FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
LAW ENFORCEMENT & PUBLIC SAFETY MAGNET PROGRAM

FIRE & EMERGENCY MANAGEMENT

Grade Level: 9

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE: August 27, 2025

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Fire & Emergency Management		
Course Description		
Fire and Emergency Management provides students with a foundational understanding of public safety principles and the crucial work of first responders. The curriculum covers various aspects of emergency preparedness, response, and recovery, including fire science, hazard identification, and incident command systems. Students will learn about the roles of firefighters, EMTs, and other emergency personnel, while also developing practical skills such as basic first aid, CPR, and an introduction to search and rescue techniques. Through a blend of classroom instruction, guest speakers, and potentially hands-on drills or simulations, this course aims to equip students with essential knowledge and a sense of civic responsibility in safeguarding communities.		
Course Sequence and Pacing		

Unit Title	Unit Sections	Suggested Pacing
Unit 1: Safety Procedures & Protocols for First Responders	Section 1.1: Bloodborne Pathogens Section 1.2 CPR, First Aid, AED Section 1.3 Stop the Bleed	15 sessions
Unit 2: First Responder Health & Safety	Section 2.1: Prevention and Well-Being Section 2.2 HazMat and CBRNE Awareness	10 sessions
Unit 3: Communications	Section 3.1: Incident Command Systems, Introduction (ICS-100) Section 3.2 Communication Systems Section 3.3 Incident Command Systems, Initial Response (ICS-200)	16 sessions
Unit 4: History and Culture of the Fire Service	Section 4.1: Mission, Culture, Guidelines Section 4.2 Community Relations Section 4.3 History of the Fire Service	5 sessions
Unit 5: Firefighting Tools & Equipment	Section 5.1: Firefighter PPE Section 5.2: Forcible Entry Equipment and Tools Section 5.3: Ropes & Knots Section 5.4: Ladders Section 5.5 Water Section 5.6 Hoses	9 sessions
Unit 6: Fire Behavior and Suppression	Section 6.1 Characteristics of Fire Section 6.2 Construction Types, Materials Section 6.3 Fire Extinguishers Section 6.4 Search & Rescue Section 6.5 Salvage & Overhaul [Optional: Enhancement]	9 sessions

Support Resources
Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course. ● Fire & Emergency Management Resource Catalog ● Appendix A: Accommodations and Modifications for Various Student Populations ● Appendix B: Assessment Evidence ● Appendix C: Interdisciplinary Connections

Fire & Emergency Management	Suggested Pacing: 1 sessions
Unit 1: Safety Procedures & Protocols for First Responders	
Section 1.1: Bloodborne Pathogens	

NJSLS CTE Standards
9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
1.1 [1] Define bloodborne pathogens.
1.1 [2] Identify the bloodborne pathogens of primary concern.
1.1 [3] List four ways bloodborne pathogens can enter a person's body.
1.1 [4] Describe the importance of PPE and hand washing in reducing the risk of bloodborne pathogen transmission.
1.1 [5] Identify work practices that help eliminate or reduce the risk of exposure.
1.1 [6] Demonstrate how to remove disposable gloves properly.
1.1 [7] List procedures to follow if exposure occurs.
Common assessment: bloodborne pathogens certification exam

Fire & Emergency Management	Suggested Pacing: 9 sessions
Unit 1: Safety Procedures & Protocols for First Responders	
Section 1.2 CPR, First Aid, AED	

NJSLS CTE Standards
9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
1.2 [1] Describe how to recognize an emergency and prioritize care for injuries and sudden illnesses.
1.2 [2] Describe the purpose of Good Samaritan laws and identify the difference between (expressed) consent and implied consent.
1.2 [3] Identify how to reduce the risk of disease transmission when giving care.
1.2 [4] Explain how to activate and work with the emergency medical services (EMS) system.
1.2 [5] Explain when to move an injured or ill person from a dangerous scene.
1.2 [6] Explain how to check a conscious person for life-threatening and non-life-threatening conditions.
1.2 [7] Identify the signals of shock and describe how to minimize the effects of shock.
1.2 [8] Demonstrate how to check an unconscious person for life-threatening conditions.
1.2 [9] Recognize the signals of a cardiac emergency.
1.2 [10] Identify the links in the Cardiac Chain of Survival.
1.2 [11] Describe how to care for a heart attack and list the causes of cardiac arrest.
1.2 [12] Explain the role of CPR in cardiac arrest.
1.2 [13] Demonstrate how to perform CPR.
1.2 [14] Recognize the signals of a breathing emergency.
1.2 [15] Demonstrate how to care for a person who is choking.
1.2 [16] Explain what defibrillation is.
1.2 [17] Identify precautions to take when using an AED on a person in sudden cardiac arrest and demonstrate how to use an AED.
Common assessment: CPR, first aid, AED exam

Fire & Emergency Management Unit 1: Safety Procedures & Protocols for First Responders Section 1.3 Stop the Bleed	Suggested Pacing: 5 sessions

NJSLS CTE Standards

9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

1.3 [1] Recognize life-threatening bleeding.

