

Law, Public Safety, Corrections and Security (2021) - Grades 9, 10, 11, 12

Adopted 2021

Emergency Medical Responder (25.45)

HS-EMR-1. Demonstrate employability skills required by business and industry. HS-EMR-1

1. Communicate effectively through writing, speaking, listening, reading and interpersonal abilities. HS-EMR-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. HS-EMR-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. HS-EMR-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. HS-EMR-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills. HS-EMR-1.5
6. Present a professional image through appearance, behavior and language. HS-EMR-1.6

HS-EMR-2. Examine the Emergency Medical Services (EMS) system and the role of Emergency Medical Responders within the system. HS-EMR-2

1. Examine the EMS system and the roles, responsibilities, and professionalism of EMS personnel. HS-EMR-2.1
2. Display appropriate professional interactions with other EMS personnel. HS-EMR-2.2
3. Demonstrate evaluating scope of practice for Emergency Medical Responders (EMR). HS-EMR-2.3
4. Explain quality improvement. HS-EMR-2.4
5. Identify and explain the impact of research on EMR care. HS-EMR-2.5

HS-EMR-3. Evaluate the necessity of scene safety, emotional and physical well-being, and stress management of the Emergency Medical Services provider. HS-EMR-3

1. Demonstrate the application of standard safety precautions. HS-EMR-3.1
2. Demonstrate the appropriate use of personal protective equipment (PPE). HS-EMR-3.2
3. Identify and describe stress-management techniques (particular associated with death and dying). HS-EMR-3.3
4. Discuss the prevention of response-related injuries. HS-EMR-3.4
5. Demonstrate appropriate lifting and moving techniques. HS-EMR-3.5

HS-EMR-4. Follow appropriate protocol and regulations to document findings and data regarding patients. HS-EMR-4

1. Demonstrate following protocol to collect data. HS-EMR-4.1
2. Demonstrate performing a recording of a patient findings. HS-EMR-4.2
3. Demonstrate the process of calling for additional resources. HS-EMR-4.3
4. Evaluate the process for the transfer of patient care. HS-EMR-4.4
5. Demonstrate teamwork and interagency cooperation. HS-EMR-4.5
6. Demonstrate principles of communicating with patients in a manner that achieves a positive relationship. HS-EMR-4.6
7. Demonstrate utilizing age-appropriate interviewing techniques when working with patients and bystanders at the scene regarding blood borne pathogen and safety practices of HIV (Human Immunodeficiency Virus), Hepatitis B & C. HS-EMR-4.7

HS-EMR-5. Analyze the legal and ethical issues of Emergency Medical Services providers including Emergency Medical Responders and all levels of Emergency Medical Technicians, and the medical and legal issues at the scene of an emergency, while awaiting a higher level of care. HS-EMR-5

1. Analyze legal/ethical issues that may impact the EMR including the following: consent and refusal of care; confidentiality; advanced directives; tort and criminal actions; evidence preservation; statutory responsibilities; mandatory reporting; ethical principles and moral obligations; end-of-life issues. HS-EMR-5.1

HS-EMR-6. Demonstrate the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care. Illustrate the different systems of the body and how they relate to patient care. [HS-EMR-6](#)

1. Summarize the importance of the Emergency Medical Services provider's knowledge of the body's anatomy and physiology in relation to providing competent care and accurate communication to other health care providers. [HS-EMR-6.1](#)
2. Demonstrate providing competent patient care and accurate communication to other health care providers using knowledge of anatomy and physiology. [HS-EMR-6.2](#)

HS-EMR-7. Utilize appropriate medical and anatomical terminology. [HS-EMR-7](#)

1. Recognize simple medical prefixes, suffixes, and combining words pertaining to Emergency Medical Responders. [HS-EMR-7.1](#)

HS-EMR-8. Respond to life threats using knowledge of shock and respiratory compromise. [HS-EMR-8](#)

1. Demonstrate analyzing respiratory compromise. [HS-EMR-8.1](#)
2. Demonstrate evaluating and treating a patient with impaired airway, respiration, or ventilation. [HS-EMR-8.2](#)
3. Demonstrate recognizing the signs and symptoms of shock. [HS-EMR-8.3](#)

HS-EMR-9. Recognize local public health resources and the role EMS personnel play in public health emergencies. HS-EMR-9

1. Recognize and distinguish how EMS serves as a public health system A) Examine how EMS provides critical public health functions; B) Research and describe how EMS collaborates with other public health agencies. HS-EMR-9.1
2. Compare and contrast the roles of EMS in public health. HS-EMR-9.2
 - A. Interpret and classify health prevention and promotion strategies. HS-EMR-9.2.A
 - i. Cite primary prevention- preventing disease development through the use of vaccination and education practices. HS-EMR-9.2.A.I
 - ii. Cite secondary prevention—preventing the complications and/or progression of disease. HS-EMR-9.2.A.II
 - iii. Cite the importance and education for health screenings. HS-EMR-9.2.A.III
 - B. Research and summarize the role of EMS providers as first-line caregivers for disease surveillance, and providing patient care report information on epidemics of disease HS-EMR-9.2.B
3. Formulate the EMS personnel's role in injury prevention, providing training for safety equipment, and conducting educational trainings for car-seat safety, seat belt use, and helmet use, driving under the influence, falls and fires. HS-EMR-9.3

HS-EMR-10. Demonstrate the medications that EMR may self-administer to a peer in an emergency. HS-EMR-10

1. Identify and demonstrate using the names, effects, indications, routes of administration, and dosages for the medications administered within the scope of practice of the Emergency Medical Responder (EMR). HS-EMR-10.1

HS-EMR-11. Demonstrate fundamental depth and foundational breadth of anatomy and physiology to assure a patient airway, adequate mechanical ventilation, and respiration while awaiting EMS response for patients of all ages. [HS-EMR-11](#)

1. Demonstrate utilizing scene information and patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR. [HS-EMR-11.1](#)
2. Demonstrate promoting the need for crew members to evaluate scene safety prior to approach. [HS-EMR-11.2](#)
3. Demonstrate scene management, including the following: impact of the environment on patient care; addressing hazards; violence; and the need for additional or specialized resources and standard precautions. [HS-EMR-11.3](#)
4. Demonstrate performing the primary assessment for all patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessment of vital functions. [HS-EMR-11.4](#)
5. Demonstrate displaying sensitivity toward patients when performing a primary assessment. [HS-EMR-11.5](#)
6. Identify and demonstrate the appropriate treatment/procedures needed to preserve life. [HS-EMR-11.6](#)
7. Analyze the method for determining the chief complaint and determining the mechanism of injury/nature of illness. [HS-EMR-11.7](#)
8. Identify and describe signs and symptoms for various chief complaints. [HS-EMR-11.8](#)
9. Demonstrate history-taking techniques, including the following: determining the chief complaint, determining the mechanism of injury/nature of illness; and assessing for associated signs and symptoms. [HS-EMR-11.9](#)
10. Demonstrate displaying sensitivity toward patients during history taking by using affective responding. [HS-EMR-11.10](#)
11. Demonstrate performing a rapid full body scan, a focused assessment of pain, and an assessment of vital signs. [HS-EMR-11.11](#)
12. Demonstrate determining when to reassess patients. [HS-EMR-11.12](#)

HS-EMR-12. Identify and manage immediate life threats and injuries using scene information and simple patient assessment findings, within the scope of practice of the EMR. [HS-EMR-12](#)

1. Demonstrate utilizing scene information and patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR. [HS-EMR-12.1](#)
2. Promote the need for crew members to evaluate scene safety prior to approach. [HS-EMR-12.2](#)
3. Demonstrate scene management, including the following: impact of the environment on patient care; addressing hazards; violence; and the need for additional or specialized resources and standard precautions. [HS-EMR-12.3](#)

HS-EMR-13. Describe the primary assessment for all patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessing vital functions. [HS-EMR-13](#)

1. Demonstrate performing the primary assessment for various patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessing vital functions. [HS-EMR-13.1](#)
2. Demonstrate displaying sensitivity toward patients when performing a primary assessment. [HS-EMR-13.2](#)
3. Describe and demonstrate the appropriate treatment/procedures needed to preserve life. [HS-EMR-13.3](#)

HS-EMR-14. Demonstrate utilizing subjective and objective observations and age-appropriate interview techniques to identify and manage immediate life threats and injuries within the scope of practice of the EMR. [HS-EMR-14](#)

1. Demonstrate displaying appropriate sensitivity for age-related differences in the assessment and care of patients. [HS-EMR-14.1](#)
2. Perform the following history taking techniques: method for determining the chief complaint; method for determining the mechanism of injury/nature of illness; assessing associated signs and symptoms for various chief complaints. [HS-EMR-14.2](#)
3. Demonstrate displaying sensitivity toward patients during history taking. [HS-EMR-14.3](#)

HS-EMR-15. Demonstrate performing various assessment techniques to identify and manage immediate life threats and injuries within the scope of practice of the EMR. [HS-EMR-15](#)

1. Demonstrate performing the following: rapid full body scan; focused assessment of pain; assessment of vital signs. [HS-EMR-15.1](#)
2. Describe how and when to reassess patients. [HS-EMR-15.2](#)

HS-EMR-16. Recognize and manage life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response. HS-EMR-16

1. Demonstrate the assessment and management of a medical complaint. HS-EMR-16.1
2. Identify and describe the anatomy, signs, symptoms, and management of the following conditions: decreased level of responsiveness; seizure; and stroke. HS-EMR-16.2
3. Recognize the anatomy, signs, symptoms, and management of shock associated with abdominal emergencies including gastrointestinal bleeding. HS-EMR-16.3
4. Evaluate and manage shock and difficulty breathing related to anaphylactic reactions. HS-EMR-16.4
5. Analyze the signs and symptoms of a patient who may have an infectious disease. HS-EMR-16.5
6. Anticipate the need for decontamination of equipment after treating a patient. HS-EMR-16.6
7. Recognize that diabetic emergencies can cause altered mental status. HS-EMR-16.7
8. Identify and describe behaviors that pose a risk to the EMR, patient or others. HS-EMR-16.8
9. Identify and describe the anatomy involved and the signs, symptoms and management for chest pain and cardiac arrest. HS-EMR-16.9
10. Identify and describe how and when to contact a poison control center. HS-EMR-16.10
11. Recognize and manage patients with possible carbon monoxide poisoning and nerve agent poisoning. HS-EMR-16.11
12. Identify and describe the anatomy, signs, symptoms and management of respiratory emergencies, including those that affect the upper airway and lower airway. HS-EMR-16.12
13. Demonstrate analyzing blood pressure assessment in hemodialysis patients. HS-EMR-16.13
14. Recognize and manage shock associated with vaginal bleeding. HS-EMR-16.14
15. Recognize and manage a nose bleed. HS-EMR-16.15
16. Demonstrate the assessment and management of the following types of medical complaints: neurological; abdominal/gastrointestinal; immunologic; infectious diseases; endocrine disorders; psychiatric; cardiovascular; toxicological; respiratory; genitourinary; gynecological; and diseases of the eyes, ears, nose and throat. HS-EMR-16.16

HS-EMR-17. Use assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manage the emergency while awaiting additional emergency response. [HS-EMR-17](#)

1. Establish certification in CPR consistent with the AHA Healthcare Provider level (refer to the current American Heart Association guidelines). [HS-EMR-17.1](#)

HS-EMR-18. Recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response. [HS-EMR-18](#)

1. Demonstrate the management of bleeding. [HS-EMR-18.1](#)
2. Recognize and manage the following types of chest trauma: blunt versus penetrating mechanisms; open chest wound; and impaled object. [HS-EMR-18.2](#)
3. Evaluate and manage the following types of abdominal and genitourinary trauma: blunt versus penetrating mechanisms; evisceration; and impaled object. [HS-EMR-18.3](#)
4. Identify and manage the following types of orthopedic trauma: open fractures; closed fractures; dislocations; and amputations. [HS-EMR-18.4](#)
5. Assess and provide management for the following types of soft tissue trauma: wounds; burns (electrical, chemical, thermal); and chemicals in the eye and on the skin. [HS-EMR-18.5](#)
6. Recognize and manage life threats as they relate to head, facial, neck and spinal trauma. [HS-EMR-18.6](#)
7. Identify and manage spinal trauma. [HS-EMR-18.7](#)
8. Evaluate and manage the following: the pregnant patient; pediatric patient; and geriatric patient. [HS-EMR-18.8](#)
9. Recognize and manage the following: submersion incidents and temperature-related illness. [HS-EMR-18.9](#)
10. Identify and manage multi-system trauma. [HS-EMR-18.10](#)
11. Assess and provide management for the following types of injuries in all patients (including pregnant, pediatric, and geriatric): bleeding; chest trauma; abdominal and genitourinary trauma; orthopedic trauma; soft tissue trauma; head, facial, neck and spine trauma; environmental emergencies; and multi-system trauma. [HS-EMR-18.11](#)

HS-EMR-19. Recognize and manage life threats based on assessment findings for a pregnant patient while awaiting additional emergency response. HS-

EMR-19

1. Display appropriate sensitivity for pregnant patients while awaiting response. HS-EMR-19.1
2. Recognize and manage the normal delivery of a newborn. HS-EMR-19.2
3. Evaluate and manage a pregnant patient with vaginal bleeding. HS-EMR-19.3

HS-EMR-20. Recognize and manage life threats based on simple assessment findings for a neonatal patient while awaiting additional emergency response. HS-EMR-20

1. Demonstrate proper newborn care and neonatal resuscitation. HS-EMR-20.1

HS-EMR-21. Identify, assess, and treat infants and children with medical, traumatic, and environmental emergencies and recognize and manage life threats based on assessment findings for a pediatric patient while awaiting additional emergency response. HS-EMR-21

1. Discuss age-related assessment techniques and findings, and treatment modifications for pediatric specific major diseases and/or emergencies, including upper airway obstruction; lower airway reactive disease; respiratory distress/failure/arrest; shock; seizure; and stroke. HS-EMR-21.1
2. Demonstrate age-related findings, and age-related assessment and treatment modifications for pediatric specific major diseases and/or emergencies. HS-EMR-21.2

HS-EMR-22. Recognize and manage life threats based on assessment findings for a geriatric patient while awaiting additional emergency response. HS-

EMR-22

1. Identify the impact of age-related changes on assessment and care of a geriatric patient. HS-EMR-22.1
2. Recognize and report abuse and neglect. HS-EMR-22.2

HS-EMR-23. Identify and describe the operational roles and responsibilities of the EMS to ensure patient, public, and EMS personnel safety. HS-EMR-23

1. Analyze the operational roles and responsibilities used to ensure safe patient, public, and personnel safety. HS-EMR-23.1
2. Identify the risks and responsibilities of emergency response. HS-EMR-23.2

HS-EMR-24. Establish and work within the Incident Management System. [HS-EMR-24](#)

1. Certify in ICS-100/200: Introduction to ICS, or equivalent and FEMA IS-700/800: NIMS. [HS-EMR-24.1](#)

HS-EMR-25. Perform necessary procedures during a multiple-casualty incident when a multiple-casualty incident plan is activated within EMR scope of practice. [HS-EMR-25](#)

1. Demonstrate appropriate triage techniques. [HS-EMR-25.1](#)
2. Analyze resource management and how other resources can be utilized. [HS-EMR-25.2](#)

HS-EMR-26. Perform duties of EMR within scope of practice safely in and around a landing zone during air medical operations and transport. [HS-EMR-26](#)

1. Analyze safe air medical operations. [HS-EMR-26.1](#)
2. Identify the criteria for utilizing air medical response. [HS-EMR-26.2](#)

HS-EMR-27. Analyze techniques used by appropriate personnel to ensure EMS personnel and patient safety during extrication operations. [HS-EMR-27](#)

1. Analyze safe vehicle extrication. [HS-EMR-27.1](#)
2. Evaluate the use of hand tools utilized during vehicle extrication. [HS-EMR-27.2](#)

HS-EMR-28. Evaluate clinical management of the patient exposed to hazardous materials. [HS-EMR-28](#)

1. Describe the risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. [HS-EMR-28.1](#)
2. Describe the risks and responsibilities of operating on the scene of a natural or man-made disaster. [HS-EMR-28.2](#)
3. Entry-Level Students Need to Be Certified in Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 (q)(6)(i)-First Responder Awareness Level. [HS-EMR-28.3](#)

HS-EMR-29. Evaluate and observe clinical management of the patients exposed to a terrorist event or involved in a disaster. [HS-EMR-29](#)

1. Analyze risks and responsibilities of operating on the scene of a natural or man-made disaster. [HS-EMR-29.1](#)
2. Evaluate the need for additional resources. [HS-EMR-29.2](#)

HS-EMR-30. Prepare for the NREMT EMR Evaluation HS-EMR-30

1. Display appropriate sensitivity for patients during assessment and management in various scenarios. HS-EMR-30.1
2. Demonstrate the knowledge of patient assessment and management in various scenarios. HS-EMR-30.2
3. Demonstrate performing an assessment to identify life threats, identify injuries requiring immobilization and conditions requiring treatment within the scope of practice of the EMR; including foreign substance in the eyes and nerve agent poisoning. HS-EMR-30.3
4. Demonstrate the communication necessary to obtain and clearly transmit information with an awareness of cultural differences. HS-EMR-30.4
5. Demonstrate performing safely and effectively all airway and breathing psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level including basic airway maneuvers (including head-tilt, chin-lift; jaw thrust; modified chin lift; foreign body airway obstruction (FBAO) relief manual); oropharyngeal airway; Sellick's maneuver; positive pressure ventilation devices, such as bag valve mask (BVM); suction of the upper airway; and supplemental oxygen therapy (including nasal cannula and non-rebreather mask). HS-EMR-30.5
6. Demonstrate performing safely and effectively all assessment psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level, including manually taking blood pressure checks. HS-EMR-30.6
7. Demonstrate performing safely and effectively all pharmacologic interventions psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level including the following: unit-dose auto-injectors (lifesaving medications intended for self or peer rescue in hazardous materials situation and nerve agent antidote kit). HS-EMR-30.7
8. Demonstrate performing safely and effectively all medical/cardiac care psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the EMR level including the following: manual CPR; AED; and the assisted normal delivery of a newborn. HS-EMR-30.8
9. Demonstrate performing safely and effectively all trauma care psychomotor skills within the National EMS scope of practice model and state scope of Practice at the EMR level including the following: manual stabilization (c-spine injuries and extremity fractures); bleeding control; emergency moves; and eye irrigation. HS-EMR-30.9
10. Demonstrate professional behavior including, but not limited to integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management,

teamwork/diplomacy, respect, patient advocacy, and careful delivery of service. [HS-EMR-30.10](#)

11. Demonstrate the initiation of simple interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care. [HS-EMR-30.11](#)
12. Demonstrate recording assessment findings and interventions. [HS-EMR-30.12](#)
13. Demonstrate performing a patient assessment and providing pre-hospital emergency care for the following patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma, pain, paralysis, poisoning, shock, and stridor/drooling. [HS-EMR-30.13](#)
14. Demonstrate management of the scene until care is transferred to an EMS team member licensed at a higher level. [HS-EMR-30.14](#)
15. Demonstrate how to ensure the safety of the rescuer and others during an emergency. [HS-EMR-30.15](#)

Emergency Medical Technician (25.46)

LPSCS-EMT-1. Demonstrate employability skills required by business and industry. [LPSCS-EMT-1](#)

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. [LPSCS-EMT-1.1](#)
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. [LPSCS-EMT-1.2](#)
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. [LPSCS-EMT-1.3](#)
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. [LPSCS-EMT-1.4](#)
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team-work skills. [LPSCS-EMT-1.5](#)
6. Present a professional image through appearance, behavior and language. [LPSCS-EMT-1.6](#)

LPSCS-EMT-2. Examines the Emergency Medical Services (EMS) system and the role of Emergency Medical Technicians within the system. Applies fundamental knowledge of the emergency medical services (EMS) system, safety/well-being of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. LPSCS-EMT-2

1. Define emergency medical services (EMS) systems. LPSCS-EMT-2.1
2. Name the four levels of EMT training and licensure. LPSCS-EMT-2.2
3. Describe EMT licensure criteria; including how the Americans with Disabilities Act (ADA) applies to employment as an EMT. LPSCS-EMT-2.3
4. Discuss the historical background of the development of the EMS system. LPSCS-EMT-2.4
5. Describe the levels of EMT training in terms of skill sets needed for each of the following: EMR, EMT, AEMT, and paramedic. LPSCS-EMT-2.5
6. Recognize the possible presence of other first responders at a scene with EMR training, some knowledge of first aid, or merely good intentions, and their need for direction. LPSCS-EMT-2.6
7. Name the 14 components of the EMS system. LPSCS-EMT-2.7
8. Describe how medical direction of an EMS system works, and the EMT's role in the process. LPSCS-EMT-2.8
9. Define mobile integrated healthcare and community paramedicine. LPSCS-EMT-2.9
10. Discuss the purpose of the EMS continuous quality improvement (CQI) process. LPSCS-EMT-2.10
11. Characterize the EMS system's role in disease and injury prevention and public education in the community. LPSCS-EMT-2.11
12. Describe the roles and responsibilities of the EMT. LPSCS-EMT-2.12
13. Describe the attributes an EMT is expected to possess. LPSCS-EMT-2.13
14. Understand the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy. LPSCS-EMT-2.14

LPSCS-EMT-3. Evaluate the necessity of scene safety, emotional and physical well-being, and stress management of the Emergency Medical Services provider. Applies fundamental knowledge of the emergency medical services (EMS) system, safety/well-being of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. The student will understand the importance of recognizing important hazards; coping with physical and mental stress; assisting patients and families with the emotional aspect of injuries, illness, and/or death; taking appropriate preventive actions to ensure personal safety; dealing with patients and coworkers with sensitivity; taking proper precautions when dealing with infectious diseases; and preventing on-the-job injuries. LPSCS-EMT-3

