Course: IP 11 Public Safety I	Semester: TBD	
Unit: 10.0 - Firefighting Services	Duration of Unit: 12 hours	
PLC Question One: What do we want all students to know and be able to do?		
Main North Carolina Standards:		
<ul> <li>10.0 - Understand careers in firefighting services</li> </ul>		
Supporting Standards (if any):		
<ul> <li>1.0 - Understand basic knowledge in public safety</li> </ul>		
Essential Questions:		
<ul> <li>What are the basic requirements to enter into the fire se</li> </ul>	ervices career field?	

## **Student-Friendly Learning Targets:**

• I Can describe the basic requirements for careers in firefighting services.

How do firefighters contribute to the health and safety of our community?

- I Can describe the organizational structure of a fire department.
- I Can list the rank structure of a fire department.

## **Essential Vocabulary**

## **Key Academic Vocabulary:**

• character, courage, culture, duty, honor, integrity, mission, moral courage, respect, mayday, engine company, truck company, hazardous materials company, rescue company, chief, unity of command, governance, regulations, standard operating procedures, chain of command

## **Scaffolded (Review) Academic Vocabulary:**

PLC Question Two: How will we know when students have learned?

**Assessment and Evidence** 

## **Classroom Assessments:**

- WebQuest (x3)
- Career Analyzation Worksheet
- Vocabulary Quiz
- Summative Assessment

Proficiency Scales	
Score 4.0	The student will be able to:
	Demonstrate employability skills and characteristics required for a successful career in firefighting services
	Draw a diagram of the unity of command within a fire department
	List and describe the various roles and responsibilities of each member of a fire department
	Describe the various jobs available within the firefighting services career field
Score 3.0	The student will be able to:
	List various entry requirements and minimum standards for careers in firefighting services
	List various employability skills and characteristics needed for a successful career in firefighting services
	Describe the rank structure in a fire department
	Explain the organizational makeup of a fire department
Score 2.0	The student will be able to:
	Understand basic job requirements for firefighting services
	Understand that a rank structure exists in firefighting services
	Planning Question: How will teachers facilitate the learning?

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Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
Segment 1 - Vocabulary Introduction	Engagement:	Word Search
Time: 30 min	<ul> <li>Remind students to stay on task and bring up assignment as completed</li> </ul>	<ul><li>word Search Answer Key</li><li>Highlighter/pen/pencil</li></ul>
Opening/Sponge/Motivator:	Student Interactions:	<ul> <li>Instructor copy of vocabulary list (not for</li> </ul>
<ul> <li>Explain how Word Searches help learn the</li> </ul>	<ul> <li>You might allow ESL or SE students to</li> </ul>	student handout unless using for
structure and spelling of new words	work with peer mentors or in small	students with IEP)
Activity:	groups	
<ul> <li>Word Search - (Click on Link)</li> </ul>	<ul> <li>Word searches can be very difficult</li> </ul>	
Assessment:	and frustrating for some students -	
<ul> <li>Check for understanding</li> </ul>	particularly dyslexia	
Closure:	Student Reminders	
<ul> <li>Explain that some people may need more</li> </ul>	<ul> <li>Remind students to stay on task as</li> </ul>	
time to finish but to move onto the	there is more to the assignment	
Crossword		

Segment 2	Engagement:	• <u>Crossword</u>
Time: 30 Min  Opening/Sponge/Motivator:  • Explain the crossword is a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz  Activity:  • Crossword Puzzle  Assessment:  • Check for understanding  Closure  • Explain that some people might need more time to finish but move on to the	<ul> <li>Remind students to stay on task and bring up assignment as completed</li> <li>Student Interactions:         <ul> <li>You might allow ESL or SE students to work with peer mentors on in small groups</li> </ul> </li> <li>Student Reminders         <ul> <li>Remind students to stay on task as there is more to this assignment</li> </ul> </li> </ul>	<ul> <li>Crossword Answer Key</li> <li>Pen/pencil</li> </ul>
next segment	Farmanant.	- France Mandal of flash sands
Segment 3 Time - 30 min  Opening/Sponge/Motivator  • Explain the importance of breaking	<ul> <li>explain and show examples of         Frayer Model flashcards</li> <li>Student Interactions:         <ul> <li>You might allow ESL or SE students</li> </ul> </li> </ul>	<ul> <li>Frayer Model of flashcards</li> <li>Frayer Model of Flashcards         explanation</li> <li>Index cards</li> </ul>
words down and dissecting for further understanding	to work with peer mentors or in small groups	
Activity  Vocabulary flashcards using the Frayer Model of flashcards  Assessment  Flashcards are graded	Student Reminders  • Remind students to stay on task	
Closure		
<ul> <li>Explain that some people might need more time to finish but move on to next segment</li> </ul>		

