF.6.0: ethics and legal responsibilities

### Performance Standard CTE FF.6.1 Professional Conduct

| 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 FF.6.1.1 Compare law and ethics.
 | 0 1 2 N/A |  |
| 1. CTE FF.6.1.2 Define values, beliefs, and attitudes.
 | 0 1 2 N/A |  |
| 1. CTE FF.6.1.3 Describe concepts of accountability, obligation, and responsibility.
 | 0 1 2 N/A |  |
| 1. CTE FF.6.1.4 Define policies and procedures.
 | 0 1 2 N/A |  |
| 1. CTE FF.6.1.5 Describe legal responsibilities and employer policies, rules, and regulations regarding ethical conduct (e.g., discrimination, EAP, harassment) within the fire service.
 | 0 1 2 N/A |  |
| 1. CTE FF.6.1.6 Identify personal and professional consequences for unethical behaviors.
 | 0 1 2 N/A |  |
| 1. CTE FF.6.1.7 Describe governing bodies designed to promote safety and health (e.g., National Fire Protection Association [NFPA], Occupational Safety and Health Administration [OSHA], American National Standards Institute [ANSI], Underwriters Laboratories [UL], National Institute for Occupational Safety and Health [NIOSH]).
 | 0 1 2 N/A |  |
| 1. CTE FF.6.1.8 Describe standard operating procedures (SOPs) and standard operating guidelines (SOGs) used in the fire service.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE FF.7.0: fire behavior and combustion

### Performance Standard CTE FF.7.1 Fire Science

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE FF.7.1.1 Identify the physical properties of the three states of matter.
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.2 Describe the fire tetrahedron.
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.3 Describe the physical and chemical properties of fire.
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.4 Describe the stages of fire development.
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.5 Define terms and concepts associated with the chemistry and dynamics of fire (e.g., thermal layering, neutral plane, rollover, flashover, backdraft, fuel-limited fires, ventilation-limited fires, flow path, entrainment, smoke explosion).
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.6 Describe the effects and dangers of air movement on the combustion process.
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.7 Describe various materials fires use as fuel (e.g., solid-fuel, liquid-fuel, gas-fuel).
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.8 Identify other suppression agents and strategies.
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.9 Describe the transmission of heat.
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.10 Describe the classification of fire (i.e., A, B, C, D, and K).
 | 0 1 2 N/A |  |
| 1. CTE FF.7.1.11 Describe the way the flow path influences the growth of a building fire.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE FF.8.0: PREVENTATIVE MAINTENANCE INSPECTIONS

### Performance Standard CTE FF.8.1 Diesel Engine Theory, Components, and Operation

| 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 FF.8.1.1 Identify sources for water supplies.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.1.2 Demonstrate knowledge of the characteristics of water as a fire suppression agent.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.1.3 Demonstrate the operation of hose lines (e.g., friction loss), appliances, and tools.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.1.4 Describe fire stream tactics (e.g., straight stream, fog nozzle patterns, angle application).
 | 0 1 2 N/A |  |
| 1. CTE FF.8.1.5 Describe fire hose damage.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.1.6 Perform general fire hose maintenance and care.
 | 0 1 2 N/A |  |

### Performance Standard CTE FF.8.2 Extinguishers

| 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 FF.8.2.1 Describe fire extinguisher rating systems.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.2.2 Demonstrate the use of a portable fire extinguisher (e.g., pull, aim, squeeze, sweep [PASS] application method ).
 | 0 1 2 N/A |  |
| 1. CTE FF.8.2.3 Describe inspection requirements for portable fire extinguishers.
 | 0 1 2 N/A |  |

### Performance Standard CTE FF.8.3 Company Operations

| 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 FF.8.3.1 Define incident priorities.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.2 Describe tactical priorities (e.g., rescue, exposures, containment, extinguish, overhaul - ventilation, and salvage [RECEO-VS], size up, locate the fire, identify and control flow path, cool the space from the safest location, extinguish the fire, rescue, and salvage [SLICERS]).
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.3 Describe engine, ladder, and rescue company functions during fires.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.4 Describe reasons and techniques for fire ground ventilation.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.5 Describe search and rescue operations and procedures.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.6 Describe the types and uses of ladders.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.7 Maintain and care for fire service ground ladders.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.8 Perform inspection and maintenance of ropes.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.9 Describe types of forcible entry and the situations that determine their use.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.10 Describe the reasons for and types of salvage operations.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.11 Describe the reasons for and types of overhaul operations.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.12 Describe reasons and procedures for vehicle extrication.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.13 Apply concepts of live fire training (NFPA 1403).
 | 0 1 2 N/A |  |
| 1. CTE FF.8.3.14 Describe hazardous material operations.
 | 0 1 2 N/A |  |

### Performance Standard CTE FF.8.4 Methods of Fire Prevention

| 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 FF.8.4.1 Describe the fire inspection process.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.4.2 Describe scientific methods used in fire investigation through NFPA 921.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.4.3 Describe the concepts of an origin and cause investigation.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.4.4 Describe the importance of public education as a critical component of life safety programs.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.4.5 Describe the importance of fire sprinklers and code enforcement.
 | 0 1 2 N/A |  |
| 1. CTE FF.8.4.6 Describe the primary responsibilities of fire prevention personnel, including code enforcement, public information, and public and private protection systems.
 | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials include formative and summative assessments and/or test data banks that allow the instructor to edit materials when appropriate.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of differentiation elements or engaging tools.  | There is some evidence of differentiation elements or engaging tools. | Materials include differentiation elements as well as engaging tools. |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |
| 1. The material has an aesthetically appealing appearance.
 | 0 1 2 N/A |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 | 0 1 2 N/A |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 | 0 1 2 N/A |  |

Scoring for Best Practices in the Use of Technology

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of best practices in using technology.  | There is some evidence of best practices in using technology. | Materials include best practices in using technology. |  |

Use of Technology

| **Use of Technology** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| 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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