Public Safety I

8700 36 weeks / 140 hours

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Acknowledgments

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The framework was edited and produced by the CTE Resource Center:
Course Description

Suggested Grade Level: 10 or 11

Students perform procedures related to law enforcement and firefighting occupations, including learning the history of the criminal justice system; policing skills; the rule of law; crime scene investigation; the role of the courts; communications systems; first aid and cardiopulmonary resuscitation (CPR) techniques; protective devices; the history and fundamentals of the fire service; rescue procedures; and procedures for using personal protective equipment (PPE), the self-contained breathing apparatus (SCBA), water supply, hoses, and nozzles.

Task Essentials Table

- Tasks/competencies designated by plus icons (➕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (〇) are optional
- Tasks/competencies designated by minus icons (☒) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following Criminal Justice and Firefighting Safety Standards</td>
<td></td>
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</tr>
<tr>
<td>39</td>
<td>➕</td>
<td>Identify classroom safety rules and procedures.</td>
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<tr>
<td>40</td>
<td>➕</td>
<td>Identify school safety policies and procedures.</td>
</tr>
<tr>
<td>41</td>
<td>➕</td>
<td>Follow general safety procedures.</td>
</tr>
<tr>
<td>42</td>
<td>➕</td>
<td>Identify equipment safety rules and procedures.</td>
</tr>
<tr>
<td>Task Number</td>
<td>8700</td>
<td>Tasks/Competencies</td>
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</tr>
<tr>
<td>43</td>
<td></td>
<td>Earn the Occupational Safety and Health Administration (OSHA) 10 certification.</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>Demonstrate practices that promote health and wellness.</td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>Outline the physical fitness standards for firefighters.</td>
</tr>
<tr>
<td>46</td>
<td></td>
<td>Define risk management.</td>
</tr>
<tr>
<td>47</td>
<td></td>
<td>Identify common causes of death in the fire service.</td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>Identify the features of conducting an organized rapid escape.</td>
</tr>
<tr>
<td>49</td>
<td></td>
<td>Identify procedures to follow when an entrapment occurs.</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>Identify the importance of NFPA standards to the fire service.</td>
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**CRIMINAL JUSTICE**

**Introducing the Criminal Justice System**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
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</thead>
<tbody>
<tr>
<td>51</td>
<td></td>
<td>Describe the elements of the criminal justice system.</td>
</tr>
<tr>
<td>52</td>
<td></td>
<td>Explain the role of the criminal justice system within the structure of the federal, state, and local governments.</td>
</tr>
<tr>
<td>53</td>
<td></td>
<td>Describe the historical bases of the American criminal justice system.</td>
</tr>
</tbody>
</table>

**Exploring Careers in Criminal Justice**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td></td>
<td>Research occupations related to criminal justice.</td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>Identify the personal and professional ethics associated with criminal justice professions.</td>
</tr>
</tbody>
</table>

**Understanding the Rule of Law**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
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</thead>
<tbody>
<tr>
<td>56</td>
<td></td>
<td>Define crime.</td>
</tr>
<tr>
<td>57</td>
<td></td>
<td>Identify felonies and misdemeanors, including traffic violations.</td>
</tr>
<tr>
<td>58</td>
<td></td>
<td>Identify crimes against persons and crimes against property.</td>
</tr>
<tr>
<td>59</td>
<td></td>
<td>Explain how probable cause might be established.</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td>Explain rules of evidence.</td>
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</tbody>
</table>

**Exploring Policing**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
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</thead>
<tbody>
<tr>
<td>61</td>
<td></td>
<td>Describe appropriate use of force in criminal justice.</td>
</tr>
<tr>
<td>62</td>
<td></td>
<td>Describe standards required for the handling and use of deadly weapons.</td>
</tr>
<tr>
<td>63</td>
<td></td>
<td>Identify the initial responsibilities of officers responding to emergencies.</td>
</tr>
<tr>
<td>64</td>
<td></td>
<td>Describe the purposes of traffic regulations.</td>
</tr>
<tr>
<td>65</td>
<td></td>
<td>Describe the officer’s roles in the enforcement of traffic laws and the investigation of traffic violations.</td>
</tr>
<tr>
<td>66</td>
<td></td>
<td>Explain crime prevention.</td>
</tr>
<tr>
<td>67</td>
<td></td>
<td>Describe methods for protecting persons.</td>
</tr>
<tr>
<td>68</td>
<td></td>
<td>Describe community policing.</td>
</tr>
</tbody>
</table>

**Investigating a Crime Scene**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
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</thead>
<tbody>
<tr>
<td>69</td>
<td></td>
<td>Analyze the application of the Fourth Amendment to search and seizure.</td>
</tr>
<tr>
<td>70</td>
<td></td>
<td>Identify types of evidence associated with various crimes.</td>
</tr>
<tr>
<td>71</td>
<td></td>
<td>Describe communication skills for the criminal justice professional.</td>
</tr>
</tbody>
</table>

**Exploring the Courts**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td></td>
<td>Identify organizational structure and responsibilities of federal, state, and local courts.</td>
</tr>
<tr>
<td>Task Number</td>
<td>8700</td>
<td>Tasks/Competencies</td>
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<tr>
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</tr>
<tr>
<td>73</td>
<td>✖</td>
<td>Define bail, arraignment, preliminary hearing, grand jury, indictment, true bill vs. no bill, and trial in a criminal case.</td>
</tr>
</tbody>
</table>

**FIREFIGHTING**

**Practicing First Aid**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>✖</td>
<td>Identify first aid terms and abbreviations.</td>
</tr>
<tr>
<td>75</td>
<td>✖</td>
<td>Demonstrate techniques for controlling bleeding.</td>
</tr>
<tr>
<td>76</td>
<td>✖</td>
<td>Demonstrate methods for detecting and caring for those in shock.</td>
</tr>
<tr>
<td>77</td>
<td>✖</td>
<td>Care for those with the various classifications of burns.</td>
</tr>
<tr>
<td>78</td>
<td>✖</td>
<td>Demonstrate treatment for musculoskeletal injuries.</td>
</tr>
<tr>
<td>79</td>
<td>✖</td>
<td>Demonstrate treatment for environmental emergencies.</td>
</tr>
<tr>
<td>80</td>
<td>✖</td>
<td>Identify the types, symptoms, and treatments of poisoning.</td>
</tr>
<tr>
<td>81</td>
<td>✖</td>
<td>Demonstrate care for conscious and unconscious patients until proper care arrives.</td>
</tr>
</tbody>
</table>

**Practicing CPR [Note: Must be delivered by an approved provider]**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>✖</td>
<td>Assess scene safety for the rescuer and the patient.</td>
</tr>
<tr>
<td>83</td>
<td>✖</td>
<td>Demonstrate removal of a foreign body airway obstruction.</td>
</tr>
<tr>
<td>84</td>
<td>✖</td>
<td>Demonstrate one- and two-rescuer CPR.</td>
</tr>
<tr>
<td>85</td>
<td>✖</td>
<td>Operate an automated external defibrillator (AED).</td>
</tr>
<tr>
<td>86</td>
<td>✖</td>
<td>Demonstrate rescue breathing.</td>
</tr>
</tbody>
</table>

**Introducing the Fire Service**

<table>
<thead>
<tr>
<th>Task Number</th>
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</thead>
<tbody>
<tr>
<td>87</td>
<td>✖</td>
<td>Define the firefighter's function and responsibilities.</td>
</tr>
<tr>
<td>88</td>
<td>✖</td>
<td>Describe the history of the fire service.</td>
</tr>
<tr>
<td>89</td>
<td>✖</td>
<td>Outline the organizational structure of the fire service.</td>
</tr>
</tbody>
</table>