1. State the steps that contribute to wellness and their importance in managing stress. LPSCS-EMT-3.1
2. Define infectious disease and communicable disease. LPSCS-EMT-3.2
3. Describe the routes of disease transmission. LPSCS-EMT-3.3
4. Describe the routes of transmission and the steps to prevent and/or deal with an exposure to hepatitis, tuberculosis, and HIV/AIDS. LPSCS-EMT-3.4
5. Know the standard precautions used in treating patients to prevent infection. LPSCS-EMT-3.5
6. Describe the steps to take for personal protection from airborne and bloodborne pathogens. LPSCS-EMT-3.6
7. Explain proper handwashing techniques. LPSCS-EMT-3.7
8. List the ways immunity to infectious diseases is acquired. LPSCS-EMT-3.8
9. Explain post-exposure management of exposure to patient blood or body fluids, including completing a post-exposure report. LPSCS-EMT-3.9
10. Describe the steps necessary to determine scene safety and to prevent work-related injuries at the scene. LPSCS-EMT-3.10
11. Describe the different types of protective clothing worn to prevent injury. LPSCS-EMT-3.11
12. Explain the care of critically ill and injured patients. LPSCS-EMT-3.12
13. Describe issues concerning care of the dying patient, death, and the grieving process of family members. LPSCS-EMT-3.13
14. Know the physiologic, physical, and psychological responses to stress. LPSCS-EMT-3.14
15. Describe posttraumatic stress disorder (PTSD) and steps that can be taken, including critical incident stress management, to decrease the likelihood that PTSD will develop. LPSCS-EMT-3.15
16. Identify the emotional aspects of emergency care. LPSCS-EMT-3.16

17. Recognize the stress inherent in many situations, such as mass-casualty scenes. [LPSCS-EMT-3.17](#)
18. Recognize the possibility of violent situations and the steps to take to deal with them. [LPSCS-EMT-3.18](#)
19. Describe how to handle behavioral emergencies. [LPSCS-EMT-3.19](#)
20. Discuss workplace issues such as cultural diversity, sexual harassment, and substance abuse. [LPSCS-EMT-3.20](#)
21. Demonstrate how to properly remove gloves. [LPSCS-EMT-3.21](#)
22. Demonstrate the steps necessary to manage a potential exposure situation. [LPSCS-EMT-3.22](#)

LPSCS-EMT-4. Applies fundamental knowledge of the emergency medical services (EMS) system, safety/wellbeing of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. LPSCS-EMT-4

1. Define consent and how it relates to decision making. LPSCS-EMT-4.1
2. Compare expressed consent, implied consent, and involuntary consent. LPSCS-EMT-4.2
3. Discuss consent by minors for treatment or transport. LPSCS-EMT-4.3
4. Describe local EMS system protocols for using forcible restraint. LPSCS-EMT-4.4
5. Discuss the EMT's role and obligations if a patient refuses treatment or transport. LPSCS-EMT-4.5
6. Describe the relationship between patient communications, confidentiality, and the Health Insurance Portability and Accountability Act (HIPAA). LPSCS-EMT-4.6
7. Discuss the importance of do not resuscitate (DNR) orders and local protocols as they relate to the EMS environment. LPSCS-EMT-4.7
8. Describe the physical, presumptive, and definitive signs of death. LPSCS-EMT-4.8
9. Explain how to manage patients who are identified as organ donors. LPSCS-EMT-4.9
10. Recognize the importance of medical identification devices in treating the patient. LPSCS-EMT-4.10
11. Discuss the scope of practice and standards of care. LPSCS-EMT-4.11
12. Describe the EMT's legal duty to act. LPSCS-EMT-4.12
13. Discuss the issues of negligence, abandonment, assault and battery, and kidnapping and their implications for the EMT. LPSCS-EMT-4.13
14. Explain the reporting requirements for special situations, including abuse, drug- or felony-related injuries, childbirth, and crime scenes. LPSCS-EMT-4.14
15. Define ethics and morality, and discuss their implications for the EMT. LPSCS-EMT-4.15
16. Describe the roles and responsibilities of the EMT in court. LPSCS-EMT-4.16

LPSCS-EMT-5. Applies fundamental knowledge of the emergency medical services (EMS) system, safety/wellbeing of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. The student will have an understanding of therapeutic communication; means to communicate effectively with special populations such as children, geriatric patients, and hearing- and visually impaired patients; methods and procedures for effective communication; components of effective written reports, types of written reports, and ways to correct errors found within written reports; documentation of refusal of care; special reporting situations; use of Georgia Department of Education Georgia Department of Education January 25, 2019 Page 7 of 37 All Rights Reserved medical terminology; communications systems and equipment; regulations and protocols governing radio communications; and communication with medical control and hospitals. LPSCS-EMT-5

1. Describe the factors and strategies to consider for therapeutic communication with patients. LPSCS-EMT-5.1
2. Discuss the techniques of effective verbal communication. LPSCS-EMT-5.2
3. Explain the skills that should be used to communicate with family members, bystanders, people from other agencies, and hospital personnel. LPSCS-EMT-5.3
4. Discuss special considerations in communicating with older people, children, patients who are hard of hearing, visually impaired patients, and non-English-speaking patients. LPSCS-EMT-5.4
5. Describe the use of written communications and documentation. LPSCS-EMT-5.5
6. State the purpose of a patient care report (PCR) and the information required to complete it. LPSCS-EMT-5.6
7. Explain the legal implications of the PCR. LPSCS-EMT-5.7
8. Describe how to document refusal of care, including the legal implications. LPSCS-EMT-5.8
9. Discuss state and/or local special reporting requirements, such as for gunshot wounds, dog bites, and abuse. LPSCS-EMT-5.9
10. Describe the basic principles of the various types of communications equipment used in EMS. LPSCS-EMT-5.10
11. Describe the use of radio communications, including the proper methods of initiating and terminating a radio call. LPSCS-EMT-5.11
12. List the correct radio procedures in the following phases of a typical call: initial receipt of call, en route to call, on scene, arrival at hospital (or point of transfer), and return to service. LPSCS-EMT-5.12

13. List the proper sequence of information to communicate in radio delivery of a patient report. [LPSCS-EMT-5.13](#)
14. Demonstrate the techniques of successful cross-cultural communication. [LPSCS-EMT-5.14](#)
15. Demonstrate completion of a PCR. [LPSCS-EMT-5.15](#)
16. Demonstrate how to make a simulated, concise radio transmission with dispatch. [LPSCS-EMT-5.16](#)

LPSCS-EMT-6. Uses foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals able to use foundational and anatomical medical terms and abbreviations in written and oral communication with colleagues and health care professionals. They will understand the purpose of medical terminology, be able to identify its components, and be able to define an unknown medical term based on the dissection and understanding of its components. Students will also be able to identify error-prone medical abbreviations and acronyms. Common direction, movement, and position terms are also presented in this chapter. [LPSCS-EMT-6](#)

1. Explain the purpose of medical terminology. [LPSCS-EMT-6.1](#)
2. Identify the four components that comprise a medical term. [LPSCS-EMT-6.2](#)
3. Describe the following directional terms: anterior (ventral), posterior (dorsal), right, left, superior, inferior, proximal, distal, medial, lateral, superficial, and deep. [LPSCS-EMT-6.3](#)
4. Describe the prone, supine, Fowler, and semi-Fowler positions of the body. [LPSCS-EMT-6.4](#)
5. Break down the meaning of a medical term based on the components of the term. [LPSCS-EMT-6.5](#)
6. Interpret selected medical abbreviations, acronyms, and symbols. [LPSCS-EMT-6.6](#)
7. Identify error-prone medical abbreviations, acronyms, and symbols. [LPSCS-EMT-6.7](#)

LPSCS-EMT-7. Applies fundamental knowledge of the emergency medical services (EMS) system, safety/well-being of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. Applies fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management. The student will be able to describe and apply, in context, the body planes, topographic anatomy, and anatomic position. Students will be able to identify basic anatomic structures and related functions and describe each body system, discussing the roles of the structures within these systems and the interaction of body systems in maintaining the life support chain. Students will be able to discuss possible consequences of illness and injury of these structures and systems on proper functioning of the body. LPSCS-EMT-7

1. Identify the body's topographic anatomy, including the anatomic position and the planes of the body. LPSCS-EMT-7.1
2. Identify the anatomy and physiology of the skeletal system. LPSCS-EMT-7.2
3. Describe the anatomy and physiology of the musculoskeletal system. LPSCS-EMT-7.3
4. Discuss the anatomy and physiology of the respiratory system. LPSCS-EMT-7.4
5. Discuss the anatomy and physiology of the circulatory system. LPSCS-EMT-7.5
6. Discuss the anatomy and physiology of the nervous system. LPSCS-EMT-7.6
7. Describe the anatomy and physiology of the integumentary system. LPSCS-EMT-7.7
8. Explain the anatomy and physiology of the digestive system. LPSCS-EMT-7.8
9. Describe the anatomy and the physiology of the lymphatic system. LPSCS-EMT-7.9
10. Discuss the anatomy and physiology of the endocrine system. LPSCS-EMT-7.10
11. Describe the anatomy and physiology of the urinary system. LPSCS-EMT-7.11
12. Discuss the anatomy and physiology of the genital system. LPSCS-EMT-7.12
13. Describe the life support chain, aerobic metabolism, and anaerobic metabolism. LPSCS-EMT-7.13
14. Define pathophysiology. LPSCS-EMT-7.14

LPSCS-EMT-8. Applies fundamental knowledge of the emergency medical services (EMS) system, safety/well-being of the emergency medical technician (EMT), and medical/legal and ethical issues to the provision of emergency care. Applies fundamental knowledge of life span development to patient assessment and management. The student will have a fundamental understanding of the physiological and psychosocial differences of each phase of human development. The students will be able to discuss adaptations and strategies that they might apply to better assess and manage patients. LPSCS-EMT-8

1. Know the terms used to designate the following stages of life: infants, toddlers, preschoolers, school-age children, adolescents (teenagers), early adults, middle adults, and older adults. LPSCS-EMT-8.1
2. Describe the major physical and psychosocial characteristics of an infant's life. LPSCS-EMT-8.2
3. Describe the major physical and psychosocial characteristics of a toddler's and preschooler's life. LPSCS-EMT-8.3
4. Describe the major physical and psychosocial characteristics of a school-age child's life. LPSCS-EMT-8.4
5. Describe the major physical and psychosocial characteristics of an adolescent's life. LPSCS-EMT-8.5
6. Describe the major physical and psychosocial characteristics of an early adult's life. LPSCS-EMT-8.6
7. Describe the major physical and psychosocial characteristics of a middle adult's life. LPSCS-EMT-8.7
8. Describe the major physical and psychosocial characteristics of an older adult's life. LPSCS-EMT-8.8

LPSCS-EMT-9. Knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety. The student will understand the body mechanics of patient movement, principles of safe reaching and pulling, urgent and non-urgent moves, how to move patients as a team, types of patient packaging and moving equipment, how to protect from injury when moving patients, and the use of medical restraints. LPSCS-EMT-9

1. Explain the need and use of the most common patient-moving equipment, the stretcher and backboard. LPSCS-EMT-9.1
2. Explain the technical skills and general considerations that are required of EMTs during patient packaging and patient handling. LPSCS-EMT-9.2
3. Define the term body mechanics. LPSCS-EMT-9.3
4. Discuss how following proper patient lifting and moving techniques can help prevent workrelated injuries. LPSCS-EMT-9.4
5. Identify how to avoid common mistakes when lifting and carrying a patient. LPSCS-EMT-9.5
6. Explain the power grip and sheet or blanket methods for lifting a patient. LPSCS-EMT-9.6
7. Explain the general considerations required of EMTs to safely move patients without causing the patient further harm and while protecting themselves from injury. LPSCS-EMT-9.7
8. Explain how to carry patients safely on stairs, including the selection of appropriate equipment to aid in the process. LPSCS-EMT-9.8
9. Describe specific situations in which an urgent move or rapid extrication may be necessary to move a patient; include how each one is performed. LPSCS-EMT-9.9
10. Describe specific situations in which a non-urgent move may be necessary to move a patient; include how each one is performed. LPSCS-EMT-9.10
11. Explain the special considerations and guidelines related to moving and transporting geriatric patients. LPSCS-EMT-9.11
12. Define the term bariatrics. LPSCS-EMT-9.12
13. Discuss the guidelines for lifting and moving bariatric patients. LPSCS-EMT-9.13
14. Explain the need and use for additional patient-moving equipment (specialized); include examples. LPSCS-EMT-9.14
15. Know the importance of decontaminating equipment in the prevention of disease transmission. LPSCS-EMT-9.15
16. Describe proper positioning of the following conditions:
 - Unresponsive patients without suspected spine injury

Patients with suspected spine injuryPregnant patients with hypotensionPatients who are nauseated or vomiting LPSCS-EMT-9.16

17. Discuss situations that may require the use of medical restraints on a patient. LPSCS-EMT-9.17
18. Explain guidelines and safety considerations for the use of medical restraints. LPSCS-EMT-9.18
19. Perform a power lift to lift a patient. LPSCS-EMT-9.19
20. Demonstrate a power grip. LPSCS-EMT-9.20
21. Demonstrate the body mechanics and principles required for safe reaching and pulling, including the technique used for performing log rolls. LPSCS-EMT-9.21
22. Perform the diamond carry to move a patient. LPSCS-EMT-9.22
23. Perform the one-handed carry to move a patient. LPSCS-EMT-9.23
24. Perform a patient carry using a stair chair to move a patient down the stairs. LPSCS-EMT-9.24
25. Perform a patient carry to move a patient down the stairs on a backboard. LPSCS-EMT-9.25
26. Demonstrate how to load a stretcher into an ambulance. LPSCS-EMT-9.26
27. Demonstrate how to perform an emergency or urgent move. LPSCS-EMT-9.27
28. Perform the rapid extrication technique to move a patient from a vehicle. LPSCS-EMT-9.28
29. Perform the direct ground lift to lift a patient. LPSCS-EMT-9.29
30. Perform the extremity lift to move a patient. LPSCS-EMT-9.30
31. Perform the direct carry to move a patient. LPSCS-EMT-9.31
32. Demonstrate how to use the draw sheet method to transfer a patient onto a stretcher. LPSCS-EMT-9.32
33. Use a scoop stretcher to move a patient. LPSCS-EMT-9.33

LPSCS-EMT-10. Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, and reassessment) to guide emergency management. The student will understand the scope and sequence of patient assessment for medical and trauma patients and all the phases and components of patient assessment. Please note that this chapter is divided into five sections: scene size-up, primary assessment, history taking, secondary assessment, and reassessment. These divisions will help facilitate the instructor's approach for teaching this skill as a whole concept. LPSCS-EMT-10

1. Identify the components of the patient assessment process. LPSCS-EMT-10.1
2. Explain how the different causes and presentations of emergencies will affect how EMTs perform each step of the patient assessment process. LPSCS-EMT-10.2
3. Discuss some of the possible environmental, chemical, and biologic hazards that may be present at an emergency scene, ways to recognize them, and precautions to protect personal safety. LPSCS-EMT-10.3
4. Discuss the steps EMTs should take to survey a scene for signs of violence and to protect themselves and bystanders from real or potential danger. LPSCS-EMT-10.4
5. Describe how to determine the mechanism of injury (MOI) or nature of illness (NOI) at an emergency and the importance of differentiating trauma patients from medical patients. LPSCS-EMT-10.5
6. List the minimum standard precautions that should be followed and personal protective equipment (PPE) that should be worn at an emergency scene, including examples of when additional precautions would be appropriate. LPSCS-EMT-10.6
7. Explain why it is important for EMTs to identify the total number of patients at an emergency scene and how this evaluation relates to determining the need for additional or specialized resources, implementation of the incident command system (ICS), and triage. LPSCS-EMT-10.7
8. Describe the principal goals of the primary assessment process, including how to identify and treat life threats and determine if immediate transport is required. LPSCS-EMT-10.8
9. Explain the process of forming a general impression of a patient as part of primary assessment and the reasons why this step is critical to patient management. LPSCS-EMT-10.9
10. Explain the importance of assessing a patient's level of consciousness (LOC) to determine altered mental status, and include examples of different methods used to assess alertness, responsiveness, and orientation. LPSCS-EMT-10.10

11. Describe the assessment of airway status in patients who are both responsive and unresponsive, including examples of possible signs and causes of airway obstruction in each case as well as the appropriate EMT response. [LPSCS-EMT-10.11](#)
12. Describe the assessment of a patient's breathing status, including the key information EMTs must obtain during this process and the care required for patients who have both adequate and inadequate breathing. [LPSCS-EMT-10.12](#)
13. List the signs of respiratory distress and respiratory failure. [LPSCS-EMT-10.13](#)
14. Describe the assessment of a patient's circulatory status, including the different methods for obtaining a pulse and appropriate management depending on the patient's status. [LPSCS-EMT-10.14](#)
15. Explain the variations required to obtain a pulse in infant and child patients compared with adult patients. [LPSCS-EMT-10.15](#)
16. Describe the assessment of a patient's skin color, temperature, and condition, including examples of both normal and abnormal findings and the information this provides related to the patient's status. [LPSCS-EMT-10.16](#)
17. Discuss the process of assessing for and methods for controlling external bleeding. [LPSCS-EMT-10.17](#)
18. Discuss the steps used to identify and subsequently treat life-threatening conditions that endanger a patient during an emergency. [LPSCS-EMT-10.18](#)
19. List the steps EMTs should follow during the primary assessment of a trauma patient, including examples of abnormal signs and appropriate related actions. [LPSCS-EMT-10.19](#)
20. Explain the process for determining the priority of patient care and transport at an emergency scene and include examples of conditions that necessitate immediate transport. [LPSCS-EMT-10.20](#)
21. Discuss the importance of protecting a trauma patient's spine and identifying fractured extremities during patient packaging for transport. [LPSCS-EMT-10.21](#)
22. Discuss the process of taking a focused history, its key components, and its relationship to the primary assessment process. [LPSCS-EMT-10.22](#)
23. Describe examples of different techniques EMTs may use to obtain information from patients during the history-taking process. [LPSCS-EMT-10.23](#)
24. Discuss different challenges EMTs may face when taking a patient history on sensitive topics and strategies they may use to facilitate each situation. [LPSCS-EMT-10.24](#)

25. Describe the purpose of a secondary assessment and a physical exam; include how to determine which aspects of the physical exam to use, and the steps. [LPSCS-EMT-10.25](#)
26. Explain situations in which patients may receive a focused assessment, including examples by body system of what each focused assessment should include based on a patient's chief complaint. [LPSCS-EMT-10.26](#)
27. List normal blood pressure ranges for adults, children, and infants. [LPSCS-EMT-10.27](#)
28. Explain the importance of performing a reassessment of the patient and the steps in this process. [LPSCS-EMT-10.28](#)
29. Demonstrate how to use the AVPU scale to test for patient responsiveness. [LPSCS-EMT-10.29](#)
30. Demonstrate how to evaluate a patient's orientation and document his or her status correctly. [LPSCS-EMT-10.30](#)
31. Demonstrate the techniques for assessing a patient's airway and correctly obtaining information related to respiratory rate, rhythm, quality/character of breathing, and depth of breathing. [LPSCS-EMT-10.31](#)
32. Demonstrate how to assess a radial pulse in a responsive patient and an unresponsive patient. [LPSCS-EMT-10.32](#)
33. Demonstrate how to assess a carotid pulse in an unresponsive patient. [LPSCS-EMT-10.33](#)
34. Demonstrate how to palpate a brachial pulse in a child who is younger than 1 year (or a manikin). [LPSCS-EMT-10.34](#)
35. Demonstrate how to obtain a pulse rate in a patient. [LPSCS-EMT-10.35](#)
36. Demonstrate how to assess capillary refill in an adult or child older than 6 years. [LPSCS-EMT-10.36](#)
37. Demonstrate how to assess capillary refill in an infant or child younger than 6 years; include variations that would be required when assessing a newborn. [LPSCS-EMT-10.37](#)
38. Demonstrate how to perform a rapid exam during primary assessment of a patient. [LPSCS-EMT-10.38](#)
39. Demonstrate how to perform a secondary assessment. [LPSCS-EMT-10.39](#)
40. Demonstrate how to measure blood pressure by auscultation. [LPSCS-EMT-10.40](#)
41. Demonstrate how to measure blood pressure by palpation. [LPSCS-EMT-10.41](#)
42. Demonstrate how to test pupil reaction in response to light in a patient and how to document his or her status correctly. [LPSCS-](#)

EMT-10.42

43. Demonstrate the assessment of neurovascular status. LPSCS-EMT-10.43
44. Demonstrate the use of a pulse oximetry device to evaluate the effectiveness of oxygenation in the patient. LPSCS-EMT-10.44
45. Demonstrate the use of electronic devices to assist in determining the patient's blood pressure in the field. LPSCS-EMT-10.45
46. Demonstrate how to assess a patient's blood glucose level. LPSCS-EMT-10.46

LPSCS-EMT-11. Applies knowledge of general anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages. The students will understand the need for proper airway management, including recognizing and measuring adequate and inadequate breathing, maintaining an open airway, and providing artificial ventilation. Students will be able to demonstrate basic competency in applying these concepts to appropriate care through the use of airway adjuncts, suction equipment, oxygen equipment and delivery systems, pulse oximetry, continuous positive airway pressure (CPAP), and resuscitation devices. LPSCS-EMT-11