Segment 4 Time: 30 min  Opening/Sponge/Motivator	Engagement:     Engage students during presentation of slides  Student Interactions:     Students should be interacting through open discussion and feedback during presentation to ensure understanding  Student Reminders     Remind students that information in this presentation will be tested	<ul> <li>PowerPoint - Intro to Firefighting         Services</li> <li>Computer/smartboard</li> <li>White Board</li> </ul>
Closure:  • Continue to next segment  Segment 5	Engagement:	PowerPoint - Intro to Firefighting
Time: 30 min	Engage students during     presentation of slides	Services  Computer/smartboard
Opening/Sponge/Motivator  • Continue from previous segment	Student Interactions:  • Students should be interacting	White Board
Activity  • Lecture: Introduction to Firefighting Services  Assessment • Check for understanding	through open discussion and feedback during presentation to ensure understanding  Student Reminders  Remind students that information in this presentation will be tested	
Discuss the firefighting opportunities within your own community		

Segment 6	Engagement:	WebQuest Assignment (this could be
Time: 30 min	Students will be working individually	digital or paper copy)
Opening/Sponge/Motivator	Student Interactions:	
<ul> <li>Give instructions for WebQuest</li> <li>Activity         <ul> <li>Complete WebQuest: Careers in Firefighting</li> </ul> </li> <li>Assessment         <ul> <li>Grade WebQuest for accuracy</li> </ul> </li> <li>Closure:         <ul> <li>Explain that some people might need more time to finish but move on to next segment</li> </ul> </li> </ul>	<ul> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> <li>Student Reminders</li> <li>Remind students to stay on task, and that this material may be covered in a test</li> </ul>	
Segment 7	Engagement:	PowerPoint - Roles & Responsibilities
Time: 30 min	<ul> <li>Engage students during presentation of slides</li> </ul>	in Fire Services  Computer/smartboard
Opening/Sponge/Motivator	Student Interactions:	White Board
<ul> <li>Ask students to list the different positions/jobs within a fire department and see how many they know.</li> </ul>	<ul> <li>Students should be interacting through open discussion and feedback during presentation to</li> </ul>	
Activity	ensure understanding	
<ul> <li>Lecture: Roles &amp; Responsibilities in Fire Services</li> </ul>	Student Reminders     Remind students that information in this presentation will be tested	
Assessment	this presentation in se tested	
Check for understanding		
Closure		
<ul> <li>Discuss with students how the various roles work collaboratively to accomplish the goals of firefighting services</li> </ul>		

Segment 8	Engagement:	WebQuest Assignment (this could be
Time: 30 min	Students will be working individually	digital or paper copy)
Opening/Sponge/Motivator	Student Interactions:	
Give instructions for the WebQuest	<ul> <li>Walk among the students as they complete the webquest, giving</li> </ul>	
Activity	assistance where needed	
WebQuest: History of Firefighting	<ul> <li>You might allow ESL or SE students to work with peer mentors or in</li> </ul>	
Assessment	small groups	
<ul> <li>Grade WebQuest for accuracy</li> </ul>	Student Reminders	
	<ul> <li>Remind students to stay on task,</li> </ul>	
Closure:	and that this material may be	
<ul> <li>Continue to next segment</li> </ul>	covered in a test	
Segment 9	Engagement:	WebQuest Assignment (this could be digital or paper capy)
Time: 30 min	<ul> <li>Students will be working individually</li> </ul>	digital or paper copy)
Opening/Sponge/Motivator	Student Interactions:	
Continue from previous segment	Walk among the students as they	
	complete the webquest, giving	
Activity	assistance where needed	
, toti vity		
WebQuest: History of Firefighting	You might allow ESL or SE students to work with peer mentors or in	
•	_	
WebQuest: History of Firefighting	to work with peer mentors or in	
<ul><li>WebQuest: History of Firefighting</li><li>Assessment</li></ul>	to work with peer mentors or in small groups	
<ul> <li>WebQuest: History of Firefighting</li> <li>Assessment</li> <li>Grade WebQuest for accuracy</li> </ul>	to work with peer mentors or in small groups  Student Reminders	