**Using PPE and SCBA**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>✖</td>
<td>Identify the conditions that require the use of SCBA and full PPE.</td>
</tr>
<tr>
<td>91</td>
<td>✖</td>
<td>Identify the components of SCBA and PPE.</td>
</tr>
<tr>
<td>92</td>
<td>✖</td>
<td>Demonstrate proper use, inspection, and maintenance of SCBA and PPE.</td>
</tr>
<tr>
<td>93</td>
<td>✖</td>
<td>Demonstrate emergency procedures in the case of SCBA malfunction or failure.</td>
</tr>
<tr>
<td>94</td>
<td>✖</td>
<td>Define the relationship between PPE and national standards and regulations.</td>
</tr>
<tr>
<td>95</td>
<td>✖</td>
<td>Don and doff PPE within the recommended guidelines of the NFPA.</td>
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</tbody>
</table>

**Using Fire Detection, Protective, and Communications Systems**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8700</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
<td>✖</td>
<td>List procedures for citizens to report an emergency.</td>
</tr>
<tr>
<td>97</td>
<td>✖</td>
<td>Describe the local fire department’s emergency response procedures.</td>
</tr>
<tr>
<td>98</td>
<td>✖</td>
<td>Identify methods of receiving reports.</td>
</tr>
<tr>
<td>99</td>
<td>✖</td>
<td>Describe business and personal phone procedures.</td>
</tr>
<tr>
<td>100</td>
<td>✖</td>
<td>Perform radio communications.</td>
</tr>
<tr>
<td>101</td>
<td>✖</td>
<td>Identify the value of and need for protective systems to help preserve life and property.</td>
</tr>
<tr>
<td>102</td>
<td>✖</td>
<td>Identify types, components, and valve types of sprinkler systems.</td>
</tr>
<tr>
<td>103</td>
<td>✖</td>
<td>Describe the methods used to return a sprinkler system to service.</td>
</tr>
<tr>
<td>104</td>
<td>✖</td>
<td>Identify standpipe and connections.</td>
</tr>
<tr>
<td>105</td>
<td>✖</td>
<td>Describe the value of sprinkler systems to on-the-scene firefighting.</td>
</tr>
<tr>
<td>Task Number</td>
<td>8700</td>
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<tr>
<td>106</td>
<td>+</td>
<td>Locate sprinkler connections.</td>
</tr>
<tr>
<td>107</td>
<td>+</td>
<td>Describe types and uses of fire streams and hoses.</td>
</tr>
<tr>
<td>108</td>
<td>+</td>
<td>Operate various fire streams.</td>
</tr>
<tr>
<td>109</td>
<td>+</td>
<td>List the fundamental components of a modern water system.</td>
</tr>
<tr>
<td>110</td>
<td>+</td>
<td>Operate a hydrant.</td>
</tr>
<tr>
<td>111</td>
<td>+</td>
<td>Describe alternative static water sources.</td>
</tr>
<tr>
<td>112</td>
<td>+</td>
<td>Describe the procedures for loading and off-loading mobile water supply apparatus.</td>
</tr>
<tr>
<td>113</td>
<td>+</td>
<td>Identify techniques for rolling, repacking, and deploying hose lines.</td>
</tr>
<tr>
<td>114</td>
<td>+</td>
<td>Identify use and maintenance of fire hose.</td>
</tr>
<tr>
<td>115</td>
<td>+</td>
<td>Identify hazards associated with types of rescue situations.</td>
</tr>
<tr>
<td>116</td>
<td>+</td>
<td>Demonstrate victim-extrication, victim-lifting, and victim-movement processes.</td>
</tr>
<tr>
<td>117</td>
<td>+</td>
<td>Conduct primary and secondary searches in a structure.</td>
</tr>
</tbody>
</table>

Legend: +Essential ○Non-essential ☐Omitted

Curriculum Framework

Following Criminal Justice and Firefighting Safety Standards

Task Number 39

Identify classroom safety rules and procedures.

Definition

Identification should include

- refraining from rough or noisy behavior
- reflecting school safety pledge/code/requirements
- adhering to school rules and regulations
- passing a safety test.
Process/Skill Questions

• Why is orderliness important to public safety professionals?
• Why is it important to set a positive example for others?
• What personal characteristics can affect education and learning?

Task Number 40

Identify school safety policies and procedures.

Definition

Identification should include locating and reviewing the school safety/policy handbook and complying with policies and procedures.

Process/Skill Questions

• What is the importance of complying with school regulations?
• Why are school policies created, and what are the benefits of abiding by them?
• What are students’ rights and responsibilities, and how are they established?
• What would happen if there were no school rules?

Task Number 41

Follow general safety procedures.

Definition

Following safety procedures should include

• handling of all weapons and ammunition
• handling of suspected narcotics
• handling of transportation/patrol vehicles (e.g., cars, boats, bicycles, motorcycles, helicopters, planes, prisoner transport vans)
• use of personal protective equipment (PPE) (e.g., gloves, masks, face shields)
• handling of the four methods of pathogen contamination
  o injection
  o ingestion
  o inhalation
  o skin contact
• discussing the responsibility of the student when hearing of potential danger or threats to students or the school.

Process/Skill Questions
• Why is it important to handle weapons according to established standards?
• What are the medical/legal issues involving bloodborne pathogens or infectious diseases?
• What are the medical/legal issues involving the handling of narcotics?
• Why is it important to understand basic safety rules?
• Why should the student go to an adult with his or her concerns as soon as possible?

Task Number 42

Identify equipment safety rules and procedures.

Definition

Identification of safety rules and procedures should be applied to equipment common to public safety trades, including, but not limited to, handcuffs, training equipment, and issued equipment.

Process/Skill Questions

• Why is proper use and care of equipment a basic part of a public safety professional’s training?
• What are some possible consequences of improper use and care of equipment?

Task Number 43

Earn the Occupational Safety and Health Administration (OSHA) 10 certification.

Definition

Earning an OSHA 10 card will

• recognize that one has acquired 10 hours of safety instruction
• help teach national standards for personal safety within a lab environment
• validate safety skills to the industry
• help workers become more safety conscious and responsible.

Process/Skill Questions

• What are the benefits of earning the OSHA 10 card?
• What is OSHA, and how are its standards validated?
• Why was OSHA established, and how has it evolved?
• How does the OSHA 10 card help the public safety professional?

Task Number 44
Demonstrate practices that promote health and wellness.

Definition

Demonstration should include

- methods for preventing common injuries, such as those caused by slips and falls, improper lifting techniques, improper use of tools or equipment, overexertion, and fatigue
- maintaining physical fitness and a healthy diet
- stress management
- mental and emotional health awareness.

Process/Skill Questions

- What are the common causes for health issues among criminal justice professionals?
- What are techniques for seeking help for one’s mental and emotional health?
- What resources are available to criminal justice professionals to promote their physical, mental, and emotional health?

Task Number 45

Outline the physical fitness standards for firefighters.

Definition

Outline should include

- an annual health screening
- a fitness program
- nutritional education
- knowledge regarding the effects of drugs (both legal and illegal) and alcohol on physical performance.

Teacher resources:

- Critical Incident Stress Management (CISM)
- Mental Health First Aid for Fire and Emergency Medical Services (EMS)

Process/Skill Questions

- How does nutrition affect physical fitness?
- Where can information be found about maintaining well-being?
- Why are stretching, balance, and flexibility important in maintaining physical fitness?
• What is an annual health screening, and what are the benefits?
• What are some methods of coping with the loss of fellow firefighters?

Task Number 46

Define risk management.

Definition

Definition should include

• risk management as the process of minimizing the chance, degree, or probability of damage, loss, or injury
• the situations in which a public safety professional may or may not risk his/her own life for the protection and safety of others or of property
• a description of weighted risk
• the risk management plan as a requirement of the National Fire Prevention Association (NFPA) and local jurisdiction.

