VALLEY ROP COURSE OUTLINE

**COURSE TITLE:** Fire Science (Wildland)

**VALLEY ROP #:** PS-5833-WFS

**CDE #:** 2327

**CBEDS TITLE:** Firefighting Occupations

**CBEDS #:** 5833

**CTE SECTOR:** Public Services

**CTE PATHWAY:**  Protective Services

**JOB TITLES:** MunicipalFirefighters 33-2011.01

 Forest Fire Inspectors & Prevention Specialists 33-2022.00

**COURSE DESCRIPTION:**

This course introduces students to the United States Forest Service and prepares those students with basic firefighting and conservation entry-level skills. Classroom instruction, demonstration, and hands-on field application will be given in basic firefighting, standards for survival, engine, and pump operations, backfiring methods and equipment use, chainsaw operations, map and compass use, air operations, basic hand tool sharpening and use, fireline construction, and forest conservation.

**DATE APPROVED:** June 2003

**REVISED DATE:** December 2008; May 2009; Nov 2009; March 2014

**HOURS:** 180/year

**CREDITS:** 10/year

**PREREQUISITES:** None

**GRADE:** 11-12

**TEXT:** *Wildland Firefighting* by Thompson Lowe, Delmar Publishing (ISBN#0766801470)

*Fundamentals of Wildland Firefighting,* International Fire Service Training Association (IFSTA), Carl Goodson and

Barbara Adams (editors), Oklahoma State University, Fire Protection Publications

S-190 Instructor’s Guide (NFES 1859)

 S-190 Student Workbook (NFES 1860)

 S-190 Introduction to Fire Behavior videotape (NFES 1861)

Fire Weather videotape (NFES 2236)

**RESOURCES:** *Introduction to Wildland Fire Behavior S-190, S-130, S-212, I-100* by National Wildfire Coordinating Group (NWCG) through National Interagency Fire Center (NIFC), Division of Training with coordination from Department of Agriculture, Department of the Interior, National Weather Service, and State Agencies.

National Wildland Fire Coordinating Group curricula—Programs S-190 (Fire Physics), S-130 (Basic Firefighting Types I & II), I-100 (Incident Command System), and S-212 (Chainsaw Training)

# REQUIRED

**MATERIALS:** Students must be equipped with 8” leather work boots, gloves, safety goggles, hard hats, ear protection, long-sleeved shirt, and long pants (without cuffs) during field exercises utilizing hand tools and power equipment.

**COURSE COMPETENCIES:**

Upon satisfactory completion of the course, the student will:

* 1. Demonstrate the knowledge of all safety practices, including fire safety, and pass a safety test with 100 percent accuracy.
	2. Be knowledgeable about the related job market opportunities and the entry-level skills needed for employment.
	3. Exhibit knowledge of forest conservation theories, strategies, and practices.
	4. Demonstrate firebreak techniques by building a firebreak.
	5. Explain backfiring and demonstrate procedures and techniques for backfiring.
	6. Demonstrate the use of and sharpening techniques for hand tools.
	7. Demonstrate application of fire engines, fire pumps, and fire hose use.
	8. Explain and demonstrate the proper use of chainsaws and all chainsaw safety rules.
	9. Demonstrate basic fire fighting skills and techniques.
	10. Demonstrate survival skills.
	11. Demonstrate the principles and methods of fire line construction.
	12. Explain factors that affect fire behavior.
	13. Demonstrate mop-up tactics.
	14. Demonstrate safety factors and proper use of power saws.
	15. Demonstrate use of fire extinguishers.
	16. Understand structure and vehicle fires.
	17. Demonstrate structure protection.
	18. Identify and interpret maps.
	19. Demonstrate use of a compass.
	20. Demonstrate principles of fire investigations
	21. Demonstrate Forest Service law environment practices.
	22. Explain range, fireline, and wildlife management principles.
	23. Complete physical fitness training.
	24. Complete a job search unit including applications and resumes.
	25. First Aid / CPR