Segment 10	Engagement:	<ul> <li><u>PowerPoint - Command &amp; Structure</u></li> </ul>
Time: 30 min	<ul> <li>Engage students during</li> </ul>	<ul> <li>Computer/smartboard</li> </ul>
	presentation of slides	White Board
Opening/Sponge/Motivator	Student Interactions:	
<ul> <li>Ask students if they know who is in</li> </ul>	<ul> <li>Students should be interacting</li> </ul>	
charge of the fire department, and see if	through open discussion and	
they can describe the rank structure	feedback during presentation to ensure understanding	
Activity	Student Reminders	
Lecture: Command & Structure	Remind students that information in this presentation will be tested	
Assessment	une presentation num de testeu	
Check for understanding		
Discuss the importance of following the		
<ul> <li>Discuss the importance of following the chain of command</li> </ul>		
•	Engagement:	WebQuest Assignment (this could be
chain of command	Engagement:  • Students will be working	WebQuest Assignment (this could be digital or paper copy)
chain of command  Segment 11		•
chain of command  Segment 11	Students will be working	•
Segment 11 Time: 30 min	<ul> <li>Students will be working individually</li> </ul>	•
Chain of command  Segment 11  Time: 30 min  Opening/Sponge/Motivator	<ul> <li>Students will be working individually</li> <li>Student Interactions:</li> <li>Walk among the students as they</li> </ul>	•
Chain of command  Segment 11  Time: 30 min  Opening/Sponge/Motivator  • Give instructions for the WebQuest	<ul> <li>Students will be working individually</li> <li>Student Interactions:</li> <li>Walk among the students as they complete the webquest, giving</li> </ul>	•
Chain of command  Segment 11 Time: 30 min  Opening/Sponge/Motivator  • Give instructions for the WebQuest  Activity	<ul> <li>Students will be working individually</li> <li>Student Interactions:</li> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> </ul>	•
Chain of command  Segment 11 Time: 30 min  Opening/Sponge/Motivator  • Give instructions for the WebQuest  Activity	<ul> <li>Students will be working individually</li> <li>Student Interactions:         <ul> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> <li>You might allow ESL or SE students</li> </ul> </li> </ul>	•
Chain of command  Segment 11 Time: 30 min  Opening/Sponge/Motivator	<ul> <li>Students will be working individually</li> <li>Student Interactions:         <ul> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> <li>You might allow ESL or SE students to work with peer mentors or in</li> </ul> </li> </ul>	•
Chain of command  Segment 11 Time: 30 min  Opening/Sponge/Motivator  • Give instructions for the WebQuest  Activity  • WebQuest: Forest Firefighting  Assessment	<ul> <li>Students will be working individually</li> <li>Student Interactions:         <ul> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> </li> </ul>	•
Chain of command  Segment 11 Time: 30 min  Opening/Sponge/Motivator  • Give instructions for the WebQuest  Activity  • WebQuest: Forest Firefighting  Assessment	<ul> <li>Students will be working individually</li> <li>Student Interactions:         <ul> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> </li> <li>Student Reminders</li> </ul>	•