Process/Skill Questions

• What could occur if a risk is too great?
• What is the relationship between risk and heroism?
• What can force a public safety professional to withdraw or terminate an operation?
• What is an accident? What is a preventable vs. nonpreventable accident?

Task Number 47

Identify common causes of death in the fire service.

Definition

Identification should include

• cancer
• heart attack (the most common) and stroke (stress)
• falls
• falling objects
• asphyxiation
• burns
• equipment failure
• exposure to chemicals.

Teacher resource:
Process/Skill Questions

- What is the most common killer on the job?
- How can firefighters increase their chances of survival?
- What can be done to reduce the chances of death due to equipment failure?

**Task Number 48**

**Identify the features of conducting an organized rapid escape.**

**Definition**

Identification should include

- pre-planning
- reporting the need
- acknowledging the signal
- leaving behind all equipment
- escaping from a room, roof, or balcony
- using self-rescue
- using a ladder to escape
- reporting a successful escape.

**Process/Skill Questions**

- What is preplanning?
- What situations would require a rapid escape?
- Why is it important to get a personal accountability report (PAR) after a rapid escape?

**Task Number 49**

**Identify procedures to follow when an entrapment occurs.**

**Definition**

Identification should include

- signaling for help
- signaling for help/calling a Mayday
• assessing the situation (i.e., injuries, entrapment, immediate danger)
• assessing the condition of equipment and self-contained breather apparatus (SCBA)
• assessing self-extrication potential
• assessing remaining breathing time.

Process/Skill Questions

• Why is it imperative to remain calm in an entrapment situation?
• What are ways to signal for help?
• What is the local jurisdiction’s policy on calling/recognizing a Mayday?
• What is LUNAR?

Task Number 50

Identify the importance of NFPA standards to the fire service.

Definition

Identification should include

• defining NFPA
• defining the organization’s objectives (i.e., to provide educational and performance guidelines to enhance uniform training).

Process/Skill Questions

• Why did the NFPA create standards?
• Why do NFPA standards need to be followed?
• Why do NFPA standards take precedence over local requirements?
• What would be required for a locality to fully adopt NFPA standards?

CRIMINAL JUSTICE

Introducing the Criminal Justice System

Task Number 51
Describe the elements of the criminal justice system.

Definition

Description should include the

- elements of the American criminal justice system
- primary purpose of each element
- primary relationship among law enforcement, corrections, and the courts
- purpose of the courts (i.e., to interpret the law and to apply it to cases)
- goals of law enforcement (i.e., to control and to prevent crime)
- roles of corrections (i.e., custody, control, supervision, and security vs. rehabilitation).

Process/Skill Questions

- Why is an understanding of the elements of the criminal justice system a fundamental part of a course of study?
- Why are the goals of law enforcement always the same?
- Why do the goals of each element of the criminal justice system sometimes conflict?

Task Number 52

Explain the role of the criminal justice system within the structure of the federal, state, and local governments.

Definition

Explanation should include describing the

- three branches of the federal government and the responsibilities of each
- law enforcement agencies that operate under the executive branch of the federal government
- branches of the state government and the placement of law enforcement courts and corrections within that structure
- organization of local government and the placement of criminal agencies in that structure
- interrelationships among federal, state, and local criminal justice agencies.

Process/Skill Questions

- Why are the responsibilities of the federal government divided?
- What are the advantages/disadvantages of a police department vs. a sheriff’s office or full-service law enforcement needs?
- Why is it important for the agencies in the three branches of government to extend full cooperation to one another whenever possible?
• What are some criminal justice career possibilities on the federal, the state, and the local levels?

Task Number 53

Describe the historical bases of the American criminal justice system.

Definition

Description should include the

• various changes in punishment/sentencing throughout the history of the criminal justice system
• evolution of police, the courts, and corrections in England
• concept of common law
• concept of mala in se and mala prohibita
• concept of precedent and stare decisis
• influence of Sir Robert Peel on modern policing
• progression of substantive American criminal laws from their bases in common law
• emergence of procedural law (case law) from substantive law.

Process/Skill Questions

• What was a significant event in the history of the criminal justice system? How did that event affect the system?
• What is a situation in which societal pressure changed the criminal justice system in the United States?
• Where do most of the United States’ criminal justice laws come from?

Exploring Careers in Criminal Justice

Task Number 54

Research occupations related to criminal justice.

Definition

Research should include the minimum requirements for employment, duties, and the working conditions, salary, and benefits associated with each assigned entry-level position.
Process/Skill Questions

- What are the benefits and disadvantages associated with criminal justice occupations?
- What similarities and differences in duties and working conditions exist among law enforcement, corrections, and court-related occupations?
- How is technology changing the work environment?
- How is success in the field of criminal justice defined?
- Which occupations require the most formal education?
- What may disqualify an individual from working within the criminal justice system?

Task Number 55

Identify the personal and professional ethics associated with criminal justice professions.

Definition

Identification should include

- definitions of professional and ethical standards
- reasons why criminal justice professionals must demonstrate high ethical and moral behavior
- an explanation of unethical, illegal, or unprofessional conduct
- a discussion of discretionary enforcement and the possible undesirable results
- the definition of principles that define law enforcement as a profession
- the influence of social media on the application process, as well as on continuing employment.

Process/Skill Questions

- What is an officer’s fundamental duty?
- What are an officer’s key responsibilities?
- What are the principles that define criminal justice as a profession?
- What does the term discretionary mean?
- Why should criminal justice professionals be held to high moral and ethical standards?
- What are potential consequences of poor ethical standards on the part of the police, courts, or corrections?
- How do these ethical standards (or violations of them) influence the individual, the institution, the family, and the community?
- What is the difference between unethical behavior and illegal behavior?

Understanding the Rule of Law
Task Number 56

Define *crime*.

**Definition**

Definition should include the following elements of crime:

- *Actus reus*—conduct or criminal act, and concurrence
- Action and the omission of an action (negligence)
- *Mens rea*—criminal intent (the criminal mind)
- Intent—general, specific, implied, and transferred
- Strict liability offenses

**Process/Skill Questions**

- When there is an omission of an action, what type of crime can occur?
- How can intent be transferred?

Task Number 57

Identify felonies and misdemeanors, including traffic violations.

**Definition**

Identification should include

- the legal definitions of felony and misdemeanor
- the classes of felonies and misdemeanors
- violations according to the Code of Virginia
- location of a code by definition and by code number.

**Process/Skill Questions**

- What are examples of felonies? How is each example punishable, and what class of felony is it?
- What are examples of misdemeanors? How is each example punishable, and to what class of misdemeanor does it belong?
- How many classes of felonies and of misdemeanors are there? Which class is most serious?
• Who is responsible for interpreting the Code of Virginia?
• What consequences may arise from citing a crime by the wrong code number?
• Why is it important to check the subsections and exemptions of the code?
• How would one go about locating a particular crime in the online Code of Virginia?

Task Number 58

Identify crimes against persons and crimes against property.

Definition

Identification of crimes should include

• differentiation between crimes against persons and crimes against property, using the Uniform Crime Report
• examples and elements of each
• felony and misdemeanor crimes.

Process/Skill Questions

• What is a crime against nature?
• What constitutes animal cruelty?
• What are the main categories of crimes against persons and crimes against property?
• What are the differences between crimes against persons and crimes against property?

Task Number 59

Explain how probable cause might be established.