1. Describe the major structures of the respiratory system. LPSCS-EMT-11.1
2. Discuss the physiology of breathing. LPSCS-EMT-11.2
3. Give the signs of adequate breathing. LPSCS-EMT-11.3
4. Give the signs of inadequate breathing. LPSCS-EMT-11.4
5. Describe the assessment and care of a patient with apnea. LPSCS-EMT-11.5
6. Explain how to assess for adequate and inadequate respiration, including the use of pulse oximetry. LPSCS-EMT-11.6
7. Explain how to assess for a patent airway. LPSCS-EMT-11.7
8. Describe how to perform the head tilt–chin lift maneuver. LPSCS-EMT-11.8
9. Describe how to perform the jaw-thrust maneuver. LPSCS-EMT-11.9
10. Explain the importance and techniques of suctioning. LPSCS-EMT-11.10
11. Explain how to measure and insert an oropharyngeal (oral) airway. LPSCS-EMT-11.11
12. Describe how to measure and insert a nasopharyngeal (nasal) airway. LPSCS-EMT-11.12
13. Explain the use of the recovery position to maintain a clear airway. LPSCS-EMT-11.13
14. Describe the importance of giving supplemental oxygen to patients who are hypoxic. LPSCS-EMT-11.14
15. Discuss the basics of how oxygen is stored and the various hazards associated with its use. LPSCS-EMT-11.15
16. Explain the use of a non-rebreathing mask and the oxygen flow requirements for its use. LPSCS-EMT-11.16
17. Describe the indications for using a nasal cannula rather than a non-rebreathing face mask. LPSCS-EMT-11.17

18. Describe the indications for use of a humidifier during supplemental oxygen therapy. [LPSCS-EMT-11.18](#)
19. Describe how to perform mouth-to-mouth or mouth-to-mask ventilation. [LPSCS-EMT-11.19](#)
20. Describe the use of a one- or two-person bag-valve mask (BVM), and a manually triggered ventilation (MTV) device. [LPSCS-EMT-11.20](#)
21. Describe the signs associated with adequate and inadequate artificial ventilation. [LPSCS-EMT-11.21](#)
22. Describe the use of continuous positive airway pressure (CPAP). [LPSCS-EMT-11.22](#)
23. Explain how to recognize and care for a foreign body airway obstruction. [LPSCS-EMT-11.23](#)
24. Demonstrate use of pulse oximetry. [LPSCS-EMT-11.24](#)
25. Demonstrate how to position the unconscious patient. [LPSCS-EMT-11.25](#)
26. Demonstrate how to perform the head tilt–chin lift maneuver. [LPSCS-EMT-11.26](#)
27. Demonstrate how to perform the jaw-thrust maneuver. [LPSCS-EMT-11.27](#)
28. Demonstrate how to operate a suction unit. [LPSCS-EMT-11.28](#)
29. Demonstrate how to suction a patient's airway. [LPSCS-EMT-11.29](#)
30. Demonstrate the insertion of an oral airway. [LPSCS-EMT-11.30](#)
31. Demonstrate the insertion of an oral airway with a 90-degree rotation. [LPSCS-EMT-11.31](#)
32. Demonstrate the insertion of a nasal airway. [LPSCS-EMT-11.32](#)
33. Demonstrate how to place a patient in the recovery position. [LPSCS-EMT-11.33](#)
34. Demonstrate how to place an oxygen cylinder into service. [LPSCS-EMT-11.34](#)
35. Demonstrate the use of a partial rebreathing mask in providing supplemental oxygen therapy to patients. [LPSCS-EMT-11.35](#)
36. Demonstrate the use of a Venturi mask in providing supplemental oxygen therapy to patients. [LPSCS-EMT-11.36](#)
37. Demonstrate the use of a humidifier in providing supplemental oxygen therapy to patients. [LPSCS-EMT-11.37](#)
38. Demonstrate mouth-to-mask ventilation. [LPSCS-EMT-11.38](#)
39. Demonstrate how to assist a patient with ventilations using the BVM. [LPSCS-EMT-11.39](#)
40. Demonstrate the use of a manually triggered ventilation device to assist in delivering artificial ventilation to the patient. [LPSCS-EMT-](#)

11.40

41. Demonstrate the use of an automatic transport ventilator to assist in delivering artificial ventilation to the patient. [LPSCS-EMT-11.41](#)
42. Demonstrate the use of CPAP. [LPSCS-EMT-11.42](#)

LPSCS-EMT-12. Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency. The student will understand the significance and characteristics of general pharmacology and will be able to identify, describe, and demonstrate the steps for assisting/administering medications carried by the EMT. LPSCS-EMT-12

1. Define the terms pharmacodynamics, intended effects, indications, side effects, unintended effects, and untoward effects. LPSCS-EMT-12.1
2. Explain medication contraindications; include an example. LPSCS-EMT-12.2
3. Explain the differences between a generic medication name and a trade medication name; provide an example of each. LPSCS-EMT-12.3
4. Differentiate enteral and parenteral routes of medication administration. LPSCS-EMT-12.4
5. Describe rectal, oral, intravenous, intraosseous, subcutaneous, intramuscular, inhalation, sublingual, and transcutaneous routes of medication administration; include the rates of absorption. LPSCS-EMT-12.5
6. Explain the solid, liquid, and gas forms of medication and routes of administration; provide examples of each. LPSCS-EMT-12.6
7. List the "six rights" of medication administration; include how each one relates to EMS. LPSCS-EMT-12.7
8. Explain the difference between direct orders (online) and standing orders (off-line) and the role of medical control. LPSCS-EMT-12.8
9. Discuss the medication administration circumstances involving peer-assisted medication, patient-assisted medication, and EMT-administered medication. LPSCS-EMT-12.9
10. Know the generic and trade names, actions, indications, contraindications, routes of administration, side effects, interactions, and doses of 10 medications that may be administered by an EMT in an emergency as dictated by state protocols and local medical direction. LPSCS-EMT-12.10
11. Describe the medication administration considerations related to special populations, including pediatric, geriatric, and pregnant patients. LPSCS-EMT-12.11
12. State the steps to should follow when dispensing medications to a patient using an auto-injector. LPSCS-EMT-12.12
13. Explain why determining what prescription and over-the-counter medications a patient is taking is a critical aspect of patient assessment during an emergency. LPSCS-EMT-12.13

14. State the steps to take if a medication error occurs. [LPSCS-EMT-12.14](#)
15. Apply the six rights of medication administration. [LPSCS-EMT-12.15](#)
16. Demonstrate how to administer oral medication to a patient. [LPSCS-EMT-12.16](#)
17. Demonstrate how to administer aspirin to a patient with chest pain. [LPSCS-EMT-12.17](#)
18. Demonstrate how to administer oral glucose to a patient with hypoglycemia. [LPSCS-EMT-12.18](#)
19. Demonstrate how to assist a patient with the sublingual administration of a medication. [LPSCS-EMT-12.19](#)
20. Demonstrate how to administer a medication by auto-injector. [LPSCS-EMT-12.20](#)
21. Demonstrate how to administer an intranasal medication. [LPSCS-EMT-12.21](#)

LPSCS-EMT-13. Applies a fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post-resuscitation management. Applies fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management. The student will have an understanding of the different types and causes of shock, the process of perfusion, the signs and symptoms associated with shock, application of the assessment process with the shock patient, and the general and specific emergency medical care provided to patients experiencing shock. [LPSCS-EMT-13](#)

1. Describe the pathophysiology of shock (hypo perfusion). [LPSCS-EMT-13.1](#)
2. Identify the causes of shock. [LPSCS-EMT-13.2](#)
3. Differentiate among the various types of shock. [LPSCS-EMT-13.3](#)
4. Describe the signs and symptoms of shock including compensated and decompensated. [LPSCS-EMT-13.4](#)
5. Discuss key components of patient assessment for shock. [LPSCS-EMT-13.5](#)
6. Describe the steps to follow in the emergency care of the patient with various types of shock. [LPSCS-EMT-13.6](#)
7. Demonstrate how to control shock. [LPSCS-EMT-13.7](#)
8. Demonstrate how to complete an EMS patient care report for a patient with shock. [LPSCS-EMT-13.8](#)

LPSCS-EMT-14. Applies a fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post-resuscitation management. The student will have reviewed the basic life support (BLS) procedures for adults, infants, and children. Please note that BLS knowledge is a prerequisite for the course and that this chapter should serve as a review. LPSCS-EMT-14

1. Explain the elements of basic life support (BLS), how it differs from advanced life support (ALS), and why BLS must be applied rapidly. LPSCS-EMT-14.1
2. Explain the goals of cardiopulmonary resuscitation (CPR) and when it should be performed on a patient. LPSCS-EMT-14.2
3. Explain the components of CPR, the five links in the American Heart Association (AHA) chain of survival, and how each one relates to maximizing the survival of a patient. LPSCS-EMT-14.3
4. Discuss guidelines for circumstances that require the use of an automated external defibrillator (AED) on both adult and pediatric patients experiencing cardiac arrest. LPSCS-EMT-14.4
5. Explain three special situations related to the use of an AED. LPSCS-EMT-14.5
6. Describe the proper way to position an adult patient to receive BLS care. LPSCS-EMT-14.6
7. Describe the purpose of external chest compressions. LPSCS-EMT-14.7
8. Describe the two techniques EMTs may use to open an adult patient's airway and the circumstances that would determine when each technique would be used. LPSCS-EMT-14.8
9. Describe the recovery position and circumstances that would warrant its use, as well as situations in which it would be contraindicated. LPSCS-EMT-14.9
10. Describe the process of providing artificial ventilations to an adult patient, ways to avoid gastric distention, and modifications required for a patient with a stoma. LPSCS-EMT-14.10
11. Explain the steps in providing single-rescuer adult CPR. LPSCS-EMT-14.11
12. Explain the steps in providing two-rescuer adult CPR, including the method for switching positions during the process. LPSCS-EMT-14.12
13. Describe the different mechanical devices that are available to assist emergency care providers in delivering improved circulatory efforts during CPR. LPSCS-EMT-14.13
14. Describe the different possible causes of cardiopulmonary arrest in children. LPSCS-EMT-14.14

15. Explain the four steps of pediatric BLS procedures and how they differ from BLS procedures used in an adult patient. LPSCS-EMT-14.15
16. Describe the ethical issues related to patient resuscitation, including examples of when not to start CPR on a patient. LPSCS-EMT-14.16
17. Explain the various factors involved in the decision to stop CPR once it has been started on a patient. LPSCS-EMT-14.17
18. Explain common causes of foreign body airway obstruction in both children and adults and how to distinguish mild or partial airway obstruction from complete airway obstruction. LPSCS-EMT-14.18
19. Describe the different methods for removing a foreign body airway obstruction in an infant, child, and adult, including the procedure for a patient with an obstruction who becomes unresponsive. LPSCS-EMT-14.19
20. Discuss how to provide grief support for a patient's family members and loved ones after resuscitation has ended. LPSCS-EMT-14.20
21. Discuss the importance of frequent CPR training for EMTs, as well as public education programs that teach compression-only CPR. LPSCS-EMT-14.21
22. Demonstrate how to position an unresponsive adult for CPR. LPSCS-EMT-14.22
23. Demonstrate how to check for a pulse at the carotid artery in an unresponsive child or adult. LPSCS-EMT-14.23
24. Demonstrate how to perform external chest compressions on an adult. LPSCS-EMT-14.24
25. Demonstrate how to perform a head tilt–chin lift maneuver on an adult. LPSCS-EMT-14.25
26. Demonstrate how to perform a jaw-thrust maneuver on an adult. LPSCS-EMT-14.26
27. Demonstrate how to place a patient in the recovery position. LPSCS-EMT-14.27
28. Demonstrate how to perform rescue breathing in an adult. LPSCS-EMT-14.28
29. Demonstrate how to perform one-rescuer adult CPR. LPSCS-EMT-14.29
30. Demonstrate how to perform two-rescuer adult CPR. LPSCS-EMT-14.30
31. Demonstrate the use of mechanical devices that assist emergency responders in delivering improved circulatory efforts during CPR. LPSCS-EMT-14.31

32. Demonstrate how to check for a pulse at the brachial artery in an unresponsive infant. [LPSCS-EMT-14.32](#)
33. Demonstrate how to perform external chest compressions on an infant. [LPSCS-EMT-14.33](#)
34. Demonstrate how to perform CPR in a child who is between 1 year of age and the onset of puberty. [LPSCS-EMT-14.34](#)
35. Demonstrate how to perform a head tilt–chin lift maneuver on a pediatric patient. [LPSCS-EMT-14.35](#)
36. Demonstrate how to perform a jaw-thrust maneuver on a pediatric patient. [LPSCS-EMT-14.36](#)
37. Demonstrate how to perform rescue breathing on a child. [LPSCS-EMT-14.37](#)
38. Demonstrate how to perform rescue breathing on an infant. [LPSCS-EMT-14.38](#)
39. Demonstrate how to remove a foreign body airway obstruction in a responsive adult patient using abdominal thrusts (Heimlich maneuver). [LPSCS-EMT-14.39](#)
- . Demonstrate how to remove a foreign body airway obstruction in a responsive pregnant or obese patient using chest thrusts. [LPSCS-EMT-14.40.](#)
41. Demonstrate how to remove a foreign body airway obstruction in a responsive child older than 1 year using abdominal thrusts (Heimlich maneuver). [LPSCS-EMT-14.41](#)
42. Demonstrate how to remove a foreign body airway obstruction in an unresponsive child. [LPSCS-EMT-14.42](#)
43. Demonstrate how to remove a foreign body airway obstruction in an infant. [LPSCS-EMT-14.43](#)

LPSCS-EMT-15. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will understand the need for proper assessment techniques when called to patients with a chief complaint of a medical nature. LPSCS-EMT-15

1. Differentiate between medical emergencies and trauma emergencies, remembering that some patients may have both. LPSCS-EMT-15.1
2. Name the various categories of common medical emergencies and give examples. LPSCS-EMT-15.2
3. Describe the evaluation of the nature of illness (NOI). LPSCS-EMT-15.3
4. Discuss the assessment of a patient with a medical emergency. LPSCS-EMT-15.4
5. Explain the importance of transport time and destination selection for a medical patient. LPSCS-EMT-15.5
6. Define infectious disease and communicable disease. LPSCS-EMT-15.6
7. Discuss diseases of special concern and their routes of transmission, including influenza, herpes simplex, HIV/AIDS, hepatitis, meningitis, tuberculosis, whooping cough, MRSA, MERSCoV, and Ebola. LPSCS-EMT-15.7

LPSCS-EMT-16. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will understand the significance and characteristics of respiratory emergencies in infant, child, and adult populations. Students should be able to demonstrate a fundamental comprehension on the following topics: respiratory anatomy and physiology, pathophysiology, signs and symptoms of various respiratory etiologies (eg, asthma, COPD, pneumonia), and the assessment and management necessary to provide basic care in the prehospital setting. LPSCS-EMT-16

1. List the structures and functions of the upper and lower airways, lungs, and accessory structures of the respiratory system. LPSCS-EMT-16.1
2. Explain the physiology of respiration; include the signs of normal breathing. LPSCS-EMT-16.2
3. Discuss the pathophysiology of respiration, including examples of the common signs and symptoms a patient with inadequate breathing may present with in an emergency situation. LPSCS-EMT-16.3
4. Explain the special patient assessment and care considerations that are required for geriatric patients who are experiencing respiratory distress. LPSCS-EMT-16.4
5. Describe different respiratory conditions that cause dyspnea, including their causes, assessment findings and symptoms, complications, and specific prehospital management and transport decisions. LPSCS-EMT-16.5
6. List the characteristics of infectious diseases that are frequently associated with dyspnea. LPSCS-EMT-16.6
7. Discuss some pandemic considerations related to the spread of influenza type A and strategies EMTs should employ to protect themselves from infection during a possible crisis situation. LPSCS-EMT-16.7
8. Explain the special patient assessment and care considerations that are required for pediatric patients who are experiencing respiratory distress. LPSCS-EMT-16.8
9. Describe the assessment of a patient who is in respiratory distress and the relationship of the assessment findings to patient management and transport decisions. LPSCS-EMT-16.9
10. Describe the primary emergency medical care of a person who is in respiratory distress. LPSCS-EMT-16.10
11. List five different types of adventitious breath sounds, their signs and symptoms, and the disease process associated with each one. LPSCS-EMT-16.11

12. State the generic name, medication forms, dose, administration, indications, actions, and contraindications for medications that are administered via metered-dose inhalers (MDIs) and small-volume nebulizers. LPSCS-EMT-16.12
13. Demonstrate the process of history taking to obtain more information related to a patient's chief complaint based on a case scenario. LPSCS-EMT-16.13
14. Demonstrate how to use the OPQRST assessment to obtain more specific information about a patient's breathing problem. LPSCS-EMT-16.14
15. Demonstrate how to use the PASTE assessment to obtain more specific information about a patient's breathing problem. LPSCS-EMT-16.15
16. Demonstrate how to assist a patient with the administration of a metered-dose inhaler. LPSCS-EMT-16.16
17. Demonstrate how to assist a patient with the administration of a small-volume nebulizer. LPSCS-EMT-16.17

LPSCS-EMT-17. Applies fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management. The student will understand the significance and characteristics of the anatomy and physiology of the cardiovascular system; cardiovascular emergencies; the pathophysiology of respiration and perfusion; signs and symptoms of the most common cardiac conditions; the indications, contraindications, and use of automated external defibrillators (AEDs); and the general care of a patient experiencing a cardiac emergency. The student should also be able to apply this fundamental knowledge to patient assessment and management during inclassroom scenarios. LPSCS-EMT-17

1. Discuss the basic anatomy and physiology of the cardiovascular system. LPSCS-EMT-17.1
2. Discuss the pathophysiology of the cardiovascular system. LPSCS-EMT-17.2
3. Describe the anatomy, physiology, pathophysiology, assessment, and management of thromboembolism. LPSCS-EMT-17.3
4. Describe the anatomy, physiology, pathophysiology, assessment, and management of angina pectoris. LPSCS-EMT-17.4
5. Describe the anatomy, physiology, pathophysiology, assessment, and management of myocardial infarction. LPSCS-EMT-17.5
6. Describe the anatomy, signs and symptoms, and management of hypertensive emergencies. LPSCS-EMT-17.6
7. Describe the anatomy, physiology, pathophysiology, assessment, and management of aortic aneurysm/dissection. LPSCS-EMT-17.7
8. Explain patient assessment procedures for cardiovascular problems. LPSCS-EMT-17.8
9. Explain the relationship between airway management and the patient with cardiac compromise. LPSCS-EMT-17.9
10. Give the indications and contraindications for the use of aspirin and nitroglycerin. LPSCS-EMT-17.10
11. Recognize that many patients will have had cardiac surgery and may have implanted pacemakers or defibrillators. LPSCS-EMT-17.11
12. Define cardiac arrest. LPSCS-EMT-17.12
13. Compare the difference between the fully automated and the semi-automated defibrillator. LPSCS-EMT-17.13
14. Describe the different types of AEDs. LPSCS-EMT-17.14
15. Explain the use of remote adhesive defibrillator pads. LPSCS-EMT-17.15
16. Recognize that not all patients in cardiac arrest require an electric shock. LPSCS-EMT-17.16

17. List the indications and contraindications for use of an automated external defibrillator (AED). [LPSCS-EMT-17.17](#)
18. Discuss the reasons for early defibrillation. [LPSCS-EMT-17.18](#)
19. Explain the circumstances that may result in inappropriate shocks from an AED. [LPSCS-EMT-17.19](#)
20. Explain the reason not to touch the patient, such as by delivering CPR, while the AED is analyzing the heart rhythm and delivering shocks. [LPSCS-EMT-17.20](#)
21. Describe AED maintenance procedures. [LPSCS-EMT-17.21](#)
22. Explain the relationship of age to energy delivery. [LPSCS-EMT-17.22](#)
23. Explain the role played by medical direction in the use of AEDs. [LPSCS-EMT-17.23](#)
24. Discuss the importance of practice and continuing education with the AED. [LPSCS-EMT-17.24](#)
25. Explain the need for a case review of each incident in which an AED is used. [LPSCS-EMT-17.25](#)
26. List quality improvement goals relating to AEDs. [LPSCS-EMT-17.26](#)
27. Discuss the procedures to follow for standard operation of the various types of AEDs. [LPSCS-EMT-17.27](#)
28. Describe the emergency medical care for the patient with cardiac arrest. [LPSCS-EMT-17.28](#)
29. Describe the components of care following AED shocks. [LPSCS-EMT-17.29](#)
30. Explain criteria for transport of the patient for advanced life support (ALS) following CPR and defibrillation. [LPSCS-EMT-17.30](#)
31. Discuss the importance of coordinating with ALS personnel. [LPSCS-EMT-17.31](#)
32. Demonstrate the steps to take in the assessment of a patient with chest pain or discomfort. [LPSCS-EMT-17.32](#)
33. Demonstrate how to provide emergency medical care for a patient with chest pain or discomfort. [LPSCS-EMT-17.33](#)
34. Demonstrate the administration of nitroglycerin. [LPSCS-EMT-17.34](#)
35. Demonstrate how to attach a cardiac monitor to obtain an ECG. [LPSCS-EMT-17.35](#)
36. Demonstrate how to perform maintenance of an AED. [LPSCS-EMT-17.36](#)
37. Demonstrate how to perform CPR. [LPSCS-EMT-17.37](#)
38. Demonstrate the use of an AED. [LPSCS-EMT-17.38](#)

LPSCS-EMT-18. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will understand the significance and characteristics of the following: anatomy and physiology of the nervous system, common disease processes (strokes, seizures, headaches, and altered mental status), assessment and basic care management involving patients with neurologic emergencies (including performing tests for speech, facial movement, and arm movement), and assistance of the ALS provider in managing these neurologic emergencies. LPSCS-EMT-18

