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 Points  No Alignment | 1 Point  Partial Alignment | 2 Points  High Alignment | NA  Not 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 |  |

# 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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