Definition

Explanation should include

• definition of probable cause and description of probable cause in lay terms
  o the ways probable cause is established, including for arrest
  o the relationship between probable cause and obtaining search warrants
  o the relationship between probable cause and searching without a warrant
  o the placement of probable cause on a continuum of proof
• explanation of reasonable suspicion and how it differs from or leads to probable cause
• the exclusionary rule and reasons for it
• the potential consequences of an illegal search
• the safeguards to unreasonable searches and seizure under the Fourth Amendment and related U.S. Supreme Court rulings (e.g., Terry v. Ohio)
• completing an affidavit for an arrest warrant
the five areas the courts examine to judge the reasonableness of an officer’s conclusions of probable cause for arrest
  - the officer’s observation
  - other sources of information
  - patterns of criminal behavior
  - the officer’s training, experience, and influences
  - investigative deductions made by the officer.

Process/Skill Questions

- What is the exclusionary rule?
- What are the consequences of an illegal search?
- What are some methods for establishing probable cause?
- How does the establishment of probable cause affect subsequent prosecution?
- What is the role of hearsay information in establishing probable cause?
- What is the difference between probable cause and reasonable suspicion?

Task Number 60

Explain rules of evidence.

Definition

Explanation should include

- definition of evidence, material evidence, chain of evidence, and rules of evidence
- importance of maintaining the chain of evidence from the point of seizure through trial
- the collection, tagging, preservation, and transportation of evidence
- reasons for excluding evidence at a trial
- the meaning of hearsay evidence and its admissibility at a trial.

Process/Skill Questions

- What is the exclusionary rule?
- What is hearsay evidence?
- What does chain of evidence mean?
- What are the consequences of not correctly preserving and maintaining the chain of evidence?

Exploring Policing
Task Number 61

Describe appropriate use of force in criminal justice.

Definition

Description should include

- the use-of-force continuum (the six escalating levels of response available to the police officer, beginning with officer presence and continuing through verbal commands, control restraint, chemical agents, temporary incapacitation, and deadly force)
- the citizen actions that precipitate the escalating levels of police response, to include cooperative, passive resistance, active resistance, active assaultive, and deadly threat
- threat perception
- the legal meaning of self-defense
- the legal relationship between the fear of bodily harm and the use of deadly force (See the Code of Virginia for specifics about the use of deadly force)
- the tests under the law that justify the use of deadly force to defend another person
- the conditions under which an officer may use less-than-lethal force to control a situation or effect an arrest
- the conditions under which an officer may use deadly force to prevent a serious felony
- a comparison of the right of police and other protective services officers to use deadly force with a citizen’s right to defend himself or herself
- a discussion of administrative review of all use-of-force incidents

Process/Skill Questions

- What are the legal ramifications involved in the use of any force?
- What are the personal ramifications for the officer who uses any force?
- What is the difference between a citizen review board and an administrative review board?
- What are considered deadly weapons?
- Why is handcuffing considered use of force?

Task Number 62

Describe standards required for the handling and use of deadly weapons.

Definition

Description should include
• definition of the term *deadly weapons*—any item which could cause death
• nomenclature of each part of a standard revolver, a semi-automatic handgun, and a pump shotgun
• standard procedures for unloading and loading weapons
• standard procedures for cleaning, storing, and transporting weapons
• principles of good marksmanship in the use of firearms
• qualification requirements for marksmanship in the use of both handguns and shotguns
• the difference between the standards of daylight and night-fire qualification.

**Process/Skill Questions**

• Why is it important for an officer to know the standards for handling a deadly weapon?
• Why should an officer review these standards often?

**Task Number 63**

**Identify the initial responsibilities of officers responding to emergencies.**

**Definition**

Identification should include

• following pre-scene arrival procedures
• assessing signs of dangerous or hazardous situations at the scene of an accident
• rescuing and caring for the injured
• using emergency evacuation procedures, if necessary
• protecting evidence at the scene of an accident
• initiating interview of witnesses at the scene.

**Process/Skill Questions**

• What are examples of major incidents and emergencies in which an officer may be the first responder?
• What is an officer’s first priority at a major accident or natural disaster?
• What are signs that identify dangerous or hazardous situations at a scene?
• What are emergency evacuation procedures?

**Task Number 64**

**Describe the purposes of traffic regulations.**

**Definition**
Description should include purposes and objectives such as

- regulation of traffic
- reduction of accidents
- promotion of voluntary compliance.

Process/Skill Questions

- Why is it important to enforce traffic laws?
- What technological innovations might advance the purposes and goals of traffic regulations?
- What would be the consequences of not enforcing traffic laws?

Task Number 65

Describe the officer’s roles in the enforcement of traffic laws and the investigation of traffic violations.

Definition

Description should include

- commitment to public safety and officer safety
- discretion used in traffic enforcement (e.g., warning, summons, arrest)
- display of proper attitude when making a traffic stop
- consideration of weather conditions.

Process/Skill Questions

- How does a commitment to public safety relate to an officer’s role in traffic enforcement?
- What information does an officer look for when stopping a vehicle for a violation or suspected violation?
- What hazards does an officer face when approaching a vehicle stopped for a traffic citation?

Task Number 66

Explain crime prevention.

Definition

Explanation should include
• defining crime prevention, anticipation, recognition, appraisal, and action
• differentiating between the active and reactive roles of the police in crime prevention
• discussing desired results of anticipating crime through crime analysis
• defining the reasons for not reporting some crimes
• implementing a plan of action for crime prevention by cooperation with the community
• implementing a plan to reduce the opportunity and risks for a crime to be committed
• defining the crime triangle—desire, ability, and opportunity
• describing crime prevention through environmental design (CPTED) and CPTED methods.

Process/Skill Questions

• What is the importance of proactive policing?
• Why are the three factors in the crime triangle important to crime prevention?
• How can the community aid police in preventing crime?
• What methods of crime prevention are used in area businesses?
• What are the typical job descriptions of loss prevention officers and security officers?
• Why is CPTED becoming an accepted method for crime prevention?
• What are legal methods for deterring shoplifters?

Task Number 67

Describe methods for protecting persons.

Definition
Description should include

• educating citizens to use legal and common-sense methods
• suggesting safe methods for traveling at night, both on foot and by car, in a city or in a rural area
• suggesting methods to discourage attack or for citizens to defend themselves
• teaching citizens how to avoid becoming a victim of a cyber crime
• teaching younger children how to protect themselves from attack by adults
• teaching methods for summoning emergency police assistance in various situations and environments
• discussing laws pertaining to use of deadly force by private citizens.

Process/Skill Questions

• What are the common self-defense techniques taught to children?
• Why must a private citizen be aware of his or her rights and liabilities in defending himself or herself from attack?
• How might a citizen precipitate a crime being committed against them (e.g., leaving keys in vehicle, escalating a dispute)?
• What is phishing?
• What is spyware?
• What are some scams criminals use to victimize citizens?

Task Number 68

Describe community policing.

Definition

Description should include

• the benefits of community policing
• an understanding of various models (e.g., Scan, Assess, Respond, and Analyze [SARA])
• the partnership between police and citizens
• the methods of patrol that encourage community policing
• the history and philosophy of community policing.

Process/Skill Questions

• What can a citizen do to improve community policing practices?
• What is the broken windows theory?
• What is the SARA model?
• What are the advantages to community policing compared to traditional types of patrol?

Investigating a Crime Scene

Task Number 69

Analyze the application of the Fourth Amendment to search and seizure.

Definition

Analysis should include

• the differences between the plain view doctrine and the expectation of privacy
• exigent circumstances.

Process/Skill Questions
• When is a search warrant needed?
• What is a verbal consent to search?
• What is third-party consent?
• What is abandoned property?
• What is the exclusionary rule?

Task Number 70

Identify types of evidence associated with various crimes.

