

Standards Correlations

Firefighting II (8706)

Task	SOL Correlations	National Fire Protection Association
Demonstrating Personal Qualities and Abilities		
Demonstrate creativity and innovation.	English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 8.2, 8.4, 8.6, 8.7, 8.11, 8.12, 8.17, 8.18, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, AII.9, COM.1, COM.3, COM.4, COM.5, COM.8, DM.7, DM.1*, DM.10, DM.2*, DM.3*, PS.3*, PS.4*, PS.7*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1	
Demonstrate critical thinking and problem solving.	English: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1	

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	Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 7.2, 7.3, 7.8, 7.12, 7.13, 8.2, 8.4, 8.8, 8.9, 8.10, 8.11, A.8, A.9, G.1, G.13, G.14, AFDA.3, AFDA.5, AFDA.8, AII.9, AII.10, AII.11, COM.1, COM.3, COM.4, COM.5, COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1	
Demonstrate initiative and self-direction.	English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1	
Demonstrate integrity.	English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1	
Demonstrate work ethic.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1	
Demonstrating Interpersonal Skills		
Demonstrate conflict-resolution skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1	

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Demonstrate listening and speaking skills.	English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1	
Demonstrate respect for diversity.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1	
Demonstrate customer service skills.	English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6 History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1	
Collaborate with team members	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1	
Demonstrating Professional Competencies		
Demonstrate big-picture thinking.	English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1	
Demonstrate career- and life-management skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4	

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Demonstrate continuous learning and adaptability.	English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1	
Manage time and resources.	English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, A.4, A.5, A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8	
Demonstrate information-literacy skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1	
Demonstrate an understanding of information security.	English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9,	

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	9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: COM.10	
Maintain working knowledge of current information-technology (IT) systems.	English: 6.1, 6.3, 6.4, 6.6, 6.9, 7.1, 7.3, 7.4, 7.6, 7.9, 8.1, 8.3, 8.4, 8.6, 8.9 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17 Science: BIO.1, CH.1, ES.1, PH.1	
Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16 Science: CH.1, ES.1, LS.1, PH.1, PS.1	
Apply mathematical skills to job-specific tasks.	English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.5, 6.6, 6.12, 6.13, 6.14, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.12, 7.13, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, A.1, A.3, A.4, A.5, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AFDA.8, AII.3, AII.7, AII.9, AII.10, COM.1, COM.7 Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1	

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Demonstrate professionalism.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1	
Demonstrate reading and writing skills.	English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: 6.1, PH.1, PS.1	
Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1	
Examining All Aspects of an Industry		
Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16	
Examine aspects of management within an industry/organization.		
Examine aspects of financial responsibility within an industry/organization.		
Examine technical and production skills required of workers within an industry/organization.		

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Examine principles of technology that underlie an industry/organization.		
Examine labor issues related to an industry/organization.	History and Social Science: GOVT.16	
Examine community issues related to an industry/organization.	History and Social Science: GOVT.16	
Examine health, safety, and environmental issues related to an industry/organization.	History and Social Science: GOVT.16	
Addressing Elements of Student Life		
Identify the purposes and goals of the student organization.		
Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.		
Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.		

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Identify Internet safety issues and procedures for complying with acceptable use standards.		
Exploring Work-Based Learning		
Identify the types of work-based learning (WBL) opportunities.		
Reflect on lessons learned during the WBL experience.		
Explore career opportunities related to the WBL experience.		
Participate in a WBL experience, when appropriate.		
Implementing Incident Management System (IMS)		
Organize an IMS until command is transferred.	English: 11.5, 12.5	6.1.1.2 General Skill Requirements ...for Fire Fighter II.
Function within an assigned role in the IMS.	English: 11.3, 12.3 History and Social Science: GOVT.1	6.1.1.2 General Skill Requirements ...for Fire Fighter II.
Demonstrate transfer of command and termination of an incident.	English: 11.6, 11.7, 12.6, 12.7 History and Social Science: GOVT.1	6.1.1.1 General Knowledge Requirements ...for Fire Fighter II. 6.1.1.2 General Skill Requirements ...for Fire Fighter II.
Analyzing Construction Materials and Building Collapse		

Task	SOL Correlations	National Fire Protection Association
Identify the effects of fire and fire-suppression activities on structures.	English: 11.5, 12.5 Science: PH.4, PH.5	6.3.2 Coordinate an interior attack line for team's accomplishment of an assignment in a structure fire ...given attack lines, personnel, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (for example, attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.
List the actions to take when imminent building collapse is suspected.	English: 11.6, 11.7, 12.6, 12.7	6.3.2 Coordinate an interior attack line for team's accomplishment of an assignment in a structure fire ...given attack lines, personnel, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (for example, attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is

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		maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.
Working with Rescue and Extrication Tools		
Demonstrate the use, care, and maintenance of power plants, lighting equipment, and auxiliary electrical equipment.		6.5.2 Maintain power plants, power tools, and lighting equipment ...given tools and manufacturers' instructions, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.
Identify rescue and extrication tools and equipment.	English: 11.5, 12.5	6.4.1 Extricate a victim entrapped in a motor vehicle as part of a team ...given stabilization and extrication tools, so that the vehicle is stabilized, the victim disentangled without further injury, and hazards are managed.
List safety guidelines for rescue and extrication tools.	English: 11.6, 11.7, 12.6, 12.7	6.4.1 Extricate a victim entrapped in a motor vehicle as part of a team ...given stabilization and extrication tools, so that the vehicle is stabilized, the victim disentangled without further injury, and hazards are managed.