Segment 12	Engagement:	WebQuest Assignment (this could be
Time: 30 min	Students will be working individually	digital or paper copy)
Opening/Sponge/Motivator	Student Interactions:	
Continue from previous segment	<ul> <li>Walk among the students as they complete the webquest, giving</li> </ul>	
Activity	assistance where needed	
WebQuest: Forest Firefighting	You might allow ESL or SE students to work with peer mentors or in	
Assessment	small groups	
<ul> <li>Grade WebQuest for accuracy</li> </ul>	Student Reminders	
Closure	<ul> <li>Remind students to stay on task,</li> </ul>	
<ul> <li>Explain that some people might need</li> </ul>	and that this material may be	
more time to finish but move on to next	covered in a test	
segment		
Segment 13	Engagement:	Teacher should make his/her own
Time: 30 min	Students will be working individually on the quiz	vocabulary quiz and answer key
Opening/Sponge/Motivator	Student Interactions:	
<ul> <li>Briefly review vocabulary words</li> </ul>	<ul> <li>Walk among students to ensure</li> </ul>	
Activity	academic integrity	
<ul> <li>Teacher-made vocabulary quiz</li> </ul>	Student Reminders	
Assessment	<ul> <li>Remind students that this</li> </ul>	
<ul> <li>Grade quiz for accuracy. (Optional: you may consider allowing students to take the quiz multiple times until they can score 100 - this ensures they see the words and definitions repeatedly and increases familiarity)</li> </ul>	information could be on a final test	
Closure:		
<ul> <li>Move on to next segment</li> </ul>		

Segment 14	Engagement:	<ul> <li><u>Career Analyzation Worksheet</u></li> </ul>
Time: 30 min	Students will be working individually	This can be digital or paper copy
Opening/Sponge/Motivator		
<ul> <li>Give instructions for the activity</li> </ul>	Student Interactions:	
	<ul> <li>Walk among the students as they</li> </ul>	
Activity	complete the worksheet, giving	
<ul> <li>Career Analyzation Worksheet</li> </ul>	assistance where needed	
	You might allow ESL or SE students	
Assessment	to work with peer mentors or in	
Grade for accuracy	small groups	
Closure:		
<ul> <li>Continue to next segment</li> </ul>	Student Reminders	
	Remind students to stay on task,	
	and that this material may be	
	covered in a test	
Segment 15	Engagement:	Career Analyzation Worksheet
Time: 30 min	Students will be working	This can be digital or paper copy
	individually	This can be digital of paper copy
Opening/Sponge/Motivator	,	
<ul> <li>Continue from previous segment</li> </ul>	Student Interactions:	
, , , , , , , , , , , , , , , , , , ,	Walk among the students as they	
Activity	complete the worksheet, giving	
Career Analyzation Worksheet	assistance where needed	
·	You might allow ESL or SE students	
Assessment	to work with peer mentors or in	
Grade for accuracy	small groups	
	Student Reminders	
Closure		
	<ul> <li>Remind students to stay on task.</li> </ul>	
<ul> <li>Explain that some people might need more time to finish but move on to next</li> </ul>	<ul> <li>Remind students to stay on task, and that this material may be</li> </ul>	

#### Segment 16 **Engagement:** PowerPoint - SkillsUSA Framework Engage students during Time: 30 min Copy of Framework (color) Copy of Framework (black & white) presentation of slides Opening/Sponge/Motivator YouTube Video Explaining Framework Student Interactions: • Introduce the SkillsUSA Framework by YouTube Video discussing the Career • Students should be interacting passing out copies of the framework through open discussion and **Essentials Credential** Computer / smartboard feedback during presentation to Video playing device with audio **Activity** ensure understanding • Lecture: SkillsUSA Framework Student Reminders Remind students that information. in this presentation will be tested Assessment Check for understanding Closure: • Discuss the importance of the framework and how it is used Copy of Framework Segment 17 **Engagement:** • Students will be working in small Time: 30 min **Activity Instructions** groups using the Framework Large Flipchart paper (post-it or Opening/Sponge/Motivator "sticky" chart paper works best) • Give Instructions for this activity and Markers or pens **Student Interactions:** hand out needed materials Walk among the students as they complete the activity, giving **Activity** assistance where needed • Firefighting Services Mind Mapping • You might allow ESL or SE students