Definition

Identification should include Locard’s exchange principle and the following crimes and their associated evidence:

• Murder—weapon, body fluids, skin under nails, deoxyribonucleic acid (DNA), indications of struggle, spatter patterns
• Rape—body fluids and hairs, fibers, other trace evidence, signs of struggle (bruising)
• Robbery—weapon, fingerprints, surveillance records, witnesses
• Assault—physical injury (severity, degree), witnesses, weapon
• Burglary—point of entry/exit, criminal intent, items left by the suspect, items taken by the suspect
• Larceny—value of loss, serial numbers, determine property owner of motor vehicle
• Theft—value of loss, determine vehicle owner
• Arson—cause and origin of fire (accelerants, burn pattern), intent

Process/Skill Questions

• What makes evidence unique?
• What is the difference between class evidence and individual evidence?
• What is Locard’s exchange principle and its significance?
• What is elimination evidence?
• What is the disadvantage to using eyewitness testimony?

Task Number 71

Describe communication skills for the criminal justice professional.

Definition

Description should include communication techniques for interviewing
• victims
• witnesses
• suspects
• children
• first responders.

Process/Skill Questions

• What questions would an officer ask a victim, witness, or first responder at a crime scene?
• What are the consequences of returning a suspect to a crime scene?
• What are the consequences of asking leading questions?
• How can one jog the memory of a witness?
• When and where should witnesses be interviewed?
• What can nonverbal communication of a suspect, witness, or victim convey?

Exploring the Courts

Task Number 72

Identify organizational structure and responsibilities of federal, state, and local courts.

Definition

Identification should include

• the definition of courts of original jurisdiction, courts of limited jurisdiction, and appellate courts
• the structure of courts at each level of government in Virginia
• the primary responsibilities of each court
• examples of cases that are heard at separate levels of the system of appeals.

Process/Skill Questions

• Why is there a need for both a state court system and federal court system?
• What is the function of the appellate courts in the court system? What do they ensure?
• What was the purpose for the development of the Virginia Court of Appeals?
• When is a case heard in General District Court, Circuit Court, or U.S. District Court?
• What cases does a state supreme court hear?
• What is the process before a case is heard by the U.S. Supreme Court?
• How do judges become judges?
• When is a case heard in administrative court?

**Task Number 73**

**Define** *bail, arraignment, preliminary hearing, grand jury, indictment, true bill vs. no bill, and trial* in a criminal case.

**Definition**

Definitions should include the

• purpose of bail and the types of bail available
• procedure of arraignment
• purpose and procedures of a preliminary hearing
• role of the grand jury in a criminal case and the decisions handed down (i.e., true bill and no bill)
• purpose and procedures of trial.

**Process/Skill Questions**

• What is decided in a preliminary hearing for a criminal case?
• How is a grand jury selected?
• What is the difference between a jury trial and a bench trial?

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**FIREFIGHTING**

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**Practicing First Aid**

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**Task Number 74**

**Identify first aid terms and abbreviations.**

**Definition**

Identification should include
• **airway, breathing, circulation (ABCs)**—the techniques involved in assessing airway, breathing, and circulation
• **compressions, airway, breathing (CABs)**—cardiac arrest or major bleeding
• **signs**—what the examiner can objectively see
• **symptoms**—what a patient subjectively complains of
• **shock**—a state in which the body is hypoperfused, resulting in inadequate oxygenation of cells, tissues, and organs.

**Process/Skill Questions**

- What occupations use medical terminology and vocabulary? How are signs commonly misunderstood?
- What are ways of verifying causes?
- Why is it important to be a good listener when dealing with a conscious subject?
- When should one switch from ABCs to CABs?

**Task Number 75**

**Demonstrate techniques for controlling bleeding.**

**Definition**

Demonstration should include the following steps:

- Apply direct pressure with a dressing, if possible, to the bleeding site, exerting firm, constant force (i.e., direct pressure on the wound).
- If bleeding continues, apply a tourniquet.

**Process/Skill Questions**

- What are the first steps a responder should take before encountering a patient?
- What precautions should be taken when dealing with a bleeding subject?
- How are biohazards handled at the conclusion of a call?
- How can the color of the blood help one to assess the situation?
- What is the proper use of a tourniquet?

**Task Number 76**

**Demonstrate methods for detecting and caring for those in shock.**
Definition

Demonstration should include identifying the signs of shock, such as

- restlessness and anxiety
- weak and rapid pulse
- cold and wet skin
- pale skin
- breathing irregularities
- dilation of the pupils
- complaint of thirst
- vomiting
- falling blood pressure
- decreased level of consciousness
- cardiovascular system failure.

Caring for those in shock should include

- conducting an ongoing scene survey and ensuring body substance isolation
- conducting a first responder assessment
- ensuring the airway is open
- ensuring that the patient is breathing and has a pulse, and if not, administering cardiopulmonary resuscitation (CPR)
- treating injuries
- maintaining the patient’s body temperature
- putting the patient in a stable position
- providing comfort and reassurance to the patient.

Process/Skill Questions

- Why is it important to treat shock?
- What role does an altered mental state play in relation to shock?
- How can the elderly be convinced that they are in shock and that they need to seek medical attention?

Task Number 77

Care for those with the various classifications of burns.

Definition

Care should be determined by type of burn (e.g., thermal, chemical, electrical) and by burn extent (e.g., superficial, partial thickness, full thickness burns).
Process/Skill Questions

- What is the function of the skin?
- What type of dressing should be used on burns?

Task Number 78

Demonstrate treatment for musculoskeletal injuries.

Definition

Demonstration may include

- identifying signs and symptoms
  - obvious deformity to skeletal components of the body
  - bruising
  - lack of function or motion/flexibility in the components
- testing
  - pulse
  - movement
  - sensation
- treating
  - splinting
  - immobilizing methods.

Process/Skill Questions

- What are mechanisms of injury?
- When treating injuries, when should pulse, motor skills, and sensation be checked?

Task Number 79

Demonstrate treatment for environmental emergencies.

Definition

Demonstration should include environmental emergencies such as

- drowning
- envenomation (i.e., stings and bites)
- frostbite
- frostnip
• heat-related injuries such as
  o heat cramps
  o heat exhaustion
  o heatstroke.

Treatments should include

• gentle handling
• passive rewarming in a safe area
• removal of wet clothing and jewelry
• bandaging and splinting
• moving to a cooler area
• passive cooling of the body.

Process/Skill Questions

• What is the relationship between water temperature and feasible revival time?
• What is the proper care for an embedded stinger?

Task Number 80

Identify the types, symptoms, and treatments of poisoning.

Definition

Identification should include

• types
  o ingestion
  o inhalation
  o injection
  o absorption
• symptoms
  o altered mental state
  o increasing heart rate
  o seizure
  o decreasing respiratory rate
  o respiratory arrest
  o hypotension
  o cardiac arrest
  o breath odor
  o diarrhea
  o nausea
  o vomiting
  o skin discoloration or irritation
- chemical burns around the mouth
- abdominal pain
- chills
- fever
- pain
- headache

- treatments
  - establishing scene safety
  - monitoring life-threatening problems (i.e., ABCs)
  - requesting additional resources and medical assistance
  - contacting poison control.

**Process/Skill Questions**

- What is the classification for overdose and alcohol poisoning?
- What safety precautions should firefighters take when entering a suspected inhalation emergency?

**Task Number 81**

**Demonstrate care for conscious and unconscious patients until proper care arrives.**

**Definition**

Demonstration of care for the conscious should include

- establishing scene safety
- checking the ABCs
- reassuring/comforting the patient
- placing the patient in a position of comfort.

Demonstration of care for the unconscious should include

- establishing scene safety
- checking the ABCs
- placing the patient in a recovery position
- administering ongoing reassessment of the patient’s condition
- continuing with patient care (e.g., checking for additional injuries).

**Process/Skill Questions**

- How can witnesses or bystanders be helpful when caring for patients, especially those who are unconscious?
What must be considered prior to moving a patient?