1.3 [2] Take the appropriate steps to control bleeding until help arrives.

1.3 [3] Demonstrate proper use of direct pressure and wound-packing.

1.3 [4] Identify the signs and symptoms of severe, life-threatening bleeding.

1.3 [5] Explain when to use a tourniquet when there is severe life-threatening bleeding versus when to use wound-packing and hemostatic dressing when there is severe life-threatening bleeding.

1.3 [6] Demonstrate how to control severe, life-threatening bleeding using a manufactured tourniquet.

Common assessment: stop the bleed certification exam

Fire & Emergency Management Unit 2: First Responder Health & Safety Section 2.1: Prevention and Well-Being	Suggested Pacing: 3 sessions

NJSLS CTE Standards

9.3.LW.2 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment

9.3.LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

2.1 [1] List the major causes of death and injury in firefighters.

2.1 [2] List the three groups whom fire fighters must always consider when ensuring safety at the incident scene.

2.1 [3] List and describe the four components of a firefighter safety program.

2.1 [4] Describe the 16 firefighter life safety initiatives.

2.1 [5] Describe the connection between physical fitness and firefighter safety.

2.1 [6] Explain the practices firefighters should take to promote optimal physical and mental health.

2.1 [1] Describe the steps to ensure safety when responding to an emergency.

2.1 [2] List the common hazards at an emergency incident.

2.1 [3] Explain how the teamwork concept is applied during every stage of an emergency incident to ensure the safety of all firefighters.

2.1 [4] Explain how rehabilitation is used to protect the safety of firefighters during an emergency incident.

2.1 [5] Explain the role of a critical incident stress debriefing in preserving the mental well-being of firefighters.

Fire & Emergency Management	Suggested Pacing: 7 sessions
Fire & Emergency Management **Unit 2: First Responder Health & Safety** **Section 2.2 HazMat and CBRNE Awareness**	**Suggested Pacing: 7 sessions**

NJSLS CTE Standards
9.3.LW-EFM.12 Use common codes and icons to properly handle and transport potentially hazardous substances in fire and medical emergency scenes.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
2.2 [1] Define hazardous materials.
2.2 [2] To provide all emergency responders with a common framework of understanding and addressing Hazardous Materials response and safety.
2.2 [3] Define and cite examples of CBRNE.
2.2 [4] Define hazardous narcotic substances.
2.2 [5] Cite protective measures that can reduce exposure risks.
2.2 [6] Define a hazardous materials incident.
2.2 [7] Describe roles and responsibilities of first responders in hazardous materials incidents.
2.2 [8] Recognize the ways that hazardous materials harm people.
2.2 [9] Identify locations where hazardous materials are commonly found and how to determine their potential health effects.
2.2 [10] Identify basic container shapes that indicate the presence and hazards of hazardous materials.
2.2 [11] Describe ways that U.S. transportation placards, labels, and markings indicate the presence and hazards of hazardous materials.
2.2 [12] Identify other markings and colors that indicate the presence of hazardous materials.
2.2 [13] Explain the limited role of the five senses for identifying the presence of hazardous materials.
2.2 [14] Explain the role of monitoring and detection devices for Awareness Level personnel.
2.2 [15] Describe ways first responders use the Emergency Response Guidebook at hazardous materials incidents.
2.2 [16] Discuss the different levels of PPE as they relate to HAZMAT and CBRNE incidents.
2.2 [17] Discuss the different levels of training and response as they relate to public safety and HAZMAT and CBRNE incidents.
Common Assessment: Hazmat Exam

Fire & Emergency Management **Unit 3: Communications** **Section 3.1: Incident Command Systems, Introduction (ICS-100)**	**Suggested Pacing: 5 sessions**