**INSTRUCTIONAL METHODS:**

1 Teacher/guest lecturers

1. Performance proficiency task sheets
2. Demonstration of skills
3. Field trips
4. Videos
5. Shadowing at training sites
6. Group and individualized hands-on

**EVALUATION METHODS:**

Assessment opportunities, which allow continuous evaluation of students’ progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Performance tests
2. Written and Manipulative Comprehension Final Exam
3. Written Quizzes

**COURSE OUTLINE:**

A minimum score of 70 percent must be attained on the S-130, S-230, and I-100 unit exams. A minimum score of 80 percent must be attained on the S-190 unit exam. A certification that indicates scores for every unit and competencies will be provided to Reedley College in the form of a VROP Certificate of Completion.

| Unit of Instruction | Key Assignments  | Anchor Standards | PathwayStandards | Common Core Standards |
| --- | --- | --- | --- | --- |
| *Basic Firefighter Training* Factors that affect fire behaviorBasic firefighting techniquesStandards for survivalWorking with CA inmatesSafe and proper use of firefighting tools/equipmentPrinciple and methods of fire line constructionBasic air operationsMop-up tacticsSafety proceduresL.C.E.S.Basic Incident Command System I-100Cardiopulmanary ResuscitationFirst AidIntroduction to radio useHazardous Materials First Responder Awareness8-hour field day in National Forest – use of hand tools8-hour field day in National Forest – fireline constructionusing power saws and hand tools | Students plan to participate in five Saturdays throughout the semester. Scenarios are given to students to demonstrate their ability to deal with firefighting, first aid, radio comm., ICS, HazMat, mapping and mop-up. Students are evaluated by industry experts. After action critiques are completed after each scenario.  | 2.12.22.34.15.15.25.35.46.16.26.36.46.66.77.47.77.88.38.49.19.1011.111.2 | AGE2.1-2E9.1-6PUBLICB1.1-4B2.1-5B3.1-3B4.1-4B5.1-2B6.1-2B7.1-4B8.1-5B9.1-3B10.1-4 | AGRLST 11-12.3-4WS 11-12.4-10G-MG 2S-IC 1,5SEP 1,2,4,7,8CC 1-7LS 2.A,2.C,4.C,4.DESS 3ETS 2PE 12.1.4,7US 11.11.5PUBLICRSIT 11-12.1-10RHSS 11-12.1-3,7,9,10RLST 11-12.2,4-10WS 11-12.1-10WHSST 11-12.1-6A-CED 1-4A-REI 1-3F-IF 1-6G-CO 1G-GMD 1,3,5G-GPE 7G-MG 2N-Q 1-3S-IC 1-6S-ID 1-4S-MD 1-5,7APPS 10.0PS1.A,BPS2.CLS 1.A,B,CAD 12.7.2,5 |
| *Power Saws*  Components of a power sawField maintenance of a power sawLimbing/falling/buckingSafety procedures8-hour field day in National Forest – power saw operation | Students plan to cut large diameter logs using techniques learned in class. All saw components will be learned at a basic level. Students will be able to maintain their saw in the field and in the shop.Students make cuts with instructor guidance. Saws are cleaned and an after action critique is conducted. | 5.15.46.36.6 | B1.1-3B4.1-4 | PUBLICLS11-12.1-6RSL11-12.2,4RSIT 11-12.1-7RHSS 11-12.1-2,7,9RLST 11-12.7,9WS 11-12.1-2,4,5WHSST 11-12.4-5S-MD 5,7 |
| *Firing Methods*  Backfiring tools and equipmentBasic firing techniquesSafety procedures | Students plan to use firing devices to demonstrate back fires. Techniques learned in the class will be demonstrated by the instructor and then practiced by the student. Students burn grass with instructor guidance and using safe techniques. An after action critique is conducted when finished.  | 2.12.35.15.26.2 | E9.1B4.1-4B10.1-3 | AGRLST 11-12.3-4WS 11-12.4,7,9G-MG 2S-IC 1,5SEP 1,2,4,7,8CC 1-7LS2.CESS3.AETS2PUBLICLS 11-12.1-3,6RSL 11-12.4RHSS 11-12.7,9RLST 11-12.2,5,7,9WS 11-12.1,2,4,7,8,9WHSST 11-12.2,4,5,6A-REI 3F-IF 1-6G-CO 1G-GMD 1,3,5G-GPE 7G-MG 2N-G 1-3S-IC 1,2,3,6S-ID 1-4S-MD 1-7APPS 10.0LS1.A,B,C |