Practicing CPR [Note: Must be delivered by an approved provider]

Task Number 82

Assess scene safety for the rescuer and the patient.

Definition

Assessment should include

- determining environmental cause-and-effect regarding the patient’s situation
- using observation techniques
- asking pertinent questions
- remaining calm and in control.

Process/Skill Questions

- What environmental issues are firefighters likely to encounter upon arrival at a scene?
- What pre-arrival information can be beneficial to the responder?
- Why should firefighters be familiar with handling animals?
- What is the Good Samaritan law, and what are some of its effects?

Task Number 83

Demonstrate removal of a foreign body airway obstruction.

Definition

Demonstration should include clearing the obstructed airway in conscious and unconscious patients of all ages (e.g., infant, child, adult) using approved techniques.

Process/Skill Questions

- What is the most common airway obstruction for adults?
- What is the most common airway obstruction for infants?
• What is the difference between partial and complete airway obstruction?

Task Number 84

Demonstrate one- and two-rescuer CPR.

Definition

Demonstration should include CPR for an infant, a child, and an adult using approved techniques.

Process/Skill Questions

• Why is it important to be certified in CPR before attempting to use it in a live situation?
• What effect can chest compressions have on elderly subjects?

Task Number 85

Operate an automated external defibrillator (AED).

Definition

Operation should include

• establishing scene safety
• managing the patient
• placing the pad in the correct position
• following safety considerations (e.g., all clear)
• following local protocols and manufacturer recommendations.

Process/Skill Questions

• What problem may occur while using an AED in a moving ambulance?
• How does an AED work? What does it do to the heart?

Task Number 86
Demonstrate rescue breathing.

Definition

Demonstration should include using approved rescue breathing techniques for an infant, a child, and an adult.

Process/Skill Questions

- What can happen to a patient as a result of improper ventilation?
- What is the difference between oxygenation and ventilation?

Introducing the Fire Service

Task Number 87

Define the firefighter's function and responsibilities.

Definition

Definition should include

- identifying the department’s organizational structure and operating procedures
- identifying the department’s response area or district, including streets and hazards
- performing all duties safely
- maintaining firefighting equipment, especially PPE
- responding to alarms as a member of a trained unit/company
- using self-contained breathing apparatus and PPE
- rescuing people endangered by the fire
- using fire department tools to conduct forcible entry, ventilation, and fire repression at structure, vehicle, and ground-cover fires
- conducting overhaul operations at a fire scene
- conducting fire-prevention inspections
- presenting fire-safety information to the community
- providing emergency medical care.

Process/Skill Questions
• Why is it important for fire service personnel to be intimately familiar with the area’s
geography, neighborhoods, and streets?
• What important information can a firefighter provide to the community?
• Why is continual training vital to the firefighter?

**Task Number 88**

**Describe the history of the fire service.**

**Definition**

Description should include the

• ancient Greek and Roman response to fire
• symbols and the Knights of Malta
• medieval response to fire
• early American fire service and its importance among the founding fathers
• effects of the Civil War on fire service (e.g., development of command and control)
• great American fires (e.g., Chicago, Peshtigo)
• effects of the Industrial Revolution on the fire service (e.g., sprinklers and technological
  improvements)
• twentieth century advances (e.g., standardization, effect of World War II)
• modernization and the contemporary service (e.g., hazardous materials [HAZMAT],
  terrorism, public awareness, search and rescue).

**Process/Skill Questions**

• How did the military influence the fire service in America?
• What modern advances have affected the fire service?
• How has terrorism affected the fire service?

**Task Number 89**

**Outline the organizational structure of the fire service.**

**Definition**

Outline should include representations of the chain of command for large and small departments
and the interdependence between the fire service and the community it serves.

**Process/Skill Questions**

• Why is it important for the fire service to have a clear organizational structure and chain
  of command?
• What checks and balances do firefighters maintain within the organizational structure?
• What is the importance of accountability in the fire service?

Using PPE and SCBA

Task Number 90

Identify the conditions that require the use of SCBA and full PPE.

Definition

Identification should include any environment that is

• oxygen deficient
• generating heightened temperatures
• immediately dangerous to life and health (IDLH).

Process/Skill Questions

• How does one determine when it is safe to remove SCBA and PPE?
• What determines the gear worn during an incident?
• Why is it important to follow manufacturer's guidelines?

Task Number 91

Identify the components of SCBA and PPE.

Definition

Identification should include

• the difference between open- and closed-circuit SCBAs
• backpack and harness
• air cylinder
• regulator
• face mask
• personal alert safety system.

Process/Skill Questions
• How much air do humans need to remain conscious?
• What does the term bunkers mean?
• What is a proximity ensemble?

Task Number 92

Demonstrate proper use, inspection, and maintenance of SCBA and PPE.

Definition

Demonstration should incorporate an explanation of

• the reasons for wearing complete gear in the recommended fashion to manufacturer specifications regarding limitations of use, sizing, adjustment, storage, cleaning, and inspection procedures
• the way incomplete or sloppy dress can inhibit performance and endanger lives.

Process/Skill Questions

• How often does the SCBA need to be tested?
• How often does the SCBA need to be cleaned?
• When is it time to retire worn PPE?

Task Number 93

Demonstrate emergency procedures in the case of SCBA malfunction or failure.

Definition

Demonstration should include

• bypass breathing
• skip breathing
• buddy breathing
• rapid intervention team/crew (RIT/RIC)
• self-rescue techniques
• signal for assistance and using Mayday.

Process/Skill Questions

• What can be done in the case of SCBA failure?
• How is the two in/two out rule a safeguard if SCBA failure occurs?
• Why is it important to train with the SCBA and fellow firefighters?

Task Number 94

Define the relationship between PPE and national standards and regulations.

Definition

Definition should include

• how the NFPA and OSHA outline the standards for firefighter safety and survival
• how they influence equipment manufacturing standards.

Process/Skill Questions

• What happens if the PPE and national standards and regulations are not followed to the letter?
• How does budget affect the current equipment in a firehouse and the safety of firefighters?
• What penalties can be assessed for failure to adhere to apparel and gear standards?

Task Number 95

Don and doff PPE within the recommended guidelines of the NFPA.

Definition

Donning and doffing must adhere to requirements and be completed within a set standard of time. SCBA donning procedures should include

• overhead
• coat
• seat mount.

Process/Skill Questions

• How is the correct SCBA selected for an incident?
• Why is it important to be proficient in all positions for donning and doffing?
What determines the length of time a firefighter has to effectively don and doff PPE and SCBA?

Using Fire Detection, Protective, and Communications Systems

Task Number 96

List procedures for citizens to report an emergency.

Definition

List should include the information citizens must confirm when reporting an emergency, such as

- location of the emergency
- nature of the emergency
- call-back number
- caller location and situation.

Process/Skill Questions

- What are the local department’s procedures for taking a report from a citizen?
- Why is it often difficult to communicate clearly with someone who is reporting an emergency?
- What is the most important information about an emergency that a communications department should know?

Task Number 97

Describe the local fire department’s emergency response procedures.

Definition

Description should include

- notifying aid
- following standard operating procedures (SOPs) or standard operating guidelines (SOGs), according to local procedures
• mutual aid
• automatic aid.

Process/Skill Questions

• What are the resources the local jurisdiction assigns to assorted incidents, such as a residential structure fire, commercial structure fire, or motor vehicle collision?

Task Number 98

Identify methods of receiving reports.

Definition

Identification should include

• conventional telephone
• wireless/cellular
• texting 911
• emergency call boxes
• telecommunications device for the deaf (TDD) equipment
• automatic alarm systems
• walk-ups or still alarms
• municipal fire alarms.

Process/Skill Questions

• What are the advantages and disadvantages of receiving reports via wireless 911?
• Where might one find a local building equipped with automatic fire alarm systems?
• What is the typical response to an automatic fire alarm?