NJSLS CTE Standards
9.3.LW-EFM.11 Implement an appropriate Incident Command System to effectively manage an incident scene.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
3.1 [1] Explain the principles and basic structure of the Incident Command System (ICS).
3.1 [2] Describe the NIMS management characteristics that are the foundation of the ICS.
3.1 [3] Describe the ICS functional areas and the roles of the Incident Commander and Command Staff.
3.1 [4] Describe the General Staff roles within ICS.
3.1 [5] Identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.
TCA: FEMA ICS 100 [Certification Training]

Fire & Emergency Management Unit 3: Communications Section 3.2 Communication Systems	Suggested Pacing: 2 sessions
NJSLS CTE Standards	
9.3.LW-EFM.3 Utilize up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
3.2 [1] Describe the role of the communications center.	
3.2 [2] Describe the role and responsibilities of a telecommunicator.	
3.2 [3] Describe how computer-aided dispatch (CAD) assists in dispatching the correct resources to an emergency incident.	
3.2 [4] Describe how municipal fire alarm systems, private and automatic fire alarm systems, and citizens can activate the emergency response system.	
3.2 [5] Describe how two-way radio systems operate.	
3.2 [6] Explain how repeater and trunking systems work to enhance fire service communications.	
3.2 [7] Describe the basic principles of effective radio communication.	

Fire & Emergency Management Unit 3: Communications Section 3.3 Incident Command Systems, Initial Response (ICS-200)	Suggested Pacing: 9 sessions
NJSLS CTE Standards	
9.3.LW-EFM.11 Implement an appropriate Incident Command System to effectively manage an incident scene.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
3.3 [1] Describe how the NIMS Management Characteristics relate to Incident Command and Unified Command.	
3.3 [2] Describe the delegation of authority process, implementing authorities, management by objectives, and preparedness plans and objectives.	
3.3 [3] Identify ICS organizational components, the Command Staff, the General Staff, and ICS tools.	
3.3 [4] Describe different types of briefings and meetings.	
3.3 [5] Explain flexibility within the standard ICS organizational structure.	
3.3 [6] Explain transfer of command briefings and procedures.	
3.3 [7] Use ICS to manage an incident or event.	
Common Assessment: Simulation	

Fire & Emergency Management	Suggested Pacing: 5 sessions

Fire & Emergency Management
Unit 4: History and Culture of the Fire Service
Section 4.1: Mission, Culture, Guidelines

NJSLS CTE Standards

9.3.LW-EFM.4 Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

4.1 [1] Describe the common roles of fire fighters within the fire department.

4.1 [2] Describe the specialized response roles within the fire department.

4.1 [3] List the Five Es of community risk reduction.

4.1 [4] Describe the characteristics of a Community Risk Reduction (CRR) program.

4.1 [5] Identify common safety hazards in the home.

4.1 [6] Describe the basic types of residential smoke alarms.

4.1 [7] List the different types of fire department companies, and describe their functions.

4.1 [8] Describe how to organize a fire department in terms of staffing, function, and geography.

4.1 [9] Explain the basic structure of the chain of command within the fire department.

4.1 [10] Define the four basic management principles used to maintain organization within the fire department.

4.1 [11] Describe the evolution of training and education for fire department services.

Fire & Emergency Management
Unit 4: History and Culture of the Fire Service
Section 4.2 Community Relations
Suggested Pacing: 2 sessions

NJSLS CTE Standards

9.3.LW-EFM.13 Implement public relations plans to enhance public awareness and safety in fire and emergency situations.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

4.2 [1] Identify situations where special care or procedures may have to be used (i.e. hearing difficulties, sight difficulties, autism, etc.).

4.2 [2] Recognize how multiple agencies collaborate.

4.2 [3] Identify ways in which a uniform method of communication (i.e. ICS) is necessary.

Fire & Emergency Management
Unit 4: History and Culture of the Fire Service
Section 4.3 History of the Fire Service
Suggested Pacing: 1 sessions

NJSLS CTE Standards

9.3.LW-EFM.7 Describe the legal, regulatory and organizational guidelines governing emergency and fire management services.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

4.3 [1] Define the four basic management principles used to maintain organization within the fire department.

4.3 [2] Explain the evolution of the methods and tools of firefighting from colonial days to the present.

4.3 [3] Explain how building codes prevent the loss of life and property.

Fire & Emergency Management	**Suggested Pacing: 3 sessions**
Unit 5: Firefighting Tools & Equipment	
Section 5.1: Firefighter PPE	

NJSLS CTE Standards

9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

5.1 [1] List the components of personal protective equipment (PPE) or the structural firefighting ensemble.

5.1 [2] Describe the type of protection provided by the structural firefighting ensemble.