1. Describe the anatomy and physiology and functions of the brain and spinal cord. LPSCS-EMT-18.1
2. Discuss the different types of headaches, the possible causes of each, and how to distinguish a harmless headache from a potentially life-threatening condition. LPSCS-EMT-18.2
3. Explain the various ways blood flow to the brain may be interrupted and cause a cerebrovascular accident. LPSCS-EMT-18.3
4. Discuss the causes, similarities, and differences of an ischemic stroke, hemorrhagic stroke, and transient ischemic attack. LPSCS-EMT-18.4
5. List the general signs and symptoms of stroke and how those symptoms manifest if the left hemisphere of the brain is affected and if the right hemisphere of the brain is affected. LPSCS-EMT-18.5
6. List three conditions with symptoms that mimic stroke and the assessment techniques EMTs may use to identify them. LPSCS-EMT-18.6
7. Define a generalized seizure, partial seizure, and status epilepticus; include how they differ from each other and their effects on patients. LPSCS-EMT-18.7
8. Describe how the different stages of a seizure are characterized. LPSCS-EMT-18.8
9. Discuss the importance for EMTs to recognize when a seizure is occurring or whether one has already occurred in a patient. LPSCS-EMT-18.9
10. Explain the postictal state and the specific patient care interventions that may be necessary. LPSCS-EMT-18.10
11. Define altered mental status; include possible causes and the patient assessment considerations that apply to each. LPSCS-EMT-18.11
12. Discuss scene safety considerations when responding to a patient with a neurologic emergency. LPSCS-EMT-18.12
13. Explain the special considerations required for pediatric patients who exhibit altered mental status. LPSCS-EMT-18.13

14. Explain the primary assessment of a patient who is experiencing a neurologic emergency and the necessary interventions that may be required to address all life threats. [LPSCS-EMT-18.14](#)
15. Describe the process of history taking for a patient who is experiencing a neurologic emergency and how this process varies depending on the nature of the patient's illness. [LPSCS-EMT-18.15](#)
16. Explain the secondary assessment of a patient who is experiencing a neurologic emergency. [LPSCS-EMT-18.16](#)
17. Explain how to use stroke assessment tools to rapidly identify a stroke patient; include two commonly used tools. [LPSCS-EMT-18.17](#)
18. Explain the concept of a stroke alert and the important timeframe for the most successful treatment outcome for a patient who is suspected of having a stroke. [LPSCS-EMT-18.18](#)
19. List the key information EMTs must obtain and document for a stroke patient during assessment and reassessment. [LPSCS-EMT-18.19](#)
20. Explain the care, treatment, and transport of patients who are experiencing headaches, stroke, seizure, and altered mental status. [LPSCS-EMT-18.20](#)
21. Explain the special considerations required for geriatric patients who are experiencing a neurologic emergency. [LPSCS-EMT-18.21](#)
22. Demonstrate how to use a stroke assessment tool such as the Cincinnati Prehospital Stroke Scale, 3-Item Stroke Severity Scale (LAG), or FAST mnemonic to test a patient for aphasia, facial weakness, and motor weakness. [LPSCS-EMT-18.22](#)

LPSCS-EMT-19. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will understand the anatomy and physiology Georgia Department of Education Georgia Department of Education January 25, 2019 Page 18 of 37 All Rights Reserved of the gastrointestinal, genitourinary, and renal systems. Students should be able to assess and manage various patient populations with numerous related gastrointestinal/ genitourinary complaints, which include, but are not limited, to direct or referred abdominal pain, hypoglycemia, hyperglycemia, shock related to acute (medical versus trauma) or chronic gastrointestinal disorders, hemorrhage, peritonitis, and complications related to the renal system (renal dialysis). LPSCS-EMT-19

1. Describe the basic anatomy and physiology of the gastrointestinal, genital, and urinary systems. LPSCS-EMT-19.1
2. Define the term acute abdomen. LPSCS-EMT-19.2
3. Describe pathologic conditions of the gastrointestinal, genital, and urinary systems. LPSCS-EMT-19.3
4. Explain the concept of referred pain. LPSCS-EMT-19.4
5. Recognize that abdominal pain can arise from other body systems. LPSCS-EMT-19.5
6. Identify the signs and symptoms, and common causes, of an acute abdomen. LPSCS-EMT-19.6
7. Explain the procedures to follow in the assessment and management of acute and chronic gastrointestinal hemorrhage, peritonitis, and ulcerative diseases. LPSCS-EMT-19.7
8. List the most common abdominal emergencies, with the most common locations of direct and referred pain. LPSCS-EMT-19.8
9. Explain the procedures to follow for patient assessment of gastrointestinal and urologic emergencies. LPSCS-EMT-19.9
10. Describe the procedures to follow in managing the patient with shock associated with abdominal emergencies. LPSCS-EMT-19.10
11. Describe the emergency medical care of the patient with gastrointestinal or urologic emergencies. LPSCS-EMT-19.11
12. Explain the principles of kidney dialysis. LPSCS-EMT-19.12
13. Demonstrate the assessment of a patient's abdomen. LPSCS-EMT-19.13

LPSCS-EMT-20. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will understand the significance and characteristics of diabetes, sickle cell disease, clotting disorders, and the complications associated with each. Students should be able to demonstrate knowledge of the characteristics of type 1 and type 2 diabetes. They should be able to list the appropriate steps for assessment and prehospital treatment of diabetic emergencies. Students should also be able to discuss hematologic emergencies, and describe sickle cell disease, hemophilia, thrombophilia, and deep vein thrombosis. LPSCS-EMT-20

1. Describe the anatomy and physiology of the endocrine system and its main function in the body. LPSCS-EMT-20.1
2. Discuss the role of glucose as a major source of energy for the body and its relationship to insulin. LPSCS-EMT-20.2
3. Define the terms diabetes mellitus, hyperglycemia, and hypoglycemia. LPSCS-EMT-20.3
4. Describe the differences and similarities between hyperglycemic and hypoglycemic diabetic emergencies, including their onset, signs and symptoms, and management considerations. LPSCS-EMT-20.4
5. Distinguish between the individual types of diabetes and how their onset and presentation are different. LPSCS-EMT-20.5
6. Describe the interventions for providing emergency medical care to both a conscious and unconscious patient with an altered mental status and a history of diabetes who is having symptomatic hyperglycemia. LPSCS-EMT-20.6
7. Describe the interventions for providing emergency medical care to both a conscious and unconscious patient with an altered mental status and a history of diabetes who is having symptomatic hypoglycemia. LPSCS-EMT-20.7
8. Explain the process for assessing and managing the airway of a patient with an altered mental status, including ways to differentiate a hyperglycemic patient from a hypoglycemic patient. LPSCS-EMT-20.8
9. Explain some age-related considerations when managing a pediatric patient who is experiencing symptomatic hypoglycemia. LPSCS-EMT-20.9
10. Discuss the steps the EMT should follow when conducting a primary and secondary assessment of a patient with an altered mental status who is suspected of having diabetes. LPSCS-EMT-20.10
11. Explain when it is appropriate to obtain medical direction when providing emergency medical care to a patient with diabetes. LPSCS-EMT-20.11

12. Explain some age-related considerations when managing an older patient who has undiagnosed diabetes. [LPSCS-EMT-20.12](#)
13. Provide the forms, dose, administration, indications, and contraindications for giving oral glucose to a patient with a decreased level of consciousness who has a history of diabetes. [LPSCS-EMT-20.13](#)
14. Discuss the composition and functions of blood. [LPSCS-EMT-20.14](#)
15. Describe the pathophysiology of sickle cell disease, complications, and management of sickle cell disease. [LPSCS-EMT-20.15](#)
16. Describe two types of blood clotting disorders, and the risk factors, characteristics, and management of each. [LPSCS-EMT-20.16](#)
17. Demonstrate the assessment and care of a patient with hypoglycemia and a decreased level of consciousness. [LPSCS-EMT-20.17](#)
18. Demonstrate how to administer oral glucose paste to a patient who is experiencing a low glucose level. [LPSCS-EMT-20.18](#)

LPSCS-EMT-21. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. Recognition and management of shock and difficulty breathing related to anaphylactic reactions. The student will understand the anatomy, physiology, and pathophysiology of hypersensitivity disorders and anaphylactic reactions. Additionally, students will have the knowledge and skills to recognize and manage hypersensitivity disorders and anaphylactic reactions. LPSCS-EMT-21

1. Define the terms allergic reaction and anaphylaxis. LPSCS-EMT-21.1
2. Explain the difference between a local and a systemic response to allergens. LPSCS-EMT-21.2
3. List the five categories of stimuli that could cause an allergic reaction or an extreme allergic reaction. LPSCS-EMT-21.3
4. Differentiate the primary assessment for a patient with a systemic allergic or anaphylactic reaction and a local reaction. LPSCS-EMT-21.4
5. Explain the importance of managing the ABCs of a patient who is having an allergic reaction. LPSCS-EMT-21.5
6. Discuss the steps in the primary assessment that are specific to a patient who is having an allergic reaction. LPSCS-EMT-21.6
7. Explain the factors involved when making a transport decision for a patient having an allergic reaction. LPSCS-EMT-21.7
8. Review the process for providing emergency medical care to a patient who is experiencing an allergic reaction. LPSCS-EMT-21.8
9. Explain the rationale, including communication and documentation considerations, when determining whether to administer epinephrine to a patient who is having an allergic reaction. LPSCS-EMT-21.9
10. Describe some age-related contraindications to using epinephrine to treat an allergic reaction in a geriatric patient. LPSCS-EMT-21.10
11. Demonstrate how to remove the stinger from a honeybee sting and proper patient management following its removal. LPSCS-EMT-21.11
12. Demonstrate how to use an EpiPen auto-injector. LPSCS-EMT-21.12

LPSCS-EMT-22. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will be familiar with the classes of compounds involved in substance abuse and poisonings; the routes by which poisons enter the body; and the signs, symptoms, assessment, and treatment for various poisoning emergencies. LPSCS-EMT-22

1. Define toxicology, poison, toxin, and overdose. LPSCS-EMT-22.1
2. Identify the common signs and symptoms of poisoning or toxic exposure. LPSCS-EMT-22.2
3. Describe how poisons and toxins can enter the body. LPSCS-EMT-22.3
4. Describe the assessment and treatment of a patient with a suspected poisoning or toxic exposure. LPSCS-EMT-22.4
5. Describe the assessment and treatment of the patient with a suspected overdose. LPSCS-EMT-22.5
6. Discuss scene safety considerations for working at a scene with a potentially hazardous material or violent patient. LPSCS-EMT-22.6
7. Understand the role of airway management in the patient suffering from poisoning or overdose. LPSCS-EMT-22.7
8. Explain the use of activated charcoal, including indications, contraindications, and the need to obtain approval from medical control before administration. LPSCS-EMT-22.8
9. Identify the main types of toxins and poisons and their effects, including alcohol, opiates and opioids, sedative-hypnotic drugs, inhalants, hydrogen sulfide, sympathomimetics, synthetic cathinones, marijuana, hallucinogens, anticholinergic agents, and cholinergic agents. LPSCS-EMT-22.9
10. Discuss how to manage a patient who has overdosed on an opioid or opiate and who has gone into cardiac or respiratory arrest. LPSCS-EMT-22.10
11. Describe the assessment and treatment for the patient with suspected food poisoning. LPSCS-EMT-22.11
12. Describe the assessment and treatment for the patient with suspected plant poisoning. LPSCS-EMT-22.12
13. Demonstrate how to assess and treat a patient with a suspected poisoning. LPSCS-EMT-22.13
14. Demonstrate how to assess and treat a patient with a suspected overdose. LPSCS-EMT-22.14
15. Demonstrate how to administer activated charcoal. LPSCS-EMT-22.15

LPSCS-EMT-23. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will be able to recognize behaviors that pose a risk to the EMT, patient, or others and the basic principles of the mental health system. LPSCS-EMT-23

1. Discuss the myths and realities concerning psychiatric emergencies. LPSCS-EMT-23.1
2. Discuss general factors that can cause alteration in a patient's behavior. LPSCS-EMT-23.2
3. Define a behavioral crisis. LPSCS-EMT-23.3
4. Recognize the magnitude of mental health problems in society. LPSCS-EMT-23.4
5. Know the main principles of how the mental health care system functions. LPSCS-EMT-23.5
6. Know the two basic categories of diagnosis that a mental health professional will use. LPSCS-EMT-23.6
7. Explain special considerations for assessing and managing a behavioral crisis or psychiatric emergency. LPSCS-EMT-23.7
8. Define acute psychosis. LPSCS-EMT-23.8
9. Define schizophrenia. LPSCS-EMT-23.9
10. Explain the care for a psychotic patient. LPSCS-EMT-23.10
11. Define excited delirium and agitated delirium. LPSCS-EMT-23.11
12. Explain the care for a patient with excited delirium. LPSCS-EMT-23.12
13. Describe methods used to restrain patients. LPSCS-EMT-23.13
14. Know the main principles of care for the agitated, violent, or uncooperative patient. LPSCS-EMT-23.14
15. Explain how to recognize the behavior of a patient at risk of suicide, including the management of such a patient. LPSCS-EMT-23.15
16. Recognize issues specific to posttraumatic stress disorder (PTSD) and the returning combat veteran. LPSCS-EMT-23.16
17. Discuss the medical and legal aspects of managing a psychiatric emergency. LPSCS-EMT-23.17
18. Demonstrate the techniques used to mechanically restrain a patient. LPSCS-EMT-23.18

LPSCS-EMT-24. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will understand the anatomy and physiology, including the developmental changes during puberty and menopause, of the female reproductive system and identify and describe assessment and treatment for gynecologic emergencies. Special considerations and precautions that an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape are also discussed. LPSCS-EMT-24

1. Describe the anatomy and physiology of the female reproductive system; include the developmental changes that occur during puberty and menopause. LPSCS-EMT-24.1
2. Discuss the special, age-related patient management considerations EMTs should provide for both younger and older female patients who are experiencing gynecologic emergencies. LPSCS-EMT-24.2
3. List three common examples of gynecologic emergencies; include the causes, risk factors, assessment findings, and patient management considerations. LPSCS-EMT-24.3
4. Explain how an EMT would recognize conditions associated with hemorrhage during pregnancy. LPSCS-EMT-24.4
5. Discuss the assessment and management of a patient who is experiencing a gynecologic emergency; include a discussion of specific assessment findings. LPSCS-EMT-24.5
6. Explain the general management of a gynecologic emergency in relation to patient privacy and communication. LPSCS-EMT-24.6
7. Give examples of the personal protective equipment EMTs should use when treating patients with gynecologic emergencies. LPSCS-EMT-24.7
8. Discuss the special considerations and precautions EMTs must observe when arriving at the scene of a suspected case of sexual assault or rape. LPSCS-EMT-24.8
9. Discuss the assessment and management of a patient who has been sexually assaulted or raped; include the additional steps EMTs must take on behalf of the patient. LPSCS-EMT-24.9

LPSCS-EMT-25. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will have an understanding of the basic concepts of energy and its effect on the human body; the general injury patterns associated with different types of impacts, falls, and penetrating trauma; and the basic application of laws of physics on the assessment of trauma patients. Students will begin to demonstrate critical thinking in making predictions of injuries and adjusting index of suspicion based on the analysis of evidence gathered in scene size-up simulations. Students will also understand some common injury patterns to major body systems. LPSCS-EMT-25

1. Define the terms mechanism of injury (MOI), blunt trauma, and penetrating trauma. LPSCS-EMT-25.1
2. Explain the relationship of the MOI to potential energy, kinetic energy, and work. LPSCS-EMT-25.2
3. Provide examples of the MOI that would cause blunt and penetrating trauma to occur. LPSCS-EMT-25.3
4. Describe the five types of motor vehicle crashes, the injury patterns associated with each one, and how each relates to the index of suspicion of life-threatening injuries. LPSCS-EMT-25.4
5. Discuss the three specific factors to consider during assessment of a patient who has been injured in a fall, plus additional considerations for pediatric and geriatric patients. LPSCS-EMT-25.5
6. Discuss the effects of high-, medium-, and low-velocity penetrating trauma on the body and how an understanding of each type helps EMTs form an index of suspicion about unseen lifethreatening injuries. LPSCS-EMT-25.6
7. Discuss primary, secondary, tertiary, and miscellaneous blast injuries and the anticipated damage each one will cause to the body. LPSCS-EMT-25.7
8. Describe multisystem trauma and the special considerations that are required for patients who fit this category. LPSCS-EMT-25.8
9. Explain the major components of trauma patient assessment; include considerations related to whether the method of injury was significant or nonsignificant. LPSCS-EMT-25.9
10. Discuss the special assessment considerations related to a trauma patient who has injuries in each of the following areas: head, neck and throat, chest, and abdomen. LPSCS-EMT-25.10
11. Explain a general overview of multisystem trauma patient management. LPSCS-EMT-25.11
12. Explain trauma patient management in relation to scene time and transport selection. LPSCS-EMT-25.12

13. List the Association of Air Medical Services criteria for the appropriate use of emergency air medical services. [LPSCS-EMT-25.13](#)
14. List the American College of Surgeons' Committee on Trauma classification of trauma centers. [LPSCS-EMT-25.14](#)
15. Explain the American College of Surgeon's Committee on Trauma and the Centers for Disease Control and Prevention field triage decision scheme as it relates to making an appropriate destination selection for a trauma patient. [LPSCS-EMT-25.15](#)

LPSCS-EMT-26. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will understand the structure and function of the circulatory system, the significance and characteristics of bleeding, the importance of personal protective equipment when treating a bleeding patient, the characteristics of external and internal bleeding, how to conduct a patient assessment, and methodologies for controlling bleeding. LPSCS-EMT-26

1. Describe the general structure of the circulatory system and the function of its different parts, including the heart, arteries, veins, and capillaries. LPSCS-EMT-26.1
2. Explain the significance of bleeding caused by blunt force trauma, including the importance of perfusion. LPSCS-EMT-26.2
3. Discuss hypovolemic shock as a result of bleeding, including the signs of shock. LPSCS-EMT-26.3
4. Explain the importance of following standard precautions when treating a patient with external bleeding. LPSCS-EMT-26.4
5. Describe the characteristics of external bleeding, including the identification of the following types of bleeding: arterial, venous, and capillary. LPSCS-EMT-26.5
6. Explain how to determine the nature of the illness (NOI) for internal bleeding, including identifying possible traumatic and non-traumatic sources. LPSCS-EMT-26.6
7. Identify the signs and symptoms of internal bleeding. LPSCS-EMT-26.7
8. Discuss internal bleeding in terms of the different mechanisms of injury (MOI) and their associated internal bleeding sources. LPSCS-EMT-26.8
9. Explain how to conduct a primary assessment, including identification of life threats beyond bleeding, ensuring a patent airway, and making a transport decision. LPSCS-EMT-26.9
10. Explain how to assess a patient with external or internal bleeding, including physical examination, vital signs, and use of monitoring devices. LPSCS-EMT-26.10
11. Explain the emergency medical care of the patient with external bleeding. LPSCS-EMT-26.11
12. Explain the emergency medical care of the patient with internal bleeding. LPSCS-EMT-26.12
13. Demonstrate the emergency medical care of the patient with external bleeding using direct pressure. LPSCS-EMT-26.13
14. Demonstrate the emergency medical care of the patient with external bleeding using a commercial tourniquet. LPSCS-EMT-26.14

15. Demonstrate the emergency medical care of the patient with epistaxis, or nosebleed. [LPSCS-EMT-26.15](#)
16. Demonstrate the emergency medical care of the patient who shows signs and symptoms of internal bleeding. [LPSCS-EMT-26.16](#)

LPSCS-EMT-27. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will have an understanding of types of open and closed soft-tissue injuries; how to care for soft-tissue injuries, including the use of dressings and bandages; and the assessment and care of different types of burns, including thermal, chemical, and electrical burns. LPSCS-EMT-27

1. Describe the anatomy of the skin; include the layers of the skin. LPSCS-EMT-27.1
2. Know the functions of the skin. LPSCS-EMT-27.2
3. Name the three types of soft-tissue injuries. LPSCS-EMT-27.3
4. Describe the types of closed soft-tissue injuries. LPSCS-EMT-27.4
5. Describe the types of open soft-tissue injuries. LPSCS-EMT-27.5
6. Explain patient assessment of closed and open injuries. LPSCS-EMT-27.6
7. Explain patient assessment of closed and open injuries in relation to airway management. LPSCS-EMT-27.7
8. Explain the emergency medical care for closed and open injuries. LPSCS-EMT-27.8
9. Explain the emergency medical care for a patient with an open wound to the abdomen. LPSCS-EMT-27.9
10. Explain the emergency medical care for an impaled object. LPSCS-EMT-27.10
11. Explain the emergency medical care for neck injuries. LPSCS-EMT-27.11
12. Describe the steps of the emergency treatment of small animal bites, human bites, and rabies. LPSCS-EMT-27.12
13. Explain how the seriousness of a burn is related to its depth and extent. LPSCS-EMT-27.13
14. Define superficial, partial-thickness, and full-thickness burns; include the characteristics of each burn. LPSCS-EMT-27.14
15. Explain the primary assessment of a burn patient. LPSCS-EMT-27.15
16. Explain the emergency medical care for burn injuries. LPSCS-EMT-27.16
17. Describe the emergency management of chemical, electrical, thermal, inhalation, and radiation burns. LPSCS-EMT-27.17
18. Know the functions of sterile dressings and bandages. LPSCS-EMT-27.18
19. Demonstrate the emergency medical care of closed soft-tissue injuries. LPSCS-EMT-27.19

20. Demonstrate the emergency medical care of a patient with an open chest wound. [LPSCS-EMT-27.20](#)
21. Demonstrate how to control bleeding from an open soft-tissue injury. [LPSCS-EMT-27.21](#)
22. Demonstrate the emergency medical care of a patient with an open abdominal wound. [LPSCS-EMT-27.22](#)
23. Demonstrate how to stabilize an impaled object. [LPSCS-EMT-27.23](#)
24. Demonstrate how to care for a burn. [LPSCS-EMT-27.24](#)
25. Demonstrate the emergency medical care of a patient with a chemical, electrical, thermal, inhalation, or radiation burn. [LPSCS-EMT-27.25](#)