Task Number 99

Describe business and personal phone procedures.

Definition

Description should include

• how to operate a fire station telephone and intercom system
• what to say when answering a call (e.g., providing one's name and station/department)
• professional etiquette.

Process/Skill Questions
• What is the local department’s procedure for answering non-emergency phone calls?
• What are the non-emergency numbers for the local fire station?
• How are telephone messages properly received and documented?

Task Number 100

Perform radio communications.

Definition

Performance should include

• ensuring channel clarity
• depressing push-to-talk button
• operating the emergency activation (EA) button
• waiting two seconds before speaking
• holding the microphone an inch or two from one's mouth
• speaking clearly and concisely.

Process/Skill Questions

• What types of radios are used in the local jurisdiction?
• What are the radio procedures for declaring an emergency or Mayday?
• What are examples of local radio terminology?

Task Number 101

Identify the value of and need for protective systems to help preserve life and property.

Definition

Identification should include

• benefits of early detections and warnings
• cost effectiveness
• ability to detect threats that are not easily recognized by humans (e.g., carbon monoxide, combustible vapor).

Process/Skill Questions
• What is the difference between a manual and an automatic fire detection system?
• How do smoke detectors function?
• How do heat detectors function?

Task Number 102

Identify types, components, and valve types of sprinkler systems.

Definition

Identification should include

• types
  o wet pipe
  o dry pipe
  o deluge systems
  o pre-action systems
  o residential and commercial systems
• components
  o sprinkler head and fusible link (e.g., upright, pendant, pendant sidewall)
  o piping
  o water supply
• valve types
  o outside, screw, and yoke (O, S, and Y)
  o indicator and post-indicator valves
  o wall-indicator valve
  o check valve.

Process/Skill Questions

• How are sprinkler heads activated?
• What buildings in the local jurisdiction have sprinkler systems?
• What are the differences between wet and dry sprinkler systems?

Task Number 103

Describe the methods used to return a sprinkler system to service.

Definition

Description should include
- following SOPs
- replacing heads
- restoring the system.

In cases when the system is not restored, fire watch is recommended until the system is restored.

**Process/Skill Questions**

- Why should fire departments use a sprinkler company to return a sprinkler system to service?
- What are some potential liabilities of a fire department returning a sprinkler system to service?
- Why is it essential to ensure the fire is out prior to returning a sprinkler system to service?

**Task Number 104**

**Identify standpipe and connections.**

**Definition**

Identification should include

- Class 1–fire department use only with fire department hose lines
- Class 2–building occupants use for fire attack
- Class 3–combination of Class 1 and Class 2.

Components should include

- piping
- valves
- fire department connection (FDC)
- pressure-regulating device
- pumping device.

**Process/Skill Questions**

- What types of standpipes are in place locally?
- What are the items commonly carried in a high-rise or standpipe pack?
- What is the difference between a wet and a dry standpipe system?

**Task Number 105**
Describe the value of sprinkler systems to on-the-scene firefighting.

Definition

Description should include the following concepts:

- Systems are often so effective with early activation that fires are extinguished prior to firefighters arriving at the scene.
- Installation can be in areas not immediately accessible to arriving firefighters.
- Residential systems are focused on life safety rather than property safety.

Process/Skill Questions

- What are residential sprinkler systems, and how are they similar to and different from commercial systems?
- How can having a commercial or residential sprinkler system affect insurance rates?
- How do fire suppression techniques in a building with sprinklers differ from those in a building without sprinklers?

Task Number 106

Locate sprinkler connections.

Definition

Location should be identified for connecting

- from a particular room within a structure
- directly to the FDC (often on the exterior of the structure, or near sprinkler room).

Process/Skill Questions

- Why are pre-incident fire plans important in a building with sprinkler systems?
- What is a water motor gong?
- What equipment is needed to connect to a fire department connection?

Using Water Supply, Hoses, and Nozzles
Task Number 107

Describe types and uses of fire streams and hoses.

Definition

Description should include

- solid, broken, and fog streams
- stream selection and utilization
- automatic nozzles
- fixed gallonage nozzles
- attack lines
- supply lines
- hose construction.

Process/Skill Questions

- What diameter and length of fire hose should be carried on fire apparatus, per the NFPA standard?
- What are the common methods for connecting a fire hose?
- What factors are involved in fire stream selection?

Task Number 108

Operate various fire streams.

Definition

Operation should include using fog, broken stream, and solid stream and opening and closing the valve slowly to prevent water hammer.

Process/Skill Questions

- What is nozzle reaction?
- What is an effective fire stream?
- What is the difference between hand lines and master stream devices?

Task Number 109

List the fundamental components of a modern water system.
Definition
List should include

- water source
- means of moving water
- water processing or treatment facilities
- water distribution systems.

Process/Skill Questions

- What are common sources of water supply for the fire service?
- Which type of water distribution system is used in the local jurisdiction?
- Why is multidirectional supply important when a large volume of water is required for the operation?

Task Number 110

Operate a hydrant.

Definition
Operation should include

- using a hydrant wrench
- removing the steamer or spuds
- positioning personnel away from discharges
- opening slowly
- closing slowly and checking for proper draining.

Process/Skill Questions

- How is a dry-barrel fire hydrant opened and closed?
- What equipment is necessary for connecting a fire apparatus to a fire hydrant?
- What safety procedures should be followed when operating a fire hydrant?

Task Number 111

Describe alternative static water sources.

Definition
Description may include

- ponds
- pools
- rivers
- creeks
- dry hydrants.

Process/Skill Questions

- Where is a local water supply site?
- What are considerations when choosing a static water source?
- What equipment is needed for drafting?

Task Number 112

**Describe the procedures for loading and off-loading mobile water supply apparatus.**

**Definition**

Description should include

- loading operations for fill site (e.g., static, municipal)
- nursing operations/shuttle operations
- dump site operations and selection of the dump tank
- gravity dumping
- jet dumping
- apparatus-mounted pumps for off-loading
- combination systems.

Process/Skill Questions

- What should be checked prior to placing the portable tank on the apparatus?
- Who is ultimately in charge of a water shuttle system?
- What other agencies would be needed to complete a water shuttle system?

Task Number 113

**Identify techniques for rolling, repacking, and deploying hose lines.**

**Definition**
Identification should include

- the straight, donut, twin donut, self-locking donut rolls
- the accordion, flat, horseshoe, minuteman, or other load used in the jurisdiction
- forward, split, and reverse hose lays.

Process/Skill Questions

- Why should the male coupling always be rolled inside?
- Why is it advantageous to place a loop in/near the middle of a cross lay?
- What muscles are used when deploying a hose from an apparatus?

Task Number 114

Identify use and maintenance of fire hose.

Definition

Identification should include

- cleaning after use
- visual inspection for any flaws/damage.

Process/Skill Questions

- What harm can be done when repacking a wet hose?
- What are the effects of direct sunlight on a wet hose?
- What determines the life expectancy of a fire hose?

Following Rescue Procedures

Task Number 115

Identify hazards associated with types of rescue situations.

Definition

Identification should be made prior to rescue attempt and should include

- incomplete information (e.g., structure, entrances and exits, ventilation, occupants)
- entrapment
• loss of guy wire
• contaminants/chemicals
• malfunctioning equipment.

Process/Skill Questions

• Why is it important for a firefighter to have as much information as possible before attempting a rescue?
• What are the possible outcomes of attempting a solo rescue?
• What type of equipment should rescuers always have?

Task Number 116

Demonstrate victim-extrication, victim-lifting, and victim-movement processes.

Definition

Demonstration should include using all related equipment to perform removal of victim by one and two rescuers, using proper techniques.