Activity

Check for understanding

• Continue to next segment

Assessment

Closure:

to work with peer mentors or in

• Remind students to stay on task

small groups

Student Reminders

Segment 18	Engagement:	Copy of Framework
Time: 30 min	<ul> <li>Students will be working in small groups using the Framework</li> </ul>	<ul><li>Activity Instructions</li><li>Large Flipchart paper (post-it or</li></ul>
Opening/Sponge/Motivator		"sticky" chart paper works best)
Continue from previous segment	Student Interactions:  • Walk among the students as they	Markers or pens
Activity  ● Firefighting Services Mind Mapping Activity	complete the activity, giving assistance where needed  • You might allow ESL or SE students to work with peer mentors or in	
Assessment  ● Check for understanding	small groups	
	Student Reminders	
<ul><li>Closure:</li><li>Have groups share their posters and hold open discussion</li></ul>	Remind students to stay on task	
Segment 19	Engagement:	Ideas for Review games:
Time: 30 min	<ul> <li>Students are actively engaged in the review process by participating</li> </ul>	<ul><li>Quizlet.com</li><li>Quizizz.com</li></ul>
Opening/Sponge/Motivator	individually or in groups depending	<ul><li>Jeopardy</li></ul>
<ul> <li>Discuss the importance of review and study</li> </ul>	on the activity	<ul> <li>Trasketball</li> </ul>
·	Student Interactions:	
Activity	Guide the activity with the	
• Unit 7 Test Review	<ul> <li>Guide the activity with the students' participation</li> <li>You might allow ESL or SE students</li> </ul>	
-	students' participation	
Unit 7 Test Review	students' participation  • You might allow ESL or SE students	
<ul> <li>Unit 7 Test Review</li> <li>Assessment</li> <li>Check for understanding</li> <li>Closure:</li> </ul>	students' participation • You might allow ESL or SE students to work with peer mentors or in small groups  Student Reminders	
<ul> <li>Unit 7 Test Review</li> <li>Assessment</li> <li>Check for understanding</li> </ul>	students' participation  You might allow ESL or SE students to work with peer mentors or in small groups	

Segment 20	Engagement:	Ideas for Review games:
Time: 30 min	Students are actively engaged in	<ul> <li>Quizlet.com</li> </ul>
	the review process by participating	<ul> <li>Quizizz.com</li> </ul>
Opening/Sponge/Motivator	individually or in groups depending	<ul> <li>Jeopardy</li> </ul>
<ul> <li>Discuss the importance of review and study</li> </ul>	on the activity	<ul> <li>Trasketball</li> </ul>
	Student Interactions:	
Activity	Guide the activity with the	
Unit 7 Test Review	students' participation	
Assessment	<ul> <li>You might allow ESL or SE students to work with peer mentors or in</li> </ul>	
<ul><li>Assessment</li><li>Check for understanding</li></ul>	small groups	
• Check for understanding	Sitiali groups	
Closure:	Student Reminders	
<ul><li>None</li></ul>	<ul> <li>Remind the students to study</li> </ul>	
Segment 21	Engagement:	Ideas for Review games:
Segment 21 Time: 30 min	<ul><li>Engagement:</li><li>Students are actively engaged in</li></ul>	<ul><li>Ideas for Review games:</li><li>Quizlet.com</li></ul>
Time: 50 mm		Qu.=.00.00
	the review process by participating	Quizizz.com
Opening/Sponge/Motivator		
	the review process by participating	o Quizizz.com
Opening/Sponge/Motivator	the review process by participating individually or in groups depending on the activity	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator  • Discuss the importance of review and study	the review process by participating individually or in groups depending on the activity  Student Interactions:	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator  • Discuss the importance of review and study  Activity	the review process by participating individually or in groups depending on the activity  Student Interactions:  • Guide the activity with the	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator  • Discuss the importance of review and study	the review process by participating individually or in groups depending on the activity  Student Interactions:  Guide the activity with the students' participation	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator  • Discuss the importance of review and study  Activity  • Unit 7 Test Review	the review process by participating individually or in groups depending on the activity  Student Interactions:  Guide the activity with the students' participation  You might allow ESL or SE students	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator	the review process by participating individually or in groups depending on the activity  Student Interactions:  Guide the activity with the students' participation  You might allow ESL or SE students to work with peer mentors or in	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator  • Discuss the importance of review and study  Activity  • Unit 7 Test Review	the review process by participating individually or in groups depending on the activity  Student Interactions:  Guide the activity with the students' participation  You might allow ESL or SE students	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator	the review process by participating individually or in groups depending on the activity  Student Interactions:  Guide the activity with the students' participation  You might allow ESL or SE students to work with peer mentors or in	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator	the review process by participating individually or in groups depending on the activity  Student Interactions:  Guide the activity with the students' participation  You might allow ESL or SE students to work with peer mentors or in small groups	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>
Opening/Sponge/Motivator	the review process by participating individually or in groups depending on the activity  Student Interactions:  Guide the activity with the students' participation  You might allow ESL or SE students to work with peer mentors or in small groups  Student Reminders	<ul><li>Quizizz.com</li><li>Jeopardy</li></ul>