| *Fire Engine and Fire Pump Operations* Components of a fire engineFittings and hosesValves and hydraulicsPortable pumpsHose lays used in fire suppressionSafety proceduresFire extinguishersVehicle firesStructure protection8-hour field trip in National Forest – hose lays;pump and engines operation | Students will use Reedley Fire’s type III engine to demonstrate their knowledge of hoselayes and nozzle streams. Students demonstrate techniques and the correct stream for wildland firefighting and structure protection.An after action critique is conducted with the students when finished.  | 2.12.34.15.15.25.35.46.26.36.47.1 | B2.1-4B4.1-4B10.1-3 | PUBLICLS 11-12..1-6RSL 11-12.2,4RSIT 11-12.1-7RHSS 11-12.1-3,7,9RLST 11-12.2,4,5-9WS 11-12.1-5,7,8,10WHSST 11-12.1,2,4,5,A-CED 1-4A-REI 1,3F-IF 1-6G-CO 1G-GMD 1,3,5G-GPE 7G-MG 2N-Q1-3S-IC 1-3,6S-ID 1-4S-MD 1-5,7APPS 10.0LS1.A,B,C |
| *Maps and Compass*  Identify and interpret mapsProper use of compassPacing on flat to moderate slopes | Students plan to use the knowledge that they have learned in class to find marked points throughout the campus. Students are graded by their ability to find the points accurately using a compass and pacing. A demonstration of their finding is given to the class upon completion.  | 2.22.44.15.15.25.35.4 | E11.1-2B4.1-3 | AGRLST 11-12.3WS 11-12.4,7,9G-CO 12G-MD 3G-MG 2G-SRT 8S-IC 3SEP 1,2,4,8CC 1-7PUBLICLS 11-12.1-3,6RSL 11-12.4WS 11-12.2S-MD 4,7LS1.A,B,C |
| *Fire Prevention and Fire Investigation*Introduction to wildland fire preventionBasic wildland fire investigationForest service law enforcement practices | Students are given a wildland fire scenario to figure out if it was a natural start or arson. Once the investigation is complete, students present their findings to the class. An after action critique to then completed.  | 3.33.45.15.25.35.46.27.2 | E10.1E13.1-2B2.1-2B6.1-3B7.1 | AGRLST 11-12.3,4WS 11-12.4,7,9,10A-CED 1A-REI 3S-IC 1,3,5SEP 1,2,4,5,6,7,8CC 1-7ETS2PE 12.1.4US 11.11.5PUBLICLS 11-12.1-6RSL 11-12.2,4RSIT 11-12.1-7RHSS 11-12.1-3,7,9RLST 11-12.2,4-9WS 11-12.1-5,7,8WHSST 11-12.1,2,4,5A-CED 1-4A-REI 1,3F-FI 1-6G-CO 1G-GMD 1,3,5G-GPE 7G-MG 2N-Q 1-3S-IC 1-3,6S-ID 1-4S-MD 1-5,7APPS 10.OPS1.A,BAD 12.7.2,5 |
| *Physical Fitness*  Physical training based on USFS pre-employment step test | Students will prepare to walk four miles in 45 minutes. An instructor walks with the student to show the pace. Students are given a pass or fail at the end. This is a requirement to get a job with USFS.  | 6.46.69.8 | B5.1-5 | PUBLICWS 11-12.1,2,4,5,7,8WHSST 11-12.2-6LS1.A,B,C |
| *United States Forest Service Employment Preparation* Job searchResumesJob applicationsOther forest service jobsTrails and RecreationRange ManagementTimber ManagementWildlife Management | Students will prepare a resume and fill out an application for the USFS and Cal Fire. Human Resources from USFS conduct mock interview and critique their resumes and applications. Students then interview with potential employers.  | 2.43.23.33.43.94.37.710.411.211.5 | E10.1B1.1-5B8.1-2 | AGRLST 11-12.3,4WS 11-12.4,7,9,10A-CED 1A-REI 3S-IC 1,3,5SEP1,2,4-8CC 1-7LS2.CESS3.CETS1.CPUBLICLS 11-12.1-6RSL 11-12.2RSIT 11-12.1-7RHSS 11-12.1,2,7,8RLST 11-12.2,7,9,10WS 11-12.1,2,4,5,8WHSST 11-12.2,4,5A-CED 4A-REI 1-3F-IF 4-6G-CO 1G-GMD 1,3G-GPE 7G-MG 2PS2.CPS3.C |