Process/Skill Questions

• Why is it best to have two-rescuer teams?
• How can a single rescuer avoid injury to self and to the victim?
• What is the first thing a rescuer should do at a potential rescue scene?

Task Number 117

Conduct primary and secondary searches in a structure.

Definition

Conducting searches should include

• pre-search planning (e.g., surveying situation, retrieving information, securing equipment)
• working in pairs
• staying low
• relying on sense of touch
• searching one room completely before systematically moving on
• reporting deteriorating conditions
• maintaining situational awareness
• searching under beds, under covers, and in closets
• staying alert, listening attentively for signs of victims
• communicating continuously with rescuers and victims.

Process/Skill Questions

• Why is it important to work in pairs?
• How would a rescuer know whether a room has already been searched?
• Why is it important to stay low when searching?

SOL Correlation by Task

<p>| Identify classroom safety rules and procedures. | English: 10.5, 11.5 |
| History and Social Science: VUS.8, WHII.8 |
| Identify school safety policies and procedures. | English: 10.5, 11.5 |
| Follow general safety procedures. | English: 10.1, 11.1 |
| Identify equipment safety rules and procedures. | English: 10.5, 11.5 |
| Earn the Occupational Safety and Health Administration (OSHA) 10 certification. | English: 10.5, 11.5 |
| Demonstrate practices that promote health and wellness. | English: 10.6, 10.7, 11.6, 11.7 |
| Define risk management. | English: 10.3, 10.5, 11.3, 11.5 |
| Identify common causes of death in the fire service. | English: 10.5, 11.5 |
| Identify the features of conducting an organized rapid escape. | English: 10.5, 11.5 |
| Identify procedures to follow when an entrapment occurs. | English: 10.5, 11.5 |
| Identify the importance of NFPA standards to the fire service. | English: 10.5, 11.5 |
| Describe the elements of the criminal justice system. | English: 10.5, 11.5 |
| History and Social Science: VUS.5 |
| Explain the role of the criminal justice system within the structure of the federal, state, and local governments. | English: 10.5, 11.5 |
| History and Social Science: GOVT.5, GOVT.6, GOVT.8, VUS.5 |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Language: English</th>
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<tbody>
<tr>
<td>Describe the historical bases of the American criminal justice system.</td>
<td>10.5, 11.5</td>
</tr>
<tr>
<td>Research occupations related to criminal justice.</td>
<td>10.8, 11.8</td>
</tr>
<tr>
<td>Identify the personal and professional ethics associated with criminal justice professions.</td>
<td>10.3, 10.5, 11.3, 11.5</td>
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<tr>
<td>Define <strong>crime</strong>.</td>
<td>10.5, 11.5</td>
</tr>
<tr>
<td>Identify felonies and misdemeanors, including traffic violations.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Identify crimes against persons and crimes against property.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Explain how probable cause might be established.</td>
<td>10.3, 10.5, 11.3, 11.5</td>
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<tr>
<td>Explain rules of evidence.</td>
<td>10.3, 10.5, 11.3, 11.5</td>
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<tr>
<td>Describe appropriate use of force in criminal justice.</td>
<td>10.5, 11.5</td>
</tr>
<tr>
<td>Describe standards required for the handling and use of deadly weapons.</td>
<td>10.3, 10.5, 11.3, 11.5</td>
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<tr>
<td>Identify the initial responsibilities of officers responding to emergencies.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Describe the purposes of traffic regulations.</td>
<td>10.5, 11.5</td>
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<td>Describe the officer’s roles in the enforcement of traffic laws and the investigation of traffic violations.</td>
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<td>Explain crime prevention.</td>
<td>10.3, 10.5, 11.3, 11.5</td>
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<tr>
<td>Describe methods for protecting persons.</td>
<td>10.1, 10.5, 11.1, 11.5</td>
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<tr>
<td>Describe community policing.</td>
<td>10.1, 11.1</td>
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<tr>
<td>Analyze the application of the Fourth Amendment to search and seizure.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Identify types of evidence associated with various crimes.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Describe communication skills for the criminal justice professional.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Identify organizational structure and responsibilities of federal, state, and local courts.</td>
<td>10.3, 10.5, 11.3, 11.5</td>
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<tr>
<td>Define <strong>bail, arraignment, preliminary hearing, grand jury, indictment, true bill vs. no bill, and trial</strong> in a criminal case.</td>
<td>10.3, 11.3</td>
</tr>
<tr>
<td>Identify first aid terms and abbreviations.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Demonstrate techniques for controlling bleeding.</td>
<td>10.5, 11.5</td>
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<tr>
<td>Demonstrate methods for detecting and caring for those in shock.</td>
<td>10.5, 11.5</td>
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<td>Care for those with the various classifications of burns.</td>
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<td>Demonstrate treatment for musculoskeletal injuries.</td>
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<td>Demonstrate treatment for environmental emergencies.</td>
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<td>Identify the types, symptoms, and treatments of poisoning.</td>
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<td>Demonstrate care for conscious and unconscious patients until proper care arrives.</td>
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<td>Assess scene safety for the rescuer and the patient.</td>
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<td>Demonstrate removal of a foreign body airway obstruction.</td>
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<td>Demonstrate one- and two-rescuer CPR.</td>
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<td>Operate an automated external defibrillator (AED).</td>
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<td>Demonstrate rescue breathing.</td>
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<td>Define the firefighter's function and responsibilities.</td>
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<td>Describe the history of the fire service.</td>
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<tr>
<td>Outline the organizational structure of the fire service.</td>
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<td>Identify the conditions that require the use of SCBA and full PPE.</td>
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<td>Identify the components of SCBA and PPE.</td>
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<td>Demonstrate proper use, inspection, and maintenance of SCBA and PPE.</td>
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<td>Demonstrate emergency procedures in the case of SCBA malfunction or failure.</td>
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<tr>
<td>Define the relationship between PPE and national standards and regulations.</td>
<td>10.3, 11.3</td>
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<tr>
<td>Don and doff PPE within the recommended guidelines of the NFPA.</td>
<td>10.8, 11.8</td>
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<tr>
<td>List procedures for citizens to report an emergency.</td>
<td>English: 10.6, 10.7, 11.6, 11.7</td>
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<td>Describe the local fire department’s emergency response procedures.</td>
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<td>Identify methods of receiving reports.</td>
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<td>Describe business and personal phone procedures.</td>
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**SkillsUSA Information**

SkillsUSA, the co-curricular student organization for Trade and Industrial Education, provides many opportunities through its program for students to apply the knowledge, skills, and processes learned in a variety of courses.

National SkillsUSA: [http://skillsusa.org](http://skillsusa.org)

Customer Service Infusion Units

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion.

Teaching Resources

Virginia Rules
This program, offered by the Virginia Office of the Attorney General, is designed to educate young Virginians about Virginia laws and help them develop skills needed to make sound decisions, to avoid breaking laws, and to become active citizens of their schools and communities. Some Virginia schools have used the curriculum in their criminal justice career programs. Virginia Rules features 22 SOL-correlated lessons designed for middle and high school students. Instructors can download lessons with student worksheets, student topical handouts, and supplemental materials such as videos and exercises. The site features a wealth of supporting information from a glossary to supporting Code of Virginia links, and includes an instructor portal with additional features for teachers.

For more information or to request support, contact Mark Fero at mfero@oag.state.va.us.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- Emergency and Fire Management Services Assessment
- Emergency Medical Services Assessment
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Protective Services Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Emergency Medical Telecommunications (8337/36 weeks)
- Public Safety II (8701/36 weeks, 280 hours)

<table>
<thead>
<tr>
<th>Career Cluster: Law, Public Safety, Corrections and Security</th>
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<td>Correction Services</td>
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<td>Emergency and Fire Management Services</td>
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<tr>
<td>Security and Protective</td>
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<td>Services</td>
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