5.1 [3] Explain how each design element of a fire helmet works to protect the head, face, and eyes.

5.1 [4] Explain how a personal alert safety system (PASS) helps to ensure fire fighter safety.

5.1 [5] List the limitations of PPE.

5.1 [6] Describe the specialized protective clothing required for vehicle extrication and wildland fires.

5.1 [7] List the conditions that require respiratory protection or self-contained breathing apparatus (SCBA).

5.1 [8] Describe the limitations of SCBA.

5.1 [9] List the complete sequence of donning PPE.

Fire & Emergency Management	**Suggested Pacing: 1 sessions**
Unit 5: Firefighting Tools & Equipment	
Section 5.2: Forcible Entry Equipment and Tools	

NJSLS CTE Standards

9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

5.2 [1] Describe the situations and circumstances that require forcible entry into a structure.

5.2 [2] List the general safety rules to follow when using forcible entry tools.

5.2 [3] List the general carrying tips when using forcible entry tools.

5.2 [4] List the types of tools used in forcible entry.

5.2 [5] Describe the basic classifications of doors.

5.2 [6] Explain how the door classification affects forcible entry operations.

5.2 [7] Describe the basic configurations of window construction.

5.2 [8] Explain how the style of window frame affects forcible entry operations.

5.2 [9] Describe the four major types of locks.

5.2 [10] Explain how the type of lock affects forcible entry operations.

5.2 [11] List the basic steps and considerations in forcible entry operations.

5.2 [12] Describe how forcible entry operations affect salvage operations.

Fire & Emergency Management	Suggested Pacing: 2 sessions
Unit 5: Firefighting Tools & Equipment	
Section 5.3: Ropes & Knots	

NJSLS CTE Standards

9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

5.3 [1] Describe the characteristics of a general use life safety rope, technical use life safety rope, escape rope, and utility ropes.

5.3 [2] List the four components of the rope maintenance formula.

5.3 [3] List the terms used to describe the parts of a rope when tying knots.

5.3 [4] List the common types of knots that are used in the fire service.

5.3 [5] Describe the characteristics of a safety knot, hitch, half hitch, clove hitch, figure eight knot, figure eight bend, bowline knot, water knot, and bend.

Fire & Emergency Management	Suggested Pacing: 1 sessions
Unit 5: Firefighting Tools & Equipment	
Section 5.4: Ladders	

NJSLS CTE Standards

9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

5.4 [1] Describe the different types of ladders.

5.4 [2] Specify the hazards with ladders.

5.4 [3] Itemize the measures fire fighters should take to ensure safety when working with and on ladders.

5.4 [4] Cite the factors and guidelines used to select the appropriate ladder from the fire apparatus.

5.4 [5] Describe how to remove a ladder from the apparatus.

5.4 [6] Describe how to lift ladders.

Fire & Emergency Management	Suggested Pacing: 1 sessions
Unit 5: Firefighting Tools & Equipment	
Section 5.5 Water	

NJSLS CTE Standards

9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

5.5 [1] Describe the equipment and procedures that are used to access static sources of water.

5.5 [2] Describe the characteristics of a mobile water supply apparatus.

5.5 [3] List the types of fire hydrants.

Fire & Emergency Management	Suggested Pacing: 1 sessions
Fire & Emergency Management **Unit 5: Firefighting Tools & Equipment** **Section 5.6 Hoses**	**Suggested Pacing: 1 sessions**

NJSLS CTE Standards
9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
5.6 [1] List the two types of fire hose.
5.6 [2] Describe the characteristics of small-, medium-, and large-diameter hose.
5.6 [3] List the two types of fire hose.
5.6 [4] Describe the characteristics of small-, medium-, and large-diameter hose.
5.6 [5] List the common hose appliances used in conjunction with fire hoses.
5.6 [6] Describe the types of valves used to control water in pipes or hose lines.
5.6 [7] Describe the procedures used to connect supply lines to a fire hydrant.

Fire & Emergency Management **Unit 6: Fire Behavior and Suppression** **Section 6.1 Characteristics of Fire**	**Suggested Pacing: 3 sessions**

NJSLS CTE Standards
9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
6.1 [1] Describe the chemistry of fire.
6.1 [2] Explain the concept of the fire triangle.
6.1 [3] Explain how fires are spread by direct contact, conduction, convection, and radiation.
6.1 [4] Describe the four methods of extinguishing fires.
6.1 [5] Define Class A, B, C, D, and K fires.
6.1 [6] Describe the characteristics of solid-fuel fire
6.1 [7] Describe the four phases of a solid-fuel fire: ignition phase, growth phase, fully developed phase, and decay phase.
6.1 [8] Describe the characteristics of a room-and-contents fire during each of the four phases of a solid-fuel fire.