**Unit of Instruction Estimated Hours**

**Introduction and Orientation** 2.0

**Basic Firefighter Training**  76.0

**Power Saws** 28.0

**Firing Methods** 4.0

**Fire Engine and Fire Pump Operations** 42.0

**Maps and Compass**  6.0

**Fire Prevention and Fire Investigation** 2.0

**Physical Fitness** 12.0

**United States Forest Service Employment Preparation** 8.0

**Total 180 Total Hours**

**CAREER PREPARATION STANDARDS**

PERSONAL SKILLS **-** Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.

1. Demonstrate an understanding of classroom policies and procedures.
2. Discuss importance of the following personal skills in the business environment:
3. positive attitude
4. self-confidence
5. honesty
6. perseverance
7. self-management/work ethic
8. pride in product/work
9. dependability
10. Have access to or possess acceptable work attire which includes long sleeve shirt, long pants (without cuffs), hard hats, gloves, safety goggles, ear protection, and 8” high leather work boots.
11. Establish goals for self-improvement and further education/training.
12. Prioritize tasks and meet deadlines.
13. Understand the importance of initiative and leadership.
14. Understand the importance of lifelong learning in a world of constantly changing technology.
15. INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
16. Identify and discuss behaviors of an effective team.
17. Explain the central importance of mutual respect in the workplace relations.
18. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
19. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
20. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
21. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
22. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
23. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
24. Read, write, and give directions.
25. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
26. Work as a team member in solving problems.
27. Diagnose the problem, its urgency, and its causes.
28. Identify alternatives and their consequences.
29. Explore possible solutions.
30. Compare/contrast the advantages and disadvantages of alternatives.
31. Determine appropriate action(s).
32. Implement action(s).
33. Evaluate results of action(s) taken.
34. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
35. Use communication concepts in application of skills, techniques, and operations.
36. Prepare written material.
37. Analyze written material.
38. Understand and implement written instructions, from technical manuals, written communications, and reference books.
39. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
40. Demonstrate active listening through oral and written feedback.
41. Give and receive feedback.
42. Demonstrate assertive communications (both oral and written).
43. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
44. Demonstrate writing/editing skills as follows:
45. Write, proofread, and edit work.
46. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
47. Select and use appropriate forms of technology for communication.
48. Exhibit a proficiency in the use of reference books.
49. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
50. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
51. Discuss and implement good safety practices, including the following (if applicable to course):
52. personal
53. lab
54. fire
55. electrical
56. equipment
57. tools
58. interpretation of Material Safety Data Sheets (MSDSs)
59. Environmental Protection Agency (EPA)
60. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
61. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
62. Identify steps for setting goals and writing personal goals and objectives.
63. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
64. Develop a career portfolio, including the following documents:
65. job application
66. resume(s)
67. appropriate cover and follow-up correspondence
68. Identify and demonstrate effective interviewing techniques.
69. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
70. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
71. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
72. Understand the importance of lifelong learning in adapting to changing technology.
73. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
74. Discuss social and ethical responsibilities in the industry.
75. Demonstrate ethical choices in workplace situations.