LPSCS-EMT-28. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will understand how to manage traumarelated issues with the face and neck. The student will learn how to recognize life threats associated with these injuries and the correlation with head and spinal trauma. The curriculum includes detailed anatomy and physiology of the head, neck, and eye, and discusses injuries including trauma to the mouth, penetrating neck trauma, laryngotracheal injuries, and facial fractures. The chapter also includes information on dental injuries and blast injuries to the eye. LPSCS-EMT-28

1. Describe the anatomy and physiology of the head, face, and neck; include major structures and specific important landmarks of which EMTs must be aware. LPSCS-EMT-28.1
2. Describe the factors that may cause obstruction of the upper airway following a facial injury. LPSCS-EMT-28.2
3. Discuss the different types of facial injuries and patient care considerations related to each one. LPSCS-EMT-28.3
4. Explain the emergency care of a patient who has sustained face and neck injuries; include assessment of the patient, review of signs and symptoms, and management of care. LPSCS-EMT-28.4
5. Explain the emergency care of a patient with soft-tissue wounds of the face and neck. LPSCS-EMT-28.5
6. Explain the emergency care of a patient with an eye injury based on the following scenarios: foreign object, impaled object, burns, lacerations, blunt trauma, closed head injuries, and blast injuries. LPSCS-EMT-28.6
7. Describe the three different causes of a burn injury to the eye and patient management considerations related to each one. LPSCS-EMT-28.7
8. Explain the emergency care of a patient with injuries of the nose. LPSCS-EMT-28.8
9. Explain the emergency care of a patient with injuries of the ear; include lacerations and foreign body insertions. LPSCS-EMT-28.9
10. Explain the physical findings and emergency care of a patient with a facial fracture. LPSCS-EMT-28.10
11. Explain the emergency care of a patient with dental and cheek injuries; include how to deal with an avulsed tooth. LPSCS-EMT-28.11
12. Explain the emergency care of a patient with an upper airway injury caused by blunt trauma. LPSCS-EMT-28.12
13. Explain the emergency care of a patient with a penetrating injury to the neck; include how to control regular and life-threatening

bleeding. LPSCS-EMT-28.13

14. Demonstrate the removal of a foreign object from under a patient's upper eyelid. LPSCS-EMT-28.14
15. Demonstrate the stabilization of a foreign object that has been impaled in a patient's eye. LPSCS-EMT-28.15
16. Demonstrate irrigation of a patient's eye using a nasal cannula, bottle, or basin. LPSCS-EMT-28.16
17. Demonstrate the care of a patient who has a penetrating eye injury. LPSCS-EMT-28.17
18. Demonstrate how to control bleeding from a neck injury. LPSCS-EMT-28.18

LPSCS-EMT-29. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will learn how to recognize life threats associated with these injuries as well as the need for immediate spinal stabilization and, potentially, airway and breathing support. The curriculum includes detailed anatomy and physiology of the nervous system and the pathophysiology, assessment, and management of traumatic brain and spinal cord injuries. This chapter provides detail about traumatic brain injury (TBI), including initial mechanism of injury, and primary (direct) versus secondary (indirect) injury. Transport considerations are discussed with a focus on potential deterioration. This chapter is skills intensive with detail on bandaging; traumatic airway control; manual in-line stabilization; placement of a cervical collar; immobilization of the patient lying, sitting, or standing; and helmet removal. LPSCS-EMT-29

1. Describe the anatomy and physiology of the nervous system, including its divisions into the central nervous system (CNS) and peripheral nervous system (PNS), and the structures and functions of each. LPSCS-EMT-29.1
2. Explain the functions of both the somatic and autonomic nervous systems. LPSCS-EMT-29.2
3. List the major bones of the skull and spinal column and their related structures; include their functions as they relate to the nervous system. LPSCS-EMT-29.3
4. Explain the different types of head injuries, their potential mechanism of injury (MOI), and general signs and symptoms of a head injury that the EMT should consider when performing a patient assessment. LPSCS-EMT-29.4
5. Define traumatic brain injury (TBI). LPSCS-EMT-29.5
6. Explain the difference between a primary (direct) injury and a secondary (indirect) injury; include examples of possible MOIs that may cause each one. LPSCS-EMT-29.6
7. Describe the different types of brain injuries and their corresponding signs and symptoms, including increased intracranial pressure (ICP), concussion, contusion, and injuries caused by medical conditions. LPSCS-EMT-29.7
8. Describe the different types of injuries that may damage the cervical, thoracic, or lumbar spine; include examples of possible MOIs that may cause each one. LPSCS-EMT-29.8
9. Explain the steps in the patient assessment process for a person who has a suspected head or spine injury, including specific variations that may be required as related to the type of injury. LPSCS-EMT-29.9
10. List the mechanisms of injury that cause a high index of suspicion for the possibility of a head or spinal injury. LPSCS-EMT-29.10

11. Explain emergency medical care of a patient with a head injury; include the three general principles designed to protect and maintain the critical functions of the CNS and ways to determine if the patient has a traumatic brain injury. [LPSCS-EMT-29.11](#)
12. Explain emergency medical care of a patient with a spinal injury; include the implications of not properly caring for patients with injuries of this nature, the steps for performing manual in-line stabilization, implications for sizing and using a cervical spine immobilization device, and key symptoms that contraindicate in-line stabilization. [LPSCS-EMT-29.12](#)
13. Explain the process of preparing patients who have suspected head or spinal injuries for transport; include the use and functions of a long backboard, short backboard, and other short spinal extrication devices to immobilize the patient's cervical and thoracic spine. [LPSCS-EMT-29.13](#)
14. Explain the different circumstances in which a helmet should be left on or taken off a patient with a possible head or spinal injury. [LPSCS-EMT-29.14](#)
15. List the steps EMTs must follow to remove a helmet, including the alternate method for removing a football helmet. [LPSCS-EMT-29.15](#)
16. Discuss age-related variations that are required when providing emergency care to a pediatric patient who has a suspected head or spine injury. [LPSCS-EMT-29.16](#)
17. Demonstrate how to perform a jaw-thrust maneuver on a patient with a suspected spinal injury. [LPSCS-EMT-29.17](#)
18. Demonstrate how to perform manual in-line stabilization on a patient with a suspected spinal injury. [LPSCS-EMT-29.18](#)
19. Demonstrate how to apply a cervical collar to a patient with a suspected spinal injury. [LPSCS-EMT-29.19](#)
20. Demonstrate how to secure a patient with a suspected spinal injury to a long backboard. [LPSCS-EMT-29.20](#)
21. Demonstrate how to secure a patient with a suspected spinal injury using a vacuum mattress. [LPSCS-EMT-29.21](#)
22. Demonstrate how to secure a patient with a suspected spinal injury who was found in a sitting position. [LPSCS-EMT-29.22](#)
23. Demonstrate how to remove a helmet from a patient with a suspected head or spinal injury. [LPSCS-EMT-29.23](#)
24. Demonstrate the alternate method for removal of a football helmet from a patient with a suspected head or spinal injury. [LPSCS-EMT-29.24](#)

LPSCS-EMT-30. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will understand how to manage a patient with chest trauma. Students will learn how to recognize life threats associated with these injuries and how to provide immediate intervention. The curriculum includes a detailed description of the anatomy and physiology of the chest and underlying organs as well as the pathophysiology, complications, assessment, and management of chest injury. Age-related issues are discussed specific to pediatric and geriatric chest trauma. This chapter also provides information on incidence (morbidity and mortality) and a detailed discussion of blunt versus penetrating or open trauma. Specific injuries discussed include sucking chest wound, pneumothorax, tension pneumothorax, hemothorax, flail chest, and pericardial tamponade. LPSCS-EMT-30

1. Explain the mechanics of ventilation in relation to chest injuries. LPSCS-EMT-30.1
2. Describe the differences between an open and closed chest injury. LPSCS-EMT-30.2
3. Recognize the signs of chest injury. LPSCS-EMT-30.3
4. Describe the management of a patient with a suspected chest injury, including pneumothorax, hemothorax, cardiac tamponade, rib fractures, and flail chest, pulmonary contusion, traumatic asphyxia, blunt myocardial injury, commotio cordis, and laceration of the great vessels. LPSCS-EMT-30.4
5. Recognize the complications that can accompany chest injuries. LPSCS-EMT-30.5
6. Explain the complications of a patient with an open pneumothorax (sucking chest wound). LPSCS-EMT-30.6
7. Differentiate between a pneumothorax (open, simple, and tension) and hemothorax. LPSCS-EMT-30.7
8. Describe the complications of cardiac tamponade. LPSCS-EMT-30.8
9. Describe the complications of rib fractures. LPSCS-EMT-30.9
10. Describe the complications of a patient with a flail chest. LPSCS-EMT-30.10
11. Describe the steps to take in the assessment of a patient with a suspected chest injury. LPSCS-EMT-30.11
12. Demonstrate the management of a patient with a sucking chest wound. LPSCS-EMT-30.12

LPSCS-EMT-31. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will learn how to recognize life threats associated with these injuries and the need for immediate intervention. The curriculum includes detailed anatomy and physiology of the abdominal and genitourinary systems as well as the pathophysiology, complications, assessment, and management of abdominal and genitourinary injuries. The assessment section is very comprehensive and follows the primary and secondary model. Specific injuries discussed include blunt versus penetrating mechanisms, evisceration, impaled object, injuries to external genitalia, vaginal bleeding secondary to trauma, and sexual assault. Emergency care skills include management of blunt abdominal injury, penetrating abdominal injury, and abdominal evisceration. LPSCS-EMT-31

1. Describe the anatomy and physiology of the abdomen; include an explanation of abdominal quadrants and boundaries and the difference between hollow and solid organs. LPSCS-EMT-31.1
2. Describe some special considerations related to the care of pediatric patients and geriatric patients who have experienced abdominal trauma. LPSCS-EMT-31.2
3. Define closed abdominal injuries; provide examples of the mechanisms of injury (MOI) likely to cause this type of trauma, and common signs and symptoms exhibited by patients who have experienced this type of injury. LPSCS-EMT-31.3
4. Define open abdominal injuries; include the three common velocity levels that distinguish these injuries, provide examples of the MOI that would cause each, and common signs and symptoms exhibited by patients who have experienced this type of injury. LPSCS-EMT-31.4
5. Describe the different ways hollow and solid organs of the abdomen can be injured, and include the common signs and symptoms exhibited by patients depending on the organ(s) involved. LPSCS-EMT-31.5
6. Explain assessment of a patient who has experienced an abdominal injury; include common indicators that help determine the MOI and whether it is a significant or insignificant MOI. LPSCS-EMT-31.6
7. Explain the emergency medical care of a patient who has sustained a closed abdominal injury, including blunt trauma caused by a seatbelt or air bag. LPSCS-EMT-31.7
8. Explain the emergency medical care of a patient who has sustained an open abdominal injury, including penetrating injuries and abdominal evisceration. LPSCS-EMT-31.8
9. Describe the anatomy and physiology of the female and male genitourinary systems; include the differences between hollow and

solid organs. [LPSCS-EMT-31.9](#)

10. Discuss the types of traumatic injuries sustained by the male and female genitourinary system, including the kidneys, urinary bladder, and internal and external genitalia. [LPSCS-EMT-31.10](#)
11. Explain assessment of a patient who has experienced a genitourinary injury; include special considerations related to patient privacy and determining the MOI. [LPSCS-EMT-31.11](#)
12. Explain the emergency medical care of a patient who has sustained a genitourinary injury to the kidneys, bladder, external male genitalia, female genitalia, and rectum. [LPSCS-EMT-31.12](#)
13. Explain special considerations related to a patient who has experienced a genitourinary injury caused by a sexual assault, including patient treatment, criminal implications, and evidence management. [LPSCS-EMT-31.13](#)
14. Demonstrate proper emergency medical care of a patient who has experienced a blunt abdominal injury. [LPSCS-EMT-31.14](#)
15. Demonstrate proper emergency medical care of a patient who has a penetrating abdominal injury with an impaled object. [LPSCS-EMT-31.15](#)
16. Demonstrate how to apply a dressing to an abdominal evisceration wound. [LPSCS-EMT-31.16](#)

LPSCS-EMT-32. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will understand the anatomy and physiology of the musculoskeletal system. They will have learned the proper assessment for a suspected and obvious injury. They will have learned general and specific types of musculoskeletal injuries including fractures, sprains, and dislocations, with associated signs, symptoms, and emergency treatment including the use of splints, PASG, and traction splints. LPSCS-EMT-32

1. Describe the anatomy and physiology of the musculoskeletal system. LPSCS-EMT-32.1
2. Name the four mechanisms of injury. LPSCS-EMT-32.2
3. Describe the different types of musculoskeletal injuries, including fractures, dislocations, amputations, sprains, and strains. LPSCS-EMT-32.3
4. Recognize the characteristics of specific types of musculoskeletal injuries. LPSCS-EMT-32.4
5. Differentiate between open and closed fractures. LPSCS-EMT-32.5
6. Explain how to assess the severity of an injury. LPSCS-EMT-32.6
7. Describe the emergency medical care of the patient with an orthopedic injury. LPSCS-EMT-32.7
8. Describe the emergency medical care of the patient with a swollen, painful, deformed extremity (fracture). LPSCS-EMT-32.8
9. Discuss the need for, general rules of, and possible complications of splinting. LPSCS-EMT-32.9
10. Explain the reasons for splinting fractures, dislocations, and sprains at the scene versus transporting the patient immediately. LPSCS-EMT-32.10
11. Describe the emergency medical care of the patient with an amputation. LPSCS-EMT-32.11
12. Demonstrate the care of musculoskeletal injuries. LPSCS-EMT-32.12
13. Demonstrate how to apply a rigid splint. LPSCS-EMT-32.13
14. Demonstrate how to apply a zippered air splint. LPSCS-EMT-32.14
15. Demonstrate how to apply an unzipped air splint. LPSCS-EMT-32.15
16. Demonstrate how to apply a vacuum splint. LPSCS-EMT-32.16
17. Demonstrate how to apply a Hare traction splint. LPSCS-EMT-32.17
18. Demonstrate how to apply a Sager traction splint. LPSCS-EMT-32.18
19. Demonstrate how to splint the clavicle, the scapula, the shoulder, the humerus, the elbow, and the forearm. LPSCS-EMT-32.19

20. Demonstrate how to splint the hand and wrist. LPSCS-EMT-32.20
21. Demonstrate how to care for a patient with an amputation. LPSCS-EMT-32.21

LPSCS-EMT-33. Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. The student will understand the physiology of environmental injuries. They will have learned the proper assessment and management of general and specific types of environmental emergencies including hypothermia, local cold injuries such as frostbite, and heat exposure illnesses such as heat stroke. They will learn the associated signs and symptoms and emergency treatment of drowning; diving emergencies; high-altitude sickness; lightning strikes; and bites and envenomations from spiders, hymenoptera (e.g., bees, yellow jackets, wasps, and ants), snakes, scorpions, ticks, and marine life. LPSCS-EMT-33

1. Identify the four factors that affect how a person deals with exposure to a cold or hot environment. LPSCS-EMT-33.1
2. Describe the five ways heat loss occurs in the body, and how the rate and amount of heat loss or gain can be modified in an emergency situation. LPSCS-EMT-33.2
3. Describe the four general stages of hypothermia. LPSCS-EMT-33.3
4. Describe local cold injuries and their underlying causes. LPSCS-EMT-33.4
5. Describe the process of providing emergency care to a patient who has sustained a cold injury, including assessment of the patient, review of signs and symptoms, and management of care. LPSCS-EMT-33.5
6. Explain the importance of following local protocols when rewarming a patient who is experiencing moderate or severe hypothermia. LPSCS-EMT-33.6
7. Describe the three emergencies that are caused by heat exposure, including the risk factors, signs, and symptoms. LPSCS-EMT-33.7
8. Describe the process of providing emergency care to a patient who is experiencing a heat emergency, including assessment of the patient, review of signs and symptoms, and management of care. LPSCS-EMT-33.8
9. Define drowning, including its incidence, risk factors, and prevention. LPSCS-EMT-33.9
10. List the basic rules of performing a water and ice rescue. LPSCS-EMT-33.10
11. Explain why EMTs should have a prearranged rescue plan based on the environment in which they work. LPSCS-EMT-33.11
12. List five conditions that may result in a spinal injury following a submersion incident and the steps for stabilizing a patient with a suspected spinal injury in the water. LPSCS-EMT-33.12

13. Discuss recovery techniques and resuscitation efforts EMTs may need to follow when managing a patient who has been involved in a submersion incident. [LPSCS-EMT-33.13](#)
14. Describe the three types of diving emergencies, how they may occur, and their signs and symptoms. [LPSCS-EMT-33.14](#)
15. Describe the process of providing emergency care to a patient who has been involved in a drowning or diving emergency, including assessment of the patient, review of signs and symptoms, and management of care. [LPSCS-EMT-33.15](#)
16. Discuss the types of dysbarism injuries, including their incidence, risk factors, signs and symptoms, and emergency medical treatment. [LPSCS-EMT-33.16](#)
17. Discuss lightning injuries, including their incidence, risk factors, signs and symptoms, and emergency medical treatment. [LPSCS-EMT-33.17](#)
18. Describe the process of providing emergency care to patients who have been bitten by each of the following venomous spiders:
 - Black widow spiderBrown recluse spider [LPSCS-EMT-33.18](#)
 - 19. Describe the process of providing emergency care to a patient who has sustained a bite or sting from each of the following insects and arachnids, including steps the EMT should follow if a patient develops a severe reaction to the sting or bite:
 - Hymenoptera (bees, wasps, yellow jackets, and ants)ScorpionsTicks [LPSCS-EMT-33.19](#)
 - 20. Describe the process of providing emergency care to a patient who has been bitten by each of the following types of snake and is showing signs of envenomation. [LPSCS-EMT-33.20](#)
 - 21. Describe the process of providing emergency care to a patient who has been stung by a coelenterate or other marine animal. [LPSCS-EMT-33.21](#)
 - 22. Demonstrate the emergency medical treatment of local cold injuries in the field. [LPSCS-EMT-33.22](#)
 - 23. Demonstrate using a warm-water bath to rewarm the limb of a patient who has sustained a local cold injury. [LPSCS-EMT-33.23](#)
 - 24. Demonstrate how to treat a patient with heat cramps. [LPSCS-EMT-33.24](#)
 - 25. Demonstrate how to treat a patient with heat exhaustion. [LPSCS-EMT-33.25](#)
 - 26. Demonstrate how to treat a patient with heat stroke. [LPSCS-EMT-33.26](#)
 - 27. Demonstrate how to stabilize a patient with a suspected spinal injury in the water. [LPSCS-EMT-33.27](#)

28. Demonstrate how to care for a patient who is suspected of having an air embolism or decompression sickness following a drowning or diving emergency. [LPSCS-EMT-33.28](#)
29. Demonstrate how to care for a patient who has been bitten by a pit viper and is showing signs of envenomation. [LPSCS-EMT-33.29](#)
30. Demonstrate how to care for a patient who has been bitten by a coral snake and is showing signs of envenomation. [LPSCS-EMT-33.30](#)
31. Demonstrate how to care for a patient who has sustained a coelenterate envenomation. [LPSCS-EMT-33.31](#)

LPSCS-EMT-34. Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs. The student will understand the anatomy and physiology of the female reproductive system as it relates to pregnancy. They will learn the assessment and emergency treatment for childbirth including stages of labor, normal delivery, complications of pregnancy, and neonatal evaluations and resuscitation. LPSCS-EMT-34

1. Identify the anatomy and physiology of the female reproductive system. LPSCS-EMT-34.1
2. Explain the normal changes that occur in the body during pregnancy. LPSCS-EMT-34.2
3. Recognize complications of pregnancy including abuse, substance abuse, hypertensive disorders, bleeding, spontaneous abortion (miscarriage), and gestational diabetes. LPSCS-EMT-34.3
4. Discuss the need to consider two patients—the woman and the unborn fetus—when treating a pregnant trauma patient. LPSCS-EMT-34.4
5. Discuss special considerations involving pregnancy in different cultures and with teenage patients. LPSCS-EMT-34.5
6. Explain assessment of the pregnant patient. LPSCS-EMT-34.6
7. Explain the significance of meconium in the amniotic fluid. LPSCS-EMT-34.7
8. Differentiate among the three stages of labor. LPSCS-EMT-34.8
9. Describe the indications of an imminent delivery. LPSCS-EMT-34.9
10. Explain the steps involved in normal delivery management. LPSCS-EMT-34.10
11. List the contents of an obstetrics kit. LPSCS-EMT-34.11
12. Explain the necessary care of the fetus as the head appears. LPSCS-EMT-34.12
13. Describe the procedure followed to clamp and cut the umbilical cord. LPSCS-EMT-34.13
14. Describe delivery of the placenta. LPSCS-EMT-34.14
15. Understand the steps to take in neonatal assessment and resuscitation. LPSCS-EMT-34.15
16. Recognize complicated delivery emergencies including breech presentations, limb presentations, umbilical cord prolapse, spina bifida, multiple gestation, premature newborns, post term pregnancy, fetal demise, and delivery without sterile supplies. LPSCS-EMT-34.16

17. Describe postpartum complications and how to treat them. LPSCS-EMT-34.17
18. Demonstrate the procedure to assist in a normal cephalic delivery. LPSCS-EMT-34.18
19. Demonstrate care procedures of the fetus as the head appears. LPSCS-EMT-34.19
20. Demonstrate the steps to follow in post-delivery care of the newborn. LPSCS-EMT-34.20
21. Demonstrate how to clamp and cut the umbilical cord. LPSCS-EMT-34.21
22. Demonstrate how to assist in delivery of the placenta. LPSCS-EMT-34.22
23. Demonstrate the post-delivery care of the woman. LPSCS-EMT-34.23
24. Demonstrate procedures to follow for complicated delivery emergencies including vaginal bleeding, breech presentation, limb presentation, and prolapsed umbilical cord. LPSCS-EMT-34.24

