

Course: IP 11 Public Safety I	Semester: TBD
Unit: 10.0 - Firefighting Services	Duration of Unit: 12 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main North Carolina Standards: 10.0 - Understand careers in firefighting services	
Supporting Standards (if any): 1.0 - Understand basic knowledge in public safety	
Essential Questions: - What are the basic requirements to enter into the fire services career field? - How do firefighters contribute to the health and safety of our community?	
Student-Friendly Learning Targets: - I Can describe the basic requirements for careers in firefighting services. - 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:	
<i>PLC Question Two: How will we know when students have learned?</i>	
Assessment and Evidence	

Classroom Assessments: • WebQuest (x3) • Career Analyzation Worksheet • Vocabulary Quiz • Summative Assessment		
Proficiency Scales		
Score 4.0	<i>The student will be able to:</i> • 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	<i>The student will be able to:</i> • 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	<i>The student will be able to:</i> • Understand basic job requirements for firefighting services • Understand that a rank structure exists in firefighting services	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
Segment 1 - Vocabulary Introduction Time: 30 min Opening/Sponge/Motivator: • Explain how Word Searches help learn the structure and spelling of new words Activity: • Word Search - (Click on Link) Assessment: • Check for understanding Closure: • Explain that some people may need more time to finish but to move onto the Crossword	Engagement: • Remind students to stay on task and bring up assignment as completed Student Interactions: • You might allow ESL or SE students to work with peer mentors or in small groups • Word searches can be very difficult and frustrating for some students - particularly dyslexia Student Reminders • Remind students to stay on task as there is more to the assignment	• Word Search • word Search Answer Key • Highlighter/pen/pencil • Instructor copy of vocabulary list (<i>not for student handout unless using for students with IEP</i>)

Segment 2 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 next segment	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors on in small groups Student Reminders - Remind students to stay on task as there is more to this assignment	Crossword Crossword Answer Key - Pen/pencil
Segment 3 Time - 30 min Opening/Sponge/Motivator - Explain the importance of breaking words down and dissecting for further understanding Activity - Vocabulary flashcards using the Frayer Model of flashcards Assessment - Flashcards are graded Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - explain and show examples of Frayer Model flashcards Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	Frayer Model of flashcards Frayer Model of Flashcards explanation - Index cards

Segment 4 Time: 30 min Opening/Sponge/Motivator - Ask students to describe in their own words what a firefighter does. Activity - Lecture: Introduction to Firefighting Services Assessment - Check for understanding Closure: - Continue to next segment	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	PowerPoint - Intro to Firefighting Services - Computer/smartboard - White Board
Segment 5 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Lecture: Introduction to Firefighting Services Assessment - Check for understanding Closure - Discuss the firefighting opportunities within your own community	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	PowerPoint - Intro to Firefighting Services - Computer/smartboard - White Board

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

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

Segment 10 Time: 30 min Opening/Sponge/Motivator - Ask students if they know who is in charge of the fire department, and see if they can describe the rank structure Activity - Lecture: Command & Structure Assessment - Check for understanding Closure: - Discuss the importance of following the chain of command	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	PowerPoint - Command & Structure - Computer/smartboard - White Board
Segment 11 Time: 30 min Opening/Sponge/Motivator - Give instructions for the WebQuest Activity - WebQuest: Forest Firefighting Assessment - Grade WebQuest for accuracy Closure: - Continue to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	WebQuest Assignment (this could be digital or paper copy)

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

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

Segment 16 Time: 30 min Opening/Sponge/Motivator - Introduce the SkillsUSA Framework by passing out copies of the framework Activity - Lecture: SkillsUSA Framework Assessment - Check for understanding Closure: - Discuss the importance of the framework and how it is used	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	PowerPoint - SkillsUSA Framework Copy of Framework (color) Copy of Framework (black & white) YouTube Video Explaining Framework YouTube Video discussing the Career Essentials Credential - Computer / smartboard - Video playing device with audio
Segment 17 Time: 30 min Opening/Sponge/Motivator - Give Instructions for this activity and hand out needed materials Activity - Firefighting Services Mind Mapping Activity Assessment - Check for understanding Closure: - Continue to next segment	Engagement: - Students will be working in small groups using the Framework Student Interactions: - Walk among the students as they complete the activity, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	- Copy of Framework Activity Instructions - Large Flipchart paper (post-it or “sticky” chart paper works best) - Markers or pens

Segment 18 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Firefighting Services Mind Mapping Activity Assessment - Check for understanding Closure: - Have groups share their posters and hold open discussion	Engagement: - Students will be working in small groups using the Framework Student Interactions: - Walk among the students as they complete the activity, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	- Copy of Framework Activity Instructions - Large Flipchart paper (post-it or “sticky” chart paper works best) - Markers or pens
Segment 19 Time: 30 min Opening/Sponge/Motivator - Discuss the importance of review and study Activity - Unit 7 Test Review Assessment - Check for understanding Closure: - None	Engagement: - Students are actively engaged in 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 - Remind the students to study	- Ideas for Review games: - Quizlet.com - Quizizz.com - Jeopardy - Trasketball

Segment 20 Time: 30 min Opening/Sponge/Motivator • Discuss the importance of review and study Activity • Unit 7 Test Review Assessment • Check for understanding Closure: • None	Engagement: • Students are actively engaged in 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 • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball
Segment 21 Time: 30 min Opening/Sponge/Motivator • Discuss the importance of review and study Activity • Unit 7 Test Review Assessment • Check for understanding Closure: • None	Engagement: • Students are actively engaged in 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 • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball

Segment 22 Time: 30 min Opening/Sponge/Motivator • Activity • Quick review prior to test (this is designed for test day) Assessment • Closure: • Prepare students for the test	Engagement: • Students are actively engaged in 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 • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball
Segment 23 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

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

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