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Select tools for specific rescue and extrication situations.		6.4.1 Extricate a victim entrapped in a motor vehicle as part of a team ...given stabilization and extrication tools, so that the vehicle is stabilized, the victim disentangled without further injury, and hazards are managed.
Demonstrate rescue and extrication methods, using various equipment.		6.4.1 Extricate a victim entrapped in a motor vehicle as part of a team ...given stabilization and extrication tools, so that the vehicle is stabilized, the victim disentangled without further injury, and hazards are managed. 6.4.2 Assist rescue operation teams ...given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.
Practicing Vehicle Extrication and Special Rescue		
Extricate a victim from a vehicle.		6.4.1 Extricate a victim entrapped in a motor vehicle as part of a team ...given stabilization and extrication tools, so that the vehicle is stabilized, the victim disentangled without further injury, and hazards are managed.
List types of building collapses and hazards	English: 11.6, 11.7, 12.6, 12.7	6.4.2 Assist rescue operation teams ...given standard operating procedures, necessary rescue equipment, and an

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associated with rescue operations.		assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.
Describe the types of special rescue teams.	English: 11.5, 12.5	6.4.2 Assist rescue operation teams ...given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.
Describe rescues and recoveries in specific environments.	English: 11.5, 12.5, 12.6, 12.7	6.4.2 Assist rescue operation teams ...given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.
Managing Hydrant Flow and Operability		
Identify water flow and pressure terminology.	English: 11.5, 12.5 Science: PH.5	6.5.4 Test the operability of and flow from a fire hydrant ...given a Pitot tube, pressure gauge, and other necessary tools, so that the readiness of the hydrant is assured and the flow of water from the hydrant can be calculated and recorded.

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Record hydrant flow pressures.	Mathematics: A.4	<p>6.5.4 Test the operability of and flow from a fire hydrant ...given a Pitot tube, pressure gauge, and other necessary tools, so that the readiness of the hydrant is assured and the flow of water from the hydrant can be calculated and recorded.</p>
Working with Hose Tools and Appliances		
Demonstrate the use of valves, valve devices, hose-fitting appliances, and tools used with hoses.		<p>6.3.1 Extinguish an ignitable liquid fire, operating as a member of a team ...given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.</p> <p>6.3.2 Coordinate an interior attack line for team's accomplishment of an assignment in a structure fire ...given attack lines, personnel, personal protective equipment, and</p>

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		<p>tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (for example, attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.</p> <p>6.3.3 Control a flammable gas cylinder fire, operating as a member of a team</p> <p>...given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.</p>

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Test hose function.		<p>6.5.3 Perform an annual service test on fire hose ...given a pump, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.</p>
Managing Foam Fire Streams		
List procedural steps and terms associated with using foam and related equipment.	English: 11.6, 11.7, 12.6, 12.7	<p>6.3.1 Extinguish an ignitable liquid fire, operating as a member of a team ...given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.</p>
List the characteristics of foam and foam production.	English: 11.6, 11.7, 12.6, 12.7 Science: CH.6	<p>6.3.1 Extinguish an ignitable liquid fire, operating as a member of a team</p>

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		<p>...given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.</p>
<p>Demonstrate the use and application of foam in various fire situations.</p>	<p>English: 11.5, 12.5</p>	<p>6.3.1 Extinguish an ignitable liquid fire, operating as a member of a team</p> <p>...given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.</p>

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Controlling Ignitable Liquid and Flammable Gas Fires		
Compare the characteristics of flammable liquids to combustible liquids.	English: 11.3, 11.5, 12.3, 12.5 Science: CH.3, CH.5	6.3.3 Control a flammable gas cylinder fire, operating as a member of a team ...given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.
Demonstrate methods used to suppress Class B fires.		6.3.3 Control a flammable gas cylinder fire, operating as a member of a team ...given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder

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		is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.
Describe the signs and effects of boiling, liquid, expanding, vapor, explosion (BLEVE).	English: 11.5, 12.5 Science: CH.5	6.3.3 Control a flammable gas cylinder fire, operating as a member of a team ...given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.
Demonstrate methods for suppressing bulk-transport vehicle fires.		6.3.3 Control a flammable gas cylinder fire, operating as a member of a team ...given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to

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		advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.
Examining Fire Detection, Alarm, and Suppression Systems		
Identify types of initiating devices and their components.	English: 11.5, 12.5	6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.
Identify types of automatic alarm systems.	English: 11.5, 12.5	6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.
Identify sprinkler system applications and components.	English: 11.5, 12.5	6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

Task	SOL Correlations	National Fire Protection Association
Inspect sprinkler systems.		6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.
Determining Fire Cause and Origin		
Assist a fire investigator for an origin and cause determination.	English: 11.6, 11.7, 12.6, 12.7	6.3.4 Protect evidence of fire cause and origin ...given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.
Protect evidence of fire cause and origin.		6.3.4 Protect evidence of fire cause and origin ...given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.
Completing Radio Communications and Incident Reports		
Complete a basic incident report.	English: 11.6, 11.7, 12.6, 12.7	6.2.1 Complete a basic incident report ...given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete.
Respond to requests for additional resources.		6.2.2 Communicate the need for team assistance

Task	SOL Correlations	National Fire Protection Association
		...given fire department communication equipment, standard operating procedures (SOPs), and a team, so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely.
Conducting Pre-Incident Surveys		
Identify the desirable personal traits of fire service personnel who conduct fire-safety surveys.	English: 11.1, 11.5, 12.1, 12.5 History and Social Science: GOVT.16	6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.
Conduct fire-safety service surveys, using various technologies.		6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.
Define the content and goals of pre-incident/preplanning surveys.	English: 11.3, 12.3	6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

Task	SOL Correlations	National Fire Protection Association
Complete a pre-incident/preplanning survey with full documentation.	English: 11.6, 11.7, 12.6, 12.7	6.5.1 Prepare a pre-incident survey ...given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.