LPSCS-EMT-35. Applies a fundamental knowledge of the growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs. The student will understand the anatomy and physiology of the child as compared to the adult. They will learn the appropriate assessment and care for the types of illness and injury affecting children of all ages, injury patterns based on size, and special body system injuries. They will also learn the indicators of abuse and neglect, and the medical and legal responsibilities of an EMT. LPSCS-EMT-35

1. Explain some of the challenges inherent in providing emergency care to pediatric patients and why effective communication with both the patient and his or her family members is critical to a successful outcome. LPSCS-EMT-35.1
2. Discuss the physical and cognitive developmental stages of an infant, including health risks, signs that may indicate illness, and patient assessment. LPSCS-EMT-35.2
3. Discuss the physical and cognitive developmental stages of a toddler, including health risks, signs that may indicate illness, and patient assessment. LPSCS-EMT-35.3
4. Discuss the physical and cognitive developmental stages of a preschool-age child, including health risks, signs that may indicate illness, and patient assessment. LPSCS-EMT-35.4
5. Discuss the physical and cognitive developmental stages of a school-age child, including health risks, signs that may indicate illness, and patient assessment. LPSCS-EMT-35.5
6. Discuss the physical and cognitive developmental stages of an adolescent, including health risks, signs that may indicate illness, and privacy issues. LPSCS-EMT-35.6
7. Describe differences in the anatomy and physiology of the pediatric patient compared to the adult patient and their implications for EMTs, with a focus on the following body systems: respiratory, circulatory, nervous, gastrointestinal, musculoskeletal, and integumentary. LPSCS-EMT-35.7
8. Describe the differences in the pathophysiology of the pediatric patient compared to the adult patient and their implications for EMTs, with a focus on the following body systems: respiratory, circulatory, nervous, gastrointestinal, musculoskeletal, and integumentary. LPSCS-EMT-35.8
9. Explain the steps in the primary assessment of a pediatric patient, including the elements of the pediatric assessment triangle (PAT), hands-on ABCs, transport decision considerations, and privacy issues. LPSCS-EMT-35.9
10. Explain the steps in the secondary assessment of a pediatric patient, including what EMTs should look for related to different

body areas and the method of injury. [LPSCS-EMT-35.10](#)

11. Describe the emergency care of a pediatric patient in respiratory distress, including the different causes of pediatric respiratory emergencies, the signs and symptoms of increased work of breathing, and the difference between respiratory distress and respiratory failure. [LPSCS-EMT-35.11](#)
12. List the possible causes of an upper and a lower airway obstruction in a pediatric patient and the steps in the management of foreign body airway obstruction. [LPSCS-EMT-35.12](#)
13. Describe asthma; its possible causes, signs and symptoms; and steps in the management of a pediatric patient who is experiencing an asthma attack. [LPSCS-EMT-35.13](#)
14. Explain how to determine the correct size of an airway adjunct intended for a pediatric patient during an emergency. [LPSCS-EMT-35.14](#)
15. List the different oxygen delivery devices that are available for providing oxygen to a pediatric patient, including the indications for the use of each and precautions EMTs must take to ensure the patient's safety. [LPSCS-EMT-35.15](#)
16. Describe the emergency care of a pediatric patient who is in shock (hypoperfusion), including common causes, signs, and symptoms. [LPSCS-EMT-35.16](#)
17. Describe the emergency care of a pediatric patient with an altered mental status, including common causes, signs, and symptoms. [LPSCS-EMT-35.17](#)
18. Describe the emergency care of a pediatric patient who has experienced a seizure, including the different types of seizures, common causes, signs, and symptoms. [LPSCS-EMT-35.18](#)
19. Describe the emergency care of a pediatric patient with meningitis, including common causes, signs, symptoms, and special precautions. [LPSCS-EMT-35.19](#)
20. Describe the emergency care of a pediatric patient who is experiencing a gastrointestinal emergency, including common causes, signs, and symptoms. [LPSCS-EMT-35.20](#)
21. Describe the emergency care of a pediatric patient who has been poisoned, including common sources of poison, signs and symptoms. [LPSCS-EMT-35.21](#)
22. Describe the emergency care of a pediatric patient who is dehydrated, including how to gauge the severity of dehydration based on key signs and symptoms. [LPSCS-EMT-35.22](#)
23. Describe the emergency care of a pediatric patient who is experiencing a fever emergency, including common causes. [LPSCS-EMT-35.23](#)

24. Describe the emergency care of a pediatric patient who has experienced a drowning emergency, including common causes, signs, and symptoms. [LPSCS-EMT-35.24](#)
25. Discuss the common causes of pediatric trauma emergencies; include how to differentiate between injury patterns in adults, infants, and children. [LPSCS-EMT-35.25](#)
26. Discuss the significance of burns in pediatric patients, their most common causes, and general guidelines EMTs should follow when assessing patients who have sustained burns. [LPSCS-EMT-35.26](#)
27. Explain the four triage categories used in the JumpSTART system for pediatric patients during disaster management. [LPSCS-EMT-35.27](#)
28. Describe child abuse and neglect and its possible indicators, including the medical and legal responsibilities of EMTs when caring for a pediatric patient who is a possible victim of child abuse. [LPSCS-EMT-35.28](#)
29. Discuss sudden infant death syndrome (SIDS), including its risk factors, patient assessment, and special management considerations related to the death of an infant patient. [LPSCS-EMT-35.29](#)
30. Discuss the responsibilities of EMTs when communicating with a family or loved ones following the death of a child. [LPSCS-EMT-35.30](#)
31. Discuss some positive ways EMTs may cope with the death of a pediatric patient and why managing posttraumatic stress is important for all health care professionals. [LPSCS-EMT-35.31](#)
32. Demonstrate how to position the airway in a pediatric patient. [LPSCS-EMT-35.32](#)
33. Demonstrate how to palpate the pulse and estimate the capillary refill time in a pediatric patient. [LPSCS-EMT-35.33](#)
34. Demonstrate how to use a length-based resuscitation tape to size equipment appropriately for a pediatric patient. [LPSCS-EMT-35.34](#)
35. Demonstrate how to insert an oropharyngeal airway in a pediatric patient. [LPSCS-EMT-35.35](#)
36. Demonstrate how to insert a nasopharyngeal airway in a pediatric patient. [LPSCS-EMT-35.36](#)
37. Demonstrate how to administer blow-by oxygen to a pediatric patient. [LPSCS-EMT-35.37](#)
38. Demonstrate how to apply a nasal cannula to a pediatric patient. [LPSCS-EMT-35.38](#)
39. Demonstrate how to apply a non-rebreathing mask to a pediatric patient. [LPSCS-EMT-35.39](#)

40. Demonstrate how to assist ventilation of an infant or child using a bag-valve mask (BVM). [LPSCS-EMT-35.40](#)
41. Demonstrate how to perform one-person BVM ventilation on a pediatric patient. [LPSCS-EMT-35.41](#)
42. Demonstrate how to perform two-person BVM ventilation on a pediatric patient. [LPSCS-EMT-35.42](#)
43. Demonstrate how to immobilize a pediatric patient who has been involved in a trauma emergency. [LPSCS-EMT-35.43](#)
44. Demonstrate how to immobilize a pediatric patient in a car seat who has been involved in a trauma emergency. [LPSCS-EMT-35.44](#)

LPSCS-EMT-36. Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs. The student will understand the physiologic and psychological changes that occur with the aging process. The student will also learn and understand the types of illness and injuries common to the geriatric population. They will understand the GEMS triangle, use of advance directives, and signs and symptoms of elder abuse. LPSCS-EMT-36

1. Define the term "geriatrics." LPSCS-EMT-36.1
2. Recognize some of the special aspects of the lives of older people. LPSCS-EMT-36.2
3. Discuss generational considerations when communicating with a geriatric patient. LPSCS-EMT-36.3
4. Describe the common complaints and the leading causes of death in older people. LPSCS-EMT-36.4
5. Discuss the physiologic changes associated with the aging process and the age-related assessment and treatment modifications that result. LPSCS-EMT-36.5
6. Explain the GEMS diamond and its role in the assessment and care of the geriatric patient. LPSCS-EMT-36.6
7. Explain special considerations when performing the patient assessment process on a geriatric patient with a medical condition. LPSCS-EMT-36.7
8. Define polypharmacy and the toxicity issues that can result. LPSCS-EMT-36.8
9. Discuss the effect of aging on psychiatric emergencies. LPSCS-EMT-36.9
10. Explain special considerations when performing the patient assessment process on a geriatric patient with a traumatic injury. LPSCS-EMT-36.10
11. Discuss the effects of aging on environmental emergencies. LPSCS-EMT-36.11
12. Explain special considerations when responding to calls to nursing and skilled care facilities. LPSCS-EMT-36.12
13. Define an advance directive and explain its use with older patients. LPSCS-EMT-36.13
14. Describe the prevalence of elder abuse and neglect; include why the extent of elder abuse is not well known. LPSCS-EMT-36.14
15. Explain the assessment and care of a geriatric patient who has potentially been abused or neglected. LPSCS-EMT-36.15
16. Recognize acts of commission or omission by a caregiver that result in harm, potential harm, or threat of harm to a geriatric

patient. LPSCS-EMT-36.16

LPSCS-EMT-37. Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs. The students will understand the special needs of patients with developmental, sensory, and physical disabilities. LPSCS-EMT-37

1. Give examples of patients with special challenges EMTs may encounter during a medical emergency. LPSCS-EMT-37.1
2. Explain the special patient care considerations required when providing emergency medical care to patients with intellectual disabilities, including patients with autism spectrum disorder (ASD), Down syndrome, or prior brain injuries. LPSCS-EMT-37.2
3. Describe the different types of visual impairments and the special patient care considerations required when providing emergency medical care for visually impaired patients, depending on the level of their disability. LPSCS-EMT-37.3
4. Describe the various types of hearing impairments and the special patient care considerations required when providing emergency medical care for hard-of-hearing patients, including tips on effective communication. LPSCS-EMT-37.4
5. Describe the various types of hearing aids worn by patients; include strategies to troubleshoot a hearing aid that is not working. LPSCS-EMT-37.5
6. Explain the special patient care considerations required when providing emergency medical care to patients who have cerebral palsy, spina bifida, or paralysis. LPSCS-EMT-37.6
7. Define obesity. LPSCS-EMT-37.7
8. Explain the special patient care considerations required when providing emergency medical care to bariatric patients; include the best way to move bariatric patients. LPSCS-EMT-37.8
9. Explain the special patient care considerations required when providing emergency medical care to patients who rely on a form of medical technological assistance, including the following:
 - Tracheostomy tube
 - Mechanical ventilator
 - Apnea monitor
 - Internal cardiac pacemaker
 - Left ventricular assist device (LVAD)
 - External defibrillator vest
 - Central venous catheter
 - Gastrostomy tube
 - Ventricular peritoneal shunt
 - Vagus nerve stimulator
 - Colostomy bag, ileostomy bag, or urostomy bagLPSCS-EMT-37.9
10. Describe home care, the types of patients it serves, and the services it encompasses. LPSCS-EMT-37.10
11. Contrast hospice and palliative care with curative care. LPSCS-EMT-37.11
12. Explain the responsibilities of EMTs when responding to calls for terminally ill patients who have DNR orders. LPSCS-EMT-37.12

13. Discuss the issues of poverty and homelessness in the United States, their negative effects on a person's health, and the role of the EMTs as patient advocates. [LPSCS-EMT-37.13](#)
14. Demonstrate different strategies to communicate effectively with a patient who has a hearing impairment. [LPSCS-EMT-37.14](#)

LPSCS-EMT-38. Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety. LPSCS-EMT-38

1. List the nine phases of an ambulance call; include examples of key tasks EMTs perform during each phase. LPSCS-EMT-38.1
2. Name the medical equipment carried on an ambulance; include examples of supplies that are included in each main category of the ambulance equipment checklist. LPSCS-EMT-38.2
3. Name the safety and operations equipment carried on an ambulance; include examples of how each item might be used by EMTs in an emergency. LPSCS-EMT-38.3
4. Discuss the importance of performing regular vehicle inspections; include the specific parts of an ambulance that should be inspected daily. LPSCS-EMT-38.4
5. List the minimum dispatch information required by EMS to respond to an emergency call. LPSCS-EMT-38.5
6. Describe some high-risk situations and hazards during both pretransport and transport that may affect the safety of the ambulance and its passengers. LPSCS-EMT-38.6
7. Discuss the specific considerations that are required to ensure scene safety; include personal safety, patient safety, and traffic control. LPSCS-EMT-38.7
8. Describe the key elements that must be included in the written patient report upon patient delivery to the hospital. LPSCS-EMT-38.8
9. Summarize the tasks EMTs must complete in the postrun phase. LPSCS-EMT-38.9
10. Define the terms cleaning, disinfection, high-level disinfection, and sterilization. LPSCS-EMT-38.10
11. Discuss the guidelines for safely and defensively driving an ambulance. LPSCS-EMT-38.11
12. Identify key steps EMTs should take to improve safety while en route to the scene, the hospital, and the station. LPSCS-EMT-38.12
13. List the three factors that dictate the use of lights and siren to the scene and to the hospital; include the risk-versus-benefit analysis regarding their use. LPSCS-EMT-38.13
14. Describe the specific, limited privileges that are provided to emergency vehicle drivers by most state laws and regulations. LPSCS-EMT-38.14
15. Explain the additional risks and special considerations posed by the use of police escorts, and the hazards and special considerations posed by crossing intersections. LPSCS-EMT-38.15
16. Describe the capabilities, protocols, and methods for accessing air ambulances. LPSCS-EMT-38.16

17. Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone, securing loose objects, mitigating onsite hazards, and approaching the aircraft 38.18 Demonstrate how to perform a daily inspection of an ambulance. [LPSCS-EMT-38.17](#)
19. Demonstrate how to present a verbal report that would be given to receiving personnel at the hospital upon patient transfer. [LPSCS-EMT-38.19](#)
20. Demonstrate how to write a written report that includes all pertinent patient information following patient transfer to the hospital. [LPSCS-EMT-38.20](#)
21. Demonstrate how to clean and disinfect the ambulance and equipment during the postrun phase. [LPSCS-EMT-38.21](#)

LPSCS-EMT-39. Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety. LPSCS-EMT-39

1. Explain the responsibilities of an EMT in patient rescue and vehicle extrication. LPSCS-EMT-39.1
2. Discuss how to ensure safety at the scene of a rescue incident, including scene size-up and the selection of the proper personal protective equipment and additional necessary gear. LPSCS-EMT-39.2
3. Describe examples of vehicle safety components that may be hazardous to both EMTs and patients following a collision and how to mitigate their dangers. LPSCS-EMT-39.3
4. Define the terms extrication and entrapment. LPSCS-EMT-39.4
5. Describe the ten phases of vehicle extrication and the role of the EMT during each one. LPSCS-EMT-39.5
6. Discuss the various factors related to ensuring situational safety at the site of a vehicle extrication, including controlling traffic flow, performing a 360-degree assessment, stabilizing the vehicle, dealing with unique hazards, and evaluating the need for additional resources. LPSCS-EMT-39.6
7. Describe the special precautions the EMT should follow to protect the patient during a vehicle extrication. LPSCS-EMT-39.7
8. Explain the different factors that must be considered before attempting to gain access to the patient during an incident that requires extrication. LPSCS-EMT-39.8
9. Discuss patient care considerations related to assisting with rapid extrication, providing emergency care to a trapped patient, and removing and transferring a patient. LPSCS-EMT-39.9
10. Explain the difference between simple access and complex access in vehicle extrication. LPSCS-EMT-39.10
11. Describe examples of situations that would require special technical rescue teams and the EMT's role in these situations. LPSCS-EMT-39.11

LPSCS-EMT-40. Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety. LPSCS-EMT-40

1. Describe the purpose of the National Incident Management System (NIMS) and its major components. LPSCS-EMT-40.1
2. Describe the purpose of the incident command system (ICS) and its organizational structure. LPSCS-EMT-40.2
3. Explain the role of EMS response within the ICS. LPSCS-EMT-40.3
4. Describe how the ICS assists EMS in ensuring both personal safety and the safety of bystanders, health care professionals, and patients during an emergency. LPSCS-EMT-40.4
5. Describe the role of the EMT in establishing command under the ICS. LPSCS-EMT-40.5
6. Describe the purpose of the medical branch of the ICS and its organizational structure. LPSCS-EMT-40.6
7. Describe the specific conditions that would define a situation as a mass-casualty incident (MCI); include examples. LPSCS-EMT-40.7
8. Describe what occurs during primary and secondary triage, how the four triage categories are assigned to patients on the scene, and how destination decisions regarding triaged patients are made. LPSCS-EMT-40.8
9. Explain how to perform the START and JumpSTART triage methods. LPSCS-EMT-40.9
10. Contrast a disaster with a mass-casualty incident. LPSCS-EMT-40.10
11. Describe the role of EMTs during a disaster operation. LPSCS-EMT-40.11
12. Recognize the entry-level training or experience requirements identified by the HAZWOPER regulation for EMTs to respond to a HazMat incident. LPSCS-EMT-40.12
13. Define hazardous material; include the classification system used by the NFPA. LPSCS-EMT-40.13
14. Discuss the specific reference materials that EMTs use to recognize a HazMat incident. LPSCS-EMT-40.14
15. Explain the role of EMTs during a HazMat incident both before and after the HazMat team arrives; include the precautions required to ensure the safety of civilians and responders. LPSCS-EMT-40.15
16. Describe how the three control zones are established at a HazMat incident and discuss the characteristics of each zone, and the responders who work within each one. LPSCS-EMT-40.16
17. Describe the four levels of personal protective equipment (PPE) required at a HazMat incident to protect responders from injury by or contamination from a particular substance. LPSCS-EMT-40.17

18. Explain patient care at a HazMat incident; include the special requirements that are necessary for those patients who require immediate treatment and transport prior to full decontamination. [LPSCS-EMT-40.18](#)
19. Demonstrate how to perform triage based on a fictional scenario that involves a mass-casualty incident. [LPSCS-EMT-40.19](#)
20. Using a reference, correctly identify DOT labels, placards, and markings that are used to designate hazardous materials. [LPSCS-EMT-40.20](#)
21. Demonstrate the ability to use a variety of reference materials to identify a hazardous material. [LPSCS-EMT-40.21](#)

LPSCS-EMT-41. Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety. LPSCS-EMT-41

1. Define international terrorism and domestic terrorism; include examples of incidents that have been caused by each one. LPSCS-EMT-41.1
2. Name four different types of goals that commonly motivate terrorist groups to carry out terrorist attacks. LPSCS-EMT-41.2
3. Define weapon of mass destruction (WMD) and weapon of mass casualty (WMC); include examples of weapons considered WMDs. LPSCS-EMT-41.3
4. Explain how the Department of Homeland Security (DHS) National Terrorism Advisory System (NTAS) relates to the actions and precautions EMTs must take while performing their daily activities. LPSCS-EMT-41.4
5. Name the key observations EMTs must make on every call to determine the potential of a terrorist attack. LPSCS-EMT-41.5
6. Explain the critical response actions related to establishing and reassessing scene safety, personnel protection, notification procedures, and establishing command EMTs must perform at a suspected terrorist event. LPSCS-EMT-41.6
7. Discuss the history of chemical agents, their four main classifications, routes of exposure, effects on the patient, and patient care. LPSCS-EMT-41.7
8. List three categories of biologic agents, their routes of exposure, effects on the patient, and patient care. LPSCS-EMT-41.8
9. Explain the role of EMS in relation to syndromic surveillance and points of distribution (PODS) during a biologic event. LPSCS-EMT-41.9
10. Discuss the history of nuclear/radiologic devices, sources of radiologic materials and dispersal devices, medical management of patients, and protective measures EMTs must take during a nuclear/radiologic incident. LPSCS-EMT-41.10
11. Describe the mechanisms of injury caused by incendiary and explosive devices; include the types and severity of wounds. LPSCS-EMT-41.11
12. Demonstrate the steps EMTs can take to establish and reassess scene safety based on a scenario of a terrorist event. LPSCS-EMT-41.12
13. Demonstrate the steps EMTs can take for the management of a patient exposed to a chemical agent. LPSCS-EMT-41.13
14. Demonstrate the use of the Duo Dote Auto-Injector and/or the Antidote Treatment Nerve Agent Auto-Injector. LPSCS-EMT-41.14

LPSCS-EMT-42. The student will understand the significance and characteristics of a team approach to health care and the impact of this approach on positive patient outcomes. Students will also be able to list and describe the steps an EMT should follow to assist with ALS skills, including placement of advanced airways and vascular access. LPSCS-EMT-42

1. Define continuum of care. LPSCS-EMT-42.1
2. List the five essential elements of a group. LPSCS-EMT-42.2
3. Explain the advantages of a team over a group; include the advantages of regularly training and practicing together. LPSCS-EMT-42.3
4. List the five essential elements of a team. LPSCS-EMT-42.4
5. Explain how crew resource management (CRM) can be useful in the prehospital environment. LPSCS-EMT-42.5
6. List the five critical elements necessary to ensure effective transfer of patient care from one provider to another. LPSCS-EMT-42.6
7. List the five steps a receiving health care provider should perform when taking a patient care report (PCR). LPSCS-EMT-42.7
8. Describe the four-step process of assisting with advanced life support (ALS) skills. LPSCS-EMT-42.8
9. Discuss the importance of preoxygenation when performing endotracheal (ET) intubation. LPSCS-EMT-42.9
10. Describe the six steps of the BE MAGIC intubation procedure. LPSCS-EMT-42.10
11. Describe the signs that indicate a complication with an intubated patient. LPSCS-EMT-42.11
12. Explain the importance of ensuring patient comfort during a vascular access procedure. LPSCS-EMT-42.12
13. Describe the steps EMTs can take to troubleshoot interpersonal conflicts. LPSCS-EMT-42.13