Segment 22	Engagement:	<ul><li>Ideas for Review games:</li></ul>
Time: 30 min  Opening/Sponge/Motivator  •  Activity	<ul> <li>Students are actively engaged in the review process by participating individually or in groups depending on the activity</li> <li>Student Interactions:</li> <li>Guide the activity with the</li> </ul>	<ul><li>Quizlet.com</li><li>Quizizz.com</li><li>Jeopardy</li><li>Trasketball</li></ul>
<ul> <li>Quick review prior to test (this is designed for test day)</li> </ul>	<ul><li>students' participation</li><li>You might allow ESL or SE students to work with peer mentors or in</li></ul>	
Assessment  •	small groups  Student Reminders  Remind the students to study	
Closure:  ● Prepare students for the test		
Segment 23	Engagement:	Teachers can access test questions
Time: 30 min	Students will be working individually on the test	using the unsecured item bank in SchoolNet for standard 10.0
<ul><li>Opening/Sponge/Motivator</li><li>Review test taking strategies</li></ul>	Walk among students to ensure academic integrity	
• Unit 7 Summative Assessment (teacher made)	Reminders     Remind students that this information could be on a final exam	
Assessment  ■ Grade for accuracy	CAUTT	
Closure:  • Prepare students for next Unit		

## Segment 24

Time: 30 min

## Opening/Sponge/Motivator

• Review test taking strategies

### **Activity**

Unit 7 Summative Assessment (teacher made)

#### Assessment

• Grade for accuracy

### Closure:

• Prepare students for next Unit

### **Engagement:**

 Students will be working individually on the test

### **Student Interactions:**

 Walk among students to ensure academic integrity

#### Student Reminders

 Remind students that this information could be on a final exam  Teachers can access test questions using the unsecured item bank in SchoolNet for standard 10.0

## PLC Question Three: What will we do when students have not learned?

#### Interventions

- Reteach
- Recovery
- Peer teach
- Alternative assignments

### PLC Question Four: What will we do when students have learned?

#### **Enrichment**

## **Additional Information Related to the Unit:**

- Consider having the local fire department visit as guest speakers and bring equipment/trucks for viewing
- Consider touring your local fire department

# SkillsUSA Connection(s):

• Apply knowledge through the SkillsUSA Framework

#### Notes:

•

# Pacing from a comprehensive high school with 90 minute class periods:

### Week 1

- 1. Vocabulary activities
- 2. Lecture Intro to Firefighting Services WebQuest: Careers in Firefighting
- 3. Lecture Roles & Responsibilities WebQuest: History of Firefighting
- 4. Lecture: Command & Structure WebQuest: Forest Firefighting
- 5. Vocabulary Quiz
  Career Analyzation Worksheet

### Week 2

- Lecture: SkillsUSA Framework Mind Mapping Activity
- 2. Review
- 3. Short Review
  Summative Assessment