Fire & Emergency Management Unit 6: Fire Behavior and Suppression Section 6.2 Construction Types, Materials	Suggested Pacing: 2 sessions

NJSLS CTE Standards
9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
6.2 [1] Explain how occupancy classifications and the contents of a structure fire affect suppression and operations.
6.2 [2] List the characteristics of each of the following types of building construction: masonry, concrete, steel, glass, gypsum, wood, engineered wood, and plastic.
6.2 [3] List the five types of building construction.
6.2 [4] Describe the characteristics and effects of fire on Types I, II, III, IV, and V construction.
6.2 [5] Describe the characteristics and effects of fire on balloon-frame and platform-frame construction.
6.2 [6] Explain the warning signs of foundation collapse.
6.2 [7] Explain how floor construction affects fire suppression operations.
6.2 [8] Describe the characteristics of fire-resistive floors, wood-supported floors, and ceiling assemblies.
6.2 [9] List and describe the three primary types of roofs.
6.2 [10] Describe the characteristics and types of trusses, and describe the effects of fires on trusses.
6.2 [11] Describe the characteristics of walls and list the common types of walls in construction.
6.2 [12] Describe the characteristics of door and window assemblies and fire doors and windows.
6.2 [13] Describe how building construction factors into pre-incident planning and incident size-up.

Fire & Emergency Management Unit 6: Fire Behavior and Suppression Section 6.3 Fire Extinguishers	Suggested Pacing: 2 sessions

NJSLS CTE Standards
9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
6.3 [1] State the primary purposes of fire extinguishers.
6.3 [2] Define Class A, B, C, D, K fires.
6.3 [3] Explain the classification and rating system for fire extinguishers.
6.3 [4] Describe the types of agents used in fire extinguishers.
6.3 [5] Describe the types of operating systems in fire extinguishers.
6.3 [6] Describe the basic steps of fire extinguisher operation.
6.3 [7] Select the proper class of fire extinguisher.

Fire & Emergency Management Unit 6: Fire Behavior and Suppression Section 6.4 Search & Rescue	Suggested Pacing: 2 sessions

NJSLS CTE Standards
9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
6.4 [1] Describe the mission of search and rescue operations.
6.4 [2] Explain how search operations are coordinated.
6.4 [3] List the priorities of search operations.
6.4 [4] Describe the objectives of a primary search.
6.4 [5] Describe the search patterns used in search operations.
6.4 [6] Explain how search and rescue operations are coordinated with other fire suppression operations.
6.4 [7] List the major types of rescue.
6.4 [8] Describe how to assist a victim to an exit.
6.4 [9] List the common types of simple victim carries performed during rescue operations.
6.4 [10] List the five emergency drags performed during rescue operations.
6.4 [11] Describe how to assist a victim to an exit.
6.4 [12] List the common types of simple victim carries performed during rescue operations.
6.4 [13] List the five emergency drags performed during rescue operations.

Fire & Emergency Management Unit 6: Fire Behavior and Suppression Section 6.5 Salvage & Overhaul [Optional: Enhancement]	Suggested Pacing: 2 sessions

NJSLS CTE Standards
9.3.LW-EFM.9 Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
6.5 [1] Describe the equipment used to illuminate an emergency scene.
6.5 [2] Explain the purpose of salvage operations.
6.5 [3] List the tasks involved in a salvage operation.
6.5 [4] Describe the safety precautions that need to be considered when performing salvage.
6.5 [5] List the tools used to perform salvage operations.

NJSLS Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills	
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education
9.2.12.CAP.11*	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
9.2.12.CAP.12	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.13	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.2.12.CAP.14	Demonstrate how exemptions, deductions, and deferred income (e.g. retirement or medical) can reduce taxable income.
9.2.12.CAP.15	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g. property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
9.2.12.CAP.16	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.2.12.CAP.17	Differentiate between taxable and nontaxable income from various forms of employment (e.g. cash business, tips, tax filing and withholding).
9.2.12.CAP.18	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
9.2.12.CAP.19	Analyze a Federal and State Income Tax Return.
9.2.12.CAP.20	Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.21	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.22	Identify different ways to obtain capital for starting a business.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition

9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
9.4.12.GCA.1	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
9.4.12.IML.5	Evaluate, synthesize and apply information on climate change from various sources appropriately.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

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