LPSCS-EMT-43. Prepare for the NREMT Evaluation. LPSCS-EMT-43

1. Display appropriate sensitivity for patients during assessment and management in various scenarios. LPSCS-EMT-43.1
2. Demonstrate the knowledge of patient assessment and management in various scenarios. LPSCS-EMT-43.2
3. Demonstrate performing an assessment to identify life threats, identify injuries requiring immobilization and conditions requiring treatment within the scope of practice of the EMT; including foreign substance in the eyes and nerve agent poisoning. LPSCS-EMT-43.3
4. Demonstrate the communication necessary to obtain and clearly transmit information with an awareness of cultural differences. LPSCS-EMT-43.4
5. Demonstrate performing safely and effectively all airway and breathing psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMT level including basic airway maneuvers (including head-tilt, chin-lift; jaw thrust; modified chin lift; foreign body airway obstruction (FBAO) relief manual); oropharyngeal airway; Sellick's maneuver; positive pressure ventilation devices, such as bag valve mask (BVM); suction of the upper airway; and supplemental oxygen therapy (including nasal cannula and non-rebreather mask). LPSCS-EMT-43.5
6. Demonstrate performing safely and effectively all assessment psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMT level, including manually taking blood pressure checks. LPSCS-EMT-43.6
7. Demonstrate performing safely and effectively all pharmacologic interventions psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMT level including the following: unit-dose auto-injectors (lifesaving medications intended for self or peer rescue in hazardous materials situation and nerve agent antidote kit). LPSCS-EMT-43.7
8. Demonstrate performing safely and effectively all medical/cardiac care psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the EMT level including the following: manual CPR; AED; and the assisted normal delivery of a newborn. LPSCS-EMT-43.8
9. Demonstrate performing safely and effectively all trauma care psychomotor skills within the National EMS scope of practice model and state scope of Practice at the EMT level including the following: manual stabilization (c-spine injuries and extremity fractures); bleeding control; emergency moves; and eye irrigation. LPSCS-EMT-43.9
10. Demonstrate professional behavior including, but not limited to integrity, empathy, selfmotivation, appearance/personal hygiene,

self-confidence, communications, time management, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service. [LPSCS-EMT-43.10](#)

11. Demonstrate the initiation of simple interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care. [LPSCS-EMT-43.11](#)
12. Demonstrate recording assessment findings and interventions. [LPSCS-EMT-43.12](#)
13. Demonstrate performing a patient assessment and providing pre-hospital emergency care for the following patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma, pain, paralysis, poisoning, shock, and stridor/drooling. [LPSCS-EMT-43.13](#)
14. Demonstrate management of the scene until care is transferred to an EMS team member licensed at a higher level. [LPSCS-EMT-43.14](#)
15. Demonstrate how to ensure the safety of the rescuer and others during an emergency. [LPSCS-EMT-43.15](#)

LPSCS-EMT-44. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. [LPSCS-EMT-44](#)

1. Research the history of the state supported healthcare science CTSO (Career Technical Student Organization). [LPSCS-EMT-44.1](#)
 2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristic of the state supported healthcare science CTSO. [LPSCS-EMT-44.2](#)
 3. Explain how participation in the state supported healthcare science CTSO can promote lifelong responsibility for community service and professional growth and development. [LPSCS-EMT-44.3](#)
 4. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, region, state, and national level that align with the competencies, skills and knowledge of this course. [LPSCS-EMT-44.4](#)
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Applications of Firefighting (43.44)

LPSCS-AF-1. Demonstrate employability skills required by business and industry. LPSCS-AF-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-AF-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-AF-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-AF-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-AF-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-AF-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-AF-1.6

LPSCS-AF-2. Evaluate the organizational structure and principles, purpose, and general operational procedures of the fire service. LPSCS-AF-2

1. Evaluate major events in history that have impacted the fire service and the delivery of service, beginning with the colonial days. LPSCS-AF-2.1
2. Differentiate between multi-aid agreements and automatic aid agreements. LPSCS-AF-2.2
3. Adhere to the chain of command and standard operating procedures (SOP) applying to fire department. LPSCS-AF-2.3
4. Identify and explain the function of the various fire companies. LPSCS-AF-2.4
5. Classify the roles of firefighters and the primary roles of fire service personnel. LPSCS-AF-2.5

LPSCS-AF-3. Follow and apply safety guidelines specific to firefighter safety and health issues. LPSCS-AF-3

1. Adhere to the standards of the National Fire Protection Association (NFPA) and the Occupational Safety and Health Administration (OSHA) as they relate to firefighter health and safety. LPSCS-AF-3.1
2. Summarize the International Fire Safety Training Association (IFSTA) Principles of Risk Management and determine ways to prevent firefighter injuries. LPSCS-AF-3.2
3. Analyze safety in a fire station and establish goals of a safety program. LPSCS-AF-3.3
4. Maintain and service equipment used in training and determine ways to uphold safety regulations during training. LPSCS-AF-3.4
5. Evaluate the importance of personnel accountability and the importance of employee assistance and wellness programs. LPSCS-AF-3.5
6. Demonstrate emergency scene preparedness and safety. LPSCS-AF-3.6
7. Summarize general guidelines for scene management including highway incidents, crowd control, and taping off emergency scenes. LPSCS-AF-3.7
8. Demonstrate setting up and operating in work areas at an incident using traffic and scene control devices. LPSCS-AF-3.8
9. Demonstrate responding to an incident, safely and correctly mounting and dismounting an apparatus. LPSCS-AF-3.9
10. Summarize basic interior operations techniques. LPSCS-AF-3.10
11. Analyze emergency escape and rapid intervention. LPSCS-AF-3.11

LPSCS-AF-4. Analyze fire chemistry including physical and chemical changes and reactions that occur with fire and the factors involved in fire development. LPSCS-AF-4

1. Analyze physical and chemical changes of matter related to fire and the difference between heat and temperature. LPSCS-AF-4.1
2. Evaluate the modes of combustion, the fire triangle, and the fire tetrahedron. LPSCS-AF-4.2
3. Assess sources of heat energy and the transmission of heat. LPSCS-AF-4.3
4. Clarify how the physical states of fuel affect the combustion process and how oxygen concentration affects the combustion process. LPSCS-AF-4.4
5. Analyze the self-sustained chemical reaction involved in the combustion process and the common products of combustion. LPSCS-AF-4.5
6. Differentiate between classification of fires and the stages and factors of fire development within a compartment. LPSCS-AF-4.6
7. Summarize methods used to control and extinguish fire. LPSCS-AF-4.7

LPSCS-AF-5. Research the various components of basic building construction, understand the effects of fire on common building materials, and identify the indications of imminent building collapse and construction hazards. LPSCS-AF-5

1. Analyze common building materials, construction types and the effect fire has on the structural integrity of the construction type. LPSCS-AF-5.1
2. Identify and describe the primary strengths and weaknesses of construction, and the dangerous building conditions created by a fire or by actions taken while trying to extinguish a fire. LPSCS-AF-5.2
3. Evaluate indicators of building collapse and the action that should be taken when imminent building collapse is suspected. LPSCS-AF-5.3
4. Assess hazards associated with lightweight and truss construction. LPSCS-AF-5.4

LPSCS-AF-6. Utilize and maintain various articles of protective clothing and self-contained breathing apparatus (SCBA). LPSCS-AF-6

1. Identify the purpose and guidelines for care of personal protective clothing and equipment. LPSCS-AF-6.1
2. Differentiate characteristics of the most common respiratory hazards associated with fires and other emergencies. LPSCS-AF-6.2
3. Determine physical, medical, and mental factors that affect the firefighter's ability to utilize respiratory protection effectively. LPSCS-AF-6.3
4. Evaluate effective air management for the firefighter. LPSCS-AF-6.4
5. Analyze equipment and air supply limitations of SCBA and identify basic SCBA assemblies. LPSCS-AF-6.5
6. Distinguish among characteristics of air-purifying respirators. LPSCS-AF-6.6
7. Evaluate donning and doffing considerations for SCBA and the proper storage of protective breathing apparatus. LPSCS-AF-6.7
8. Summarize general SCBA items to check as a precaution as well as daily, weekly, monthly, and annual inspections. LPSCS-AF-6.8
9. Adhere to safety precautions for SCBA use and for refilling SCBA cylinders, including filling a SCBA cylinder from a cascade system. LPSCS-AF-6.9
10. Inspect Personal Protective Equipment (PPE) and SCBA for use, and then be ready to don PPE and SCBA for use at an emergency. Doff PPE and SCBA, and then clean and sanitize and prepare for reuse. LPSCS-AF-6.10

LPSCS-AF-7. Operate portable fire extinguishers effectively and safely. LPSCS-AF-7

1. Differentiate among classifications of fires and the most common agents used to extinguish them, and identify the mechanisms by which portable extinguishers expel their contents. LPSCS-AF-7.1
2. Identify factors to consider when selecting the proper fire extinguisher to use and the types of extinguishers that are available including metal fires. LPSCS-AF-7.2
3. Evaluate the portable fire extinguisher rating system and summarize procedures that should be a part of every fire extinguisher inspection. LPSCS-AF-7.3
4. Demonstrate knowledge of items to check immediately before using a portable fire extinguisher, and the PASS method of application. LPSCS-AF-7.4
5. Determine how to handle fire extinguishers that have been damaged or are obsolete. LPSCS-AF-7.5
6. Operate the following types of extinguishers: Stored pressure water, Dry chemical (ABC), and Carbon dioxide (CO2). LPSCS-AF-7.6

LPSCS-AF-8. Utilize and care for the appropriate and most common types of ropes and knots used in the fire service. LPSCS-AF-8

1. Compare and contrast the characteristics of life-safety rope and utility rope. LPSCS-AF-8.1
2. Summarize the criteria and procedures for reusing and storing life safety rope. LPSCS-AF-8.2
3. Assess rope materials, rope construction, rope maintenance, rope cleaning and storage, the parts of a rope, and the things to consider when using a knot. LPSCS-AF-8.3
4. Identify and describe the characteristics and elements of knots commonly used in the fire service. LPSCS-AF-8.4
5. Examine webbing and webbing construction. LPSCS-AF-8.5
6. Demonstrate selecting commonly-used rope hardware for specific applications. LPSCS-AF-8.6
7. Summarize hoisting safety considerations and rescue rope and harness. LPSCS-AF-8.7
8. Demonstrate coiling and uncoiling a rope. LPSCS-AF-8.8
9. Demonstrate tying the following items:
 - a single overhand knot
 - a bowline
 - a clove hitch and clove hitch around an object
 - a figure eight, figure eight bend, and figure eight on a bight
 - a becket bendLPSCS-AF-8.9
10. Demonstrate hoisting a pike pole, a roof ladder, a dry hose line, a charged hose line, and a power saw. LPSCS-AF-8.10

LPSCS-AF-9. Operate as a member of a team following safety guidelines to enter a burning building for search and rescue operations while being prepared to perform basic victim removal. LPSCS-AF-9

1. Distinguish between rescue and extrication operations. LPSCS-AF-9.1
2. Summarize safety guidelines for search and rescue personnel operating within a burning building. LPSCS-AF-9.2
3. Identify and explain the objectives for conducting a building search operation, including a primary and secondary search. LPSCS-AF-9.3
4. Review the actions a firefighter should take when in distress and the actions that should be taken by a rapid intervention crew. LPSCS-AF-9.4
5. Demonstrate operating emergency power and lighting equipment to illuminate the emergency scene. LPSCS-AF-9.5
6. Demonstrate exiting a hazardous area and demonstrate appropriate victim removal methods, including:
 - Incline drag, webbing, and blanket drags
 - Cradle-in-arms lift/carry, one rescuer method
 - Seat lift/carry, two rescuer method
 - Extremities lift/carry method with two rescuers
 - Chair lift/carry method 1 with two rescuers
 - Chair lift/carry method 2 with two rescuersLPSCS-AF-9.6

LPSCS-AF-10. Utilize forcible entry techniques through various types of doors, windows, padlocks, and walls to accomplish quick access to a structure in a safe manner. LPSCS-AF-10

1. Demonstrate selecting appropriate cutting tools for specific applications including: manual and hydraulic prying tools; pushing/pulling tools; and prying tools. LPSCS-AF-10.1
2. Summarize safety rules, correct methods for carrying, general care, and maintenance for forcible entry tools. LPSCS-AF-10.2
3. Determine items and methods to look for in sizing up a door for possible forcible entry including:
 - Characteristics of basic types of locks
 - Rapid-entry lockbox systems
 - A padlock
 - Inward swinging door –2 firefighter method
 - Outward swinging door –wedge-end method
 - Characteristics of various types of wooden and metal swinging doors
 - Characteristics of various types of sliding doors, revolving doors, and overhead doorsLPSCS-AF-10.3
4. Investigate how fire doors operate. LPSCS-AF-10.4
5. Determine ways of gaining entry through gates and fences. LPSCS-AF-10.5
6. Identify and describe hazards for forcible entry through window and the types of windows a firefighter might encounter including:
 - Double-hung window
 - Glass pane
 - LexanLPSCS-AF-10.6
7. Determine techniques for breaching walls and floors through forced entry including:
 - Hardwood floors
 - Wood frame wall (Type V Construction)
 - Metal wall with power tools
 - Masonry wall hand toolsLPSCS-AF-10.7
8. Demonstrate cleaning, inspecting, and maintaining hand tools, power tools and other equipment. LPSCS-AF-10.8
9. Demonstrate forced entry using the:
 - Through-the-lock method
 - Through-the-lock method using the K-tool
 - Through-the-lock method using the A-tool
 - Through padlocksLPSCS-AF-10.9

LPSCS-AF-11. Utilize various fire service ladders and perform ladder inspections, and maintenance. LPSCS-AF-11

1. Identify the parts of a ladder and the materials used for ladder construction. LPSCS-AF-11.1
2. Analyze the types of ground ladders used in the fire service and the required ladder maintenance, inspection and cleaning. LPSCS-AF-11.2
3. Summarize items to check when inspecting and service testing ladders, as well as factors that contribute to safe ladder operation. LPSCS-AF-11.3
4. Determine how to select the proper ladder for the job. LPSCS-AF-11.4
5. Demonstrate proper procedures for positioning, moving, lifting, lowering, heeling, and tying in ground ladders, and the proper precautions that should be taken before raising a ladder. LPSCS-AF-11.5
6. Summarize items to consider before removing and replacing ladders on an apparatus. LPSCS-AF-11.6
7. Demonstrate adhering to guidelines for climbing ladders. LPSCS-AF-11.7
8. Compare and demonstrate the methods for lowering conscious or unconscious victims down ground ladders. LPSCS-AF-11.8
9. Identify and explain the various types of ladder carries, including the one firefighter low-shoulder method; the two firefighter low-shoulder method; and the three firefighter flat-shoulder method. LPSCS-AF-11.9
10. Demonstrate tying the halyard. LPSCS-AF-11.10
11. Identify and demonstrate the various methods of raising and utilizing a ladder including:
 - One firefighter method
 - Two firefighter method
 - Two firefighter bean raise
 - Three or Four firefighter flat raise
 - Deploy a roof ladder – One firefighter method
 - Pivot a ladder – Two firefighter method
 - Shift a ladder – One firefighter method
 - Shift a ladder – Two firefighter method
 - Leg lock on a ground ladderLPSCS-AF-11.11
12. Demonstrate selecting, carrying, and raising a ladder properly for various types of activities. LPSCS-AF-11.12

LPSCS-AF-12. Utilize types of ventilation within a structure considering various situations. LPSCS-AF-12

1. Determine reasons for fire-ground ventilation and all of the considerations that must be taken into account when making the decision to ventilate. LPSCS-AF-12.1
2. Evaluate vertical ventilation and the safety precautions that must be observed when undertaking this type of ventilation procedure. LPSCS-AF-12.2
3. Identify and explain ventilation considerations for various types of roofs, including roof coverings and existing roof openings; and the warning signs of an unsafe roof. LPSCS-AF-12.3
4. Analyze factors that can reduce the effectiveness of vertical ventilation. LPSCS-AF-12.4
5. Investigate horizontal and strip or trench ventilation and the procedures for ventilation of a conventional basement. LPSCS-AF-12.5
6. Distinguish between the advantages and disadvantages of forced ventilation. LPSCS-AF-12.6
7. Compare and contrast negative-pressure and positive-pressure ventilation. LPSCS-AF-12.7
8. Evaluate hydraulic ventilation and the disadvantages of using this type of procedure. LPSCS-AF-12.8
9. Determine the effects of building system on fire or ventilation. LPSCS-AF-12.9
10. Demonstrate ventilating the following:
 - Flat roof - Pitched roof - Structure using mechanical positive-pressure ventilation - Structure using horizontal hydraulic ventilation LPSCS-AF-12.10

LPSCS-AF-13. Identify different types of fire hydrants, make fire hydrant connections, and set up a static water source. LPSCS-AF-13

1. Determine the fire hydrant marking and location system. LPSCS-AF-13.1
2. Summarize potential problems to look for during a fire hydrant inspection and the process of fire hydrant testing. LPSCS-AF-13.2
3. Compare dry-barrel and wet-barrel hydrants. LPSCS-AF-13.3
4. Evaluate alternative water supplies and rural water supply operations. LPSCS-AF-13.4
5. Demonstrate operating a hydrant. LPSCS-AF-13.5
6. Demonstrate creating a soft-sleeve and hard-suction hydrant connection. LPSCS-AF-13.6
7. Demonstrate connecting and placing a hard-suction hose for drafting from static. LPSCS-AF-13.7
8. Demonstrate deploying a portable water tank. LPSCS-AF-13.8

LPSCS-AF-14. Utilize, care for, and perform maintenance on fire hose, couplings, hose appliances, and tools and perform various hose loads and finishes following the policies and procedures set forth by the authority having jurisdiction (AHJ). LPSCS-AF-14

1. Assess fire hose sizes and general care and maintenance of fire hoses. LPSCS-AF-14.1
2. Determine potential types of fire hose damage and practices to prevent such damage. LPSCS-AF-14.2
3. Identify the characteristics of hose appliances and tools. LPSCS-AF-14.3
4. Distinguish between characteristics of threaded couplings and non-threaded couplings. LPSCS-AF-14.4
5. Inspect and care for hose and hose couplings. LPSCS-AF-14.5
6. Identify common hose rolls, hose loads, hose load finishes, and general guidelines for hose loading. LPSCS-AF-14.6
7. Analyze pre-connected hose loads for attach lines; guidelines for laying hose; basic hose lays for supply hose; and procedures for handling pre-connected and other hoses. LPSCS-AF-14.7
8. Identify safety guidelines that should be followed when advancing a hose line into a burning structure. LPSCS-AF-14.8
9. Examine procedures for advancing hose and the techniques for operating hose line. LPSCS-AF-14.9
10. Demonstrate the following procedures:
 - Straightening a hose roll and a donut hose roll;
 - Coupling and uncoupling a hose;
 - Manipulating the accordion, the horseshoe, the pre-connected, the triple layer, the minuteman and the flat hose load;
 - Connecting to a hydrant using a forward lay;
 - Making the reverse hose lay; and
 - Advancing the pre-connected flat hose load, the minuteman hose load, and the advance triple layer hose load.LPSCS-AF-14.10
11. Demonstrate advancing hose using the shoulder load method and the working line drag method. LPSCS-AF-14.11
12. Demonstrate advancing a line into a structure and up and down an interior stairway. LPSCS-AF-14.12
13. Demonstrate advancing an uncharged line and a charged line up a ladder into a window. LPSCS-AF-14.13
14. Demonstrate extending a hose line, controlling a loose hose line, replacing a burst hose line, and operating a charged-attack line from a ladder. LPSCS-AF-14.14

LPSCS-AF-15. Demonstrate operating fire streams to reduce the heat from a fire and providing protection to firefighters and exposures using a solid, fog, and broken stream nozzle. LPSCS-AF-15

1. Identify and explain methods that are used with fire streams to reduce the heat from a fire and provide protection to firefighters and exposures. LPSCS-AF-15.1
2. Assess the extinguishing properties of water, friction loss, water hammer, and the characteristics of fire stream sizes. LPSCS-AF-15.2
3. Analyze the types of streams, nozzles, and control valves, including the handling of hand-line nozzles and the listing of the checks that should be included in nozzle inspections. LPSCS-AF-15.3
4. Demonstrate operating a solid stream nozzle, a fog-stream nozzle, and a brokenstream nozzle. LPSCS-AF-15.4

LPSCS-AF-16. Attack various types of fires, using effective attack tactics, and proper hose line selection that will lead to successful fire control while keeping property damage to a minimum. (This procedure should be simulated. Students must be 18 to participate in live fire activities.)
16.1 Summarize factors to consider prior to entering a burning building and when suppressing structure fires. LPSCS-AF-16

2. Demonstrate clarifying the gas-cooling technique. LPSCS-AF-16.2
3. Distinguish direct attack, indirect attack, and combination attack. LPSCS-AF-16.3
4. Evaluate the deployment of master stream devices and the aerial devices used to deliver master stream devices. LPSCS-AF-16.4
5. Identify and describe actions and hazards associated with suppressing Class C fires. LPSCS-AF-16.5
6. Determine electrical hazard and the guidelines to be used in electrical emergencies. LPSCS-AF-16.6
7. Categorize the responsibilities of the various fire companies in a structural fire situation. LPSCS-AF-16.7
8. Distinguish actions taken in attacking fires in upper levels and below ground levels of structures. LPSCS-AF-16.8
9. Analyze structure fires in properties protected by fixed systems. LPSCS-AF-16.9
10. Assess actions that should be taken when attacking a vehicle fire, a trash container fire, and a fire in a confined space. LPSCS-AF-16.10
11. Determine parts of a wild land fire and summarize influences on wild land fire behavior including fuel, weather, and topography. LPSCS-AF-16.11
12. Identify and explain the methods used to attack wild land fires; the ten standard firefighting orders when fighting wild land fires; and the protective clothing and equipment needed. LPSCS-AF-16.12
13. Demonstrate performing the following:
 - Attacking a structure fire;
 - Deploying and operating a master stream device;
 - Turning off the building utilities;
 - Attacking a structure fire (above, below, and grade level) interior attack;
 - Attacking a passenger vehicle fire;
 - Extinguishing a fire in a trash container;
 - Attacking a fire in stacked/piled materials; and
 - Attacking a ground cover fire.LPSCS-AF-16.13

LPSCS-AF-17. Operate various fire detection, alarm, and suppression systems and function at fires in protected properties. LPSCS-AF-17

1. Determine the operation and functions of fire detection, alarm and suppressions systems. LPSCS-AF-17.1
2. Identify and explain the major applications of sprinkler systems and the protection and types of coverage provided, including identifying wet/dry sprinkler systems. LPSCS-AF-17.2
3. Analyze control valves and operating systems used in sprinkler systems. LPSCS-AF-17.3
4. Demonstrate operating a sprinkler system control valve. LPSCS-AF-17.4
5. Examine operations of fires in protected properties. LPSCS-AF-17.5
6. Demonstrate manually stopping the flow of water from a sprinkler. LPSCS-AF-17.6
7. Demonstrate connecting hose line to a sprinkler system (Fire Department Connections) FDC. LPSCS-AF-17.7

LPSCS-AF-18. Perform loss control operations, in a manner that will minimize damage to property using basic principles of salvage cover deployment and safe overhaul operations. LPSCS-AF-18

1. Analyze the philosophy of loss control. LPSCS-AF-18.1
2. Determine planning and procedures for salvage operations and basic principles of salvage cover deployment. LPSCS-AF-18.2
3. Evaluate salvage covers, salvage cover maintenance, and equipment used in salvage operations. LPSCS-AF-18.3
4. Summarize methods used to catch and route water from firefighting operation and cover openings using salvage covers. LPSCS-AF-18.4
5. Investigate and explain the overhaul process and operations including tools and equipment used, and fire safety during overhaul. LPSCS-AF-18.5
6. Determine how to locate hidden fires. LPSCS-AF-18.6
7. Demonstrate performing the following skills:
 - Cleaning, inspecting, and repairing a salvage cover;Rolling a salvage cover for a one-firefighter spread;Spreading a rolled salvage cover — One-firefighter method;Folding a salvage cover for a one-firefighter spread;Spreading a folded salvage cover — One-firefighter method;Folding a salvage cover for a two-firefighter spread;Spreading a folded salvage cover — Two-firefighter balloon throw;Constructing a water chute with and without pike poles;Constructing a catchall; andLocating and extinguishing hidden fires LPSCS-AF-18.7

LPSCS-AF-19. Identify indicators of an incendiary fire and protect and preserve evidence after a fire of suspicious nature. LPSCS-AF-19

1. Evaluate signs and indications of an incendiary fire. LPSCS-AF-19.1
2. Summarize important observations to be made en route, after arriving at the scene, and during fire-fighting operations. LPSCS-AF-19.2
3. Analyze firefighter conduct and statements at the scene. LPSCS-AF-19.3
4. Summarize firefighter responsibilities after the fire. LPSCS-AF-19.4
5. Determine ways to protect and preserve evidence. LPSCS-AF-19.5

LPSCS-AF-20. Perform communication responsibilities. LPSCS-AF-20

1. Identify and describe communication responsibilities of the firefighter and the skills necessary for fire department communication. LPSCS-AF-20.1
2. Appraise basic communications equipment used in telecommunications centers. LPSCS-AF-20.2
3. Demonstrate basic business telephone courtesies and how a firefighter should proceed when receiving emergency calls from the public. LPSCS-AF-20.3
4. Classify types of public alerting systems and the procedures that the public should use to report a fire or other emergency, and ways of alerting fire department personnel to emergencies. LPSCS-AF-20.4
5. Summarize guidelines for radio communications and the information given in arrival and progress reports. LPSCS-AF-20.5
6. Analyze the purpose of tactical channels. LPSCS-AF-20.6
7. Evaluate the call for additional resources and emergency radio traffic. LPSCS-AF-20.7
8. Assess evacuation signals and personnel accountability reports. LPSCS-AF-20.8
9. Demonstrate handling business calls and reports of emergencies (NFPA® 1001). LPSCS-AF-20.9
10. Demonstrate utilizing a portable radio for routine and emergency traffic. LPSCS-AF-20.10

LPSCS-AF-21. Provide basic pre-hospital emergency medical care when necessary. LPSCS-AF-21

1. Demonstrate appropriate techniques to ensure body substance isolation (BSI) and adhere to laws and regulation that relate to infection control. LPSCS-AF-21.1
 2. Demonstrate the use of personal protective equipment. LPSCS-AF-21.2
 3. Identify infectious diseases that might be easily transmitted. LPSCS-AF-21.3
 4. Research the importance of immunizations. LPSCS-AF-21.4
 5. Summarize the causes of stress, different reactions to stress, physiological signs and symptoms of stress, types of stress, and ways to deal with stress. LPSCS-AF-21.5
 6. Determine scene safety considerations and actions to take at hazardous material incidents and rescue operations and scenes involving violent or dangerous situations. LPSCS-AF-21.6
 7. Analyze the main components and functions of the circulatory and respiratory systems. LPSCS-AF-21.7
 8. Demonstrate utilizing current standards to perform the following:
 - Recognize the links in the chain of survival and identify actions to be taken prior to resuscitation;Evaluate rescue breathing and the steps of cardiopulmonary resuscitation (CPR);Identify the CPR techniques utilized with an infant, child and adult patient;Determine indications of effective CPR and when CPR can be interrupted;Summarize actions taken when clearing an airway obstruction;Differentiate between arterial, venous, and capillary bleeding;Describe the steps for controlling external bleeding;Identify the signs of internal bleeding; andDescribe the types and signs of shock and the steps for managing shock. LPSCS-AF-21.8
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**Introduction to Law,
Public Safety,
Corrections and Security
(43.45)**

LPSCS-ILPSCS-1. Demonstrate employability skills required by business and industry. LPSCS-ILPSCS-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-ILPSCS-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-ILPSCS-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-ILPSCS-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-ILPSCS-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-ILPSCS-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-ILPSCS-1.6

LPSCS-ILPSCS-2. Explore and evaluate careers in Law, Public Safety, Corrections and Security. LPSCS-ILPSCS-2

1. Identify character traits that should be present in LPSCS employees. LPSCS-ILPSCS-2.1
2. Demonstrate the ability to accurately complete a job application and resume. LPSCS-ILPSCS-2.2
3. Demonstrate knowledge and skills required to seek, apply and accept employment. LPSCS-ILPSCS-2.3
4. Create a portfolio for LPSCS career. LPSCS-ILPSCS-2.4
5. Demonstrate ability to participate in a successful interview. LPSCS-ILPSCS-2.5
6. Investigate personal career interests and develop a career plan. LPSCS-ILPSCS-2.6
7. Explain how to maintain a safe work environment and minimize risk factors. LPSCS-ILPSCS-2.7
8. Identify the sources and symptoms of stress for LPSCS personnel. LPSCS-ILPSCS-2.8
9. Describe the steps that LPSCS personnel can take to relieve personal stress. LPSCS-ILPSCS-2.9
10. Explore the importance of health and physical fitness to LPSCS professions. LPSCS-ILPSCS-2.10

LPSCS-ILPSCS-3. Analyze how cultural differences impact the fields of Law, Public Safety, Corrections and Security. LPSCS-ILPSCS-3

1. Explain the importance of sensitivity to situations involving cultural diversity. LPSCS-ILPSCS-3.1
2. Compare the cultures of major immigrant groups. LPSCS-ILPSCS-3.2
3. Describe subcultures that LPSCS professionals interact with on a regular basis. LPSCS-ILPSCS-3.3

LPSCS-ILPSCS-4. Utilize conflict resolution to effectively resolve issues in Law, Public Safety, Corrections and Security. LPSCS-ILPSCS-4

1. Identify a variety of mediation and conflict resolution skills. LPSCS-ILPSCS-4.1
2. Demonstrate the ability to use critical thinking skills as the member of a team. LPSCS-ILPSCS-4.2
3. Assess LPSCS scenarios and determine the best response. LPSCS-ILPSCS-4.3

LPSCS-ILPSCS-5. Describe the structure and interaction between law and public safety agencies at a local, state, and federal level. LPSCS-ILPSCS-5

1. Demonstrate knowledge of LPSCS processes and explain how different agencies work together. LPSCS-ILPSCS-5.1
2. Identify jurisdictional and venue issues that may arise when different agencies work together and provide suggestions for resolving those issues. LPSCS-ILPSCS-5.2
3. Compare and contrast the roles and responsibilities of private security LPSCS agencies and explain how they differ from public LPSCS agencies. LPSCS-ILPSCS-5.3
4. Describe and apply knowledge of how the United States Legal System works. LPSCS-ILPSCS-5.4
5. Differentiate between civil and criminal law. LPSCS-ILPSCS-5.5
6. Explore the rights of citizens guaranteed by the United States. LPSCS-ILPSCS-5.6

LPSCS-ILPSCS-6. Demonstrate understanding of the missions, strategies, policies and management styles utilized by LPSCS agencies. LPSCS-ILPSCS-6

1. Discuss the core operational strategies of LPSCS agencies (Law Enforcement, Fire Services, EMS, Corrections, Security and the courts). LPSCS-ILPSCS-6.1
2. Demonstrate a basic understanding of the rank structure used in various LPSCS agencies. LPSCS-ILPSCS-6.2
3. Apply event management and crisis emergency protocols to a scenario. LPSCS-ILPSCS-6.3
4. Discuss the need for professional management and accountability. LPSCS-ILPSCS-6.4
5. Demonstrate a basic understanding of community outreach as it pertains to LPSCS professions. LPSCS-ILPSCS-6.5
6. Analyze employee/employer rights and responsibilities. LPSCS-ILPSCS-6.6

LPSCS-ILPSCS-7. Evaluate constitutional law as it affects LPSCS personnel and issues and incidents they face in their careers. LPSCS-ILPSCS-7

1. Explain the powers granted to LPSCS personnel and the restriction placed upon them by the United States. LPSCS-ILPSCS-7.1
2. Explore a range of constitutional and non-constitutional issues facing today's LPSCS personnel. LPSCS-ILPSCS-7.2
3. Explore case law pertaining to various LPSCS careers. LPSCS-ILPSCS-7.3

LPSCS-ILPSCS-8. Demonstrate the ability to accurately complete various LPSCS reports and documents. LPSCS-ILPSCS-8

1. Demonstrate the ability to communicate clearly and professionally. LPSCS-ILPSCS-8.1
2. Utilize field note-taking and report-writing skills to complete incident reports. LPSCS-ILPSCS-8.2
3. Demonstrate the ability to write comprehensive and accurate reports. LPSCS-ILPSCS-8.3
4. Apply active listening skills to obtain and clarify information. LPSCS-ILPSCS-8.4
5. Develop proficiency in interpreting verbal and non-verbal communication. LPSCS-ILPSCS-8.5
6. Write clear and concise narrative reports pertaining to LPSCS incidents. LPSCS-ILPSCS-8.6
7. Determine methods to document critical information in response to LPSCS incidents. LPSCS-ILPSCS-8.7

LPSCS-ILPSCS-9. Investigate ethical and legal responsibilities associated with LPSCS professions. LPSCS-ILPSCS-9

1. Identify unethical and illegal actions in LPSCS work. LPSCS-ILPSCS-9.1
2. Discuss code of ethics for LPSCS employees. LPSCS-ILPSCS-9.2
3. Explore reasons for corruption in LPSCS. LPSCS-ILPSCS-9.3
4. Appraise the forms of misconduct other than corruption. LPSCS-ILPSCS-9.4
5. Identify the effects of corruption in LPSCS. LPSCS-ILPSCS-9.5

LPSCS-ILPSCS-10. Discuss disaster preparedness/emergency management agencies, including but not limited to: Department of Homeland Security, Federal Emergency Management Agency, Citizens Corps, and Georgia Emergency Management Agency. LPSCS-ILPSCS-10

1. Discuss the history of the most common national, regional, state and local disaster preparedness/emergency management agencies. LPSCS-ILPSCS-10.1
2. Explore the focus of the Citizens Corps. LPSCS-ILPSCS-10.2
3. Differentiate between the basic responsibilities of each of the following in an emergency/disaster situation: Citizens Emergency Response Team Member, Medical Reserve Corps Representative, First Responders, and Emergency Medical Technicians. LPSCS-ILPSCS-10.3
4. Describe the Incident Command System. LPSCS-ILPSCS-10.4
5. Utilize appropriate personal protective equipment (PPE) and apply personal safety procedures based on OSHA (Occupational Health and Safety Administration and the Centers for Disease Control and Prevention (CDCP). LPSCS-ILPSCS-10.5
6. Identify hazardous materials and describe the methods for handling them. LPSCS-ILPSCS-10.6

LPSCS-ILPSCS-11. Demonstrate the steps of Basic Life Support (BLS) and First Aid. LPSCS-ILPSCS-11

1. Demonstrate cardiopulmonary resuscitation on an infant, a child, and an adult (simulate using manikins). LPSCS-ILPSCS-11.1
2. Utilize up to date American Heart Association, American Red Cross or other nationally-recognized training agency standards to train in CPR, and first aid. LPSCS-ILPSCS-11.2
3. Utilize personal protective devices and the use of standard precautions for disease prevention. LPSCS-ILPSCS-11.3
4. Identify when cardiopulmonary resuscitation may be discontinued. LPSCS-ILPSCS-11.4
5. Demonstrate the application, operation and maintenance of an automated external defibrillator (simulate using trainer). LPSCS-ILPSCS-11.5
6. Identify the "killers" (airway obstruction, bleeding, and shock). LPSCS-ILPSCS-11.6
7. Apply techniques for opening an airway, control bleeding, hypothermia and treating for shock. LPSCS-ILPSCS-11.7
8. Conduct triage under simulated disaster conditions. LPSCS-ILPSCS-11.8
9. Identify sanitation measures to protect the public health. LPSCS-ILPSCS-11.9
10. Perform a simulated head to toe assessments. LPSCS-ILPSCS-11.10
11. Apply appropriate first aid and employ basic treatments. LPSCS-ILPSCS-11.11

LPSCS-ILPSCS-12. Identify the types of hazards likely to affect homes and communities and describe steps to prepare for emergencies. LPSCS-ILPSCS-12

1. Define disaster. LPSCS-ILPSCS-12.1
2. Identify participants which make up the response workforce. LPSCS-ILPSCS-12.2
3. Analyze the potential effect of extreme emergencies and disasters on infrastructures, including but not limited to transportation, electrical service, telephone communication, fuel, food, water, shelter, and emergency services. LPSCS-ILPSCS-12.3
4. Identify potentially hazardous conditions on various types of structures and their contents during a disaster. LPSCS-ILPSCS-12.4
5. Evaluate the steps to reduce the risk of damage from hazards that threaten local areas. LPSCS-ILPSCS-12.5
6. Demonstrate preparing the home, school, workplace and community in advance to minimize disaster repercussions, including but not limited to assembling a disaster supply kit, developing a disaster plan, and designating a safe room. LPSCS-ILPSCS-12.6
7. Describe the difference between evacuations versus sheltering in place. LPSCS-ILPSCS-12.7
8. Identify laws that protect disaster workers from liability. LPSCS-ILPSCS-12.8

LPSCS-ILPSCS-13. Describe the various origins of fires, classes of fires, and the correct means to extinguish each type of fire. LPSCS-ILPSCS-13

1. Explain the role that LPSCS personnel and citizens play in fire safety. LPSCS-ILPSCS-13.1
2. Identify potential fire risks in the home, school and workplace. LPSCS-ILPSCS-13.2
3. Conduct a basic size-up for a fire emergency. LPSCS-ILPSCS-13.3
4. Describe minimum safety precautions, including safety equipment and utility control. LPSCS-ILPSCS-13.4
5. Identify locations of hazardous materials in the home. LPSCS-ILPSCS-13.5
6. Categorize the origins of fires and the different classes of fires. LPSCS-ILPSCS-13.6
7. Simulate how to extinguish small fires using an appropriate fire extinguisher. LPSCS-ILPSCS-13.7

LPSCS-ILPSCS-14. Analyze the components of search and rescue operations. LPSCS-ILPSCS-14

1. Identify size-up requirements for potential search and rescue operations. LPSCS-ILPSCS-14.1
2. Describe the most common techniques for searching a structure. LPSCS-ILPSCS-14.2
3. Distinguish between simple and complex access. LPSCS-ILPSCS-14.3
4. Demonstrate the use of safe techniques for debris removal and victim extrication, including but not limited to the use of fulcrums and leverage, cribbing techniques, and victim transportation maneuvers. LPSCS-ILPSCS-14.4
5. Describe methods to protect rescuers during search and rescue operations. LPSCS-ILPSCS-14.5
6. Understand the role that maps and Global Positioning Systems (GPS) play in search and rescue operations. LPSCS-ILPSCS-14.6
7. Demonstrate proper intercommunication with both emergency dispatch (911) and other rescuers. LPSCS-ILPSCS-14.7

LPSCS-ILPSCS-15. Evaluate techniques for managing intrapersonal reactions to crisis situations. LPSCS-ILPSCS-15

1. Describe disaster and post-disaster emotional environment. LPSCS-ILPSCS-15.1
2. Describe the steps that rescuers can take to relieve personal stress and the stress of disaster survivors. LPSCS-ILPSCS-15.2

LPSCS-ILPSCS-16. Examine common targets of terroristic attacks and the appropriate action following an attack. LPSCS-ILPSCS-16

1. Identify common terrorist goals and potential targets in the community. LPSCS-ILPSCS-16.1
2. Discuss operating procedures for a terrorist incident. LPSCS-ILPSCS-16.2
3. Identify the most commonly used terrorist weapons. LPSCS-ILPSCS-16.3
4. Discuss the B-NICE indicators and the cues that help to identify when a terrorist attack has occurred. LPSCS-ILPSCS-16.4
5. Describe the actions to take following a suspected terrorist incident. LPSCS-ILPSCS-16.5

LPSCS-ILPSCS-17. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. LPSCS-ILPSCS-17

1. Research the history of SkillsUSA. LPSCS-ILPSCS-17.1
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of SkillsUSA. LPSCS-ILPSCS-17.2
3. Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development. LPSCS-ILPSCS-17.3
4. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. LPSCS-ILPSCS-17.4

**Criminal Justice
Essentials (43.451)**

LPSCS-CJE-1. Demonstrate employability skills required by business and industry. LPSCS-CJE-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-CJE-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-CJE-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-CJE-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-CJE-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-CJE-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-CJE-1.6

LPSCS-CJE-2. Design a personal education and career plan. LPSCS-CJE-2

1. Evaluate personal career preferences. LPSCS-CJE-2.1
2. Explain the requirements for employment in law enforcement, corrections, and security fields. LPSCS-CJE-2.2
3. Compare employment requirements for local, state and federal agencies. LPSCS-CJE-2.3
4. Describe the duties of the Georgia Peace Officer Standards and Training Council. LPSCS-CJE-2.4

LPSCS-CJE-3. Synthesize the various origins and historical influences that created the current structure of the United States Criminal Justice System. LPSCS-CJE-3

1. Compare the historical development of law enforcement, courts, and corrections. LPSCS-CJE-3.1
2. Describe the events leading to a civilian police force. LPSCS-CJE-3.2
3. Demonstrate and discuss using historical context the staffing and configuration of the modern sheriff's office. LPSCS-CJE-3.3
4. Compare the emergence and present influence of common law and statutory law. LPSCS-CJE-3.4
5. Evaluate reasons why the juvenile system separated from the regular legal system. LPSCS-CJE-3.5
6. Debate capital punishment, "three strikes" laws, and similar modern issues. LPSCS-CJE-3.6

LPSCS-CJE-4. Describe the court system and process of a criminal trial. LPSCS-CJE-4

1. Diagram a case from the initial investigation through appeals for both juvenile and adult defendants. LPSCS-CJE-4.1
2. Describe each of the participants in the trial process. LPSCS-CJE-4.2
3. Explain the relative authority of the different positions in the justice system, including judge, jury, and prosecutor. LPSCS-CJE-4.3
4. Diagram the organization of the dual court system. LPSCS-CJE-4.4
5. Discuss the philosophical rationales of punishment. LPSCS-CJE-4.5
6. Delineate between the civil and criminal process. LPSCS-CJE-4.6

LPSCS-CJE-5. Analyze scenarios related to law enforcement and apply relevant federal, state and local law. LPSCS-CJE-5

1. Interpret jurisdictional protocols to determine which authority holds preeminence. LPSCS-CJE-5.1
2. Identify and explain the "technical and ideal" elements of a crime. LPSCS-CJE-5.2
3. Apply terms used in defining types of crimes. LPSCS-CJE-5.3
4. Debate excuses and justifications alleviating culpability. LPSCS-CJE-5.4
5. Correctly apply criminal laws from the Official Code of Georgia Annotated including laws involving alcohol, schools, and serious motor vehicle violations. LPSCS-CJE-5.5
6. Describe how law enforcement officers carry out civil court actions such as summons, orders, writs and similar. LPSCS-CJE-5.6

LPSCS-CJE-6. Cite constitutional standards as applied to the proper criminal procedure of criminal cases from initial response through trial. LPSCS-CJE-6

1. Explain how the Bill of Rights governs police and prosecutors. LPSCS-CJE-6.1
2. Gather relevant case law from the Supreme Court of the United States and other relevant sources to predict legal outcomes in law enforcement actions. LPSCS-CJE-6.2
3. Synthesize information in a mock investigation combined with relevant common and statutory law to create a warrant application that demonstrates probable cause. LPSCS-CJE-6.3
4. Verify the reasonableness of searches and seizures as interpreted by the 4th Amendment. LPSCS-CJE-6.4
5. Differentiate between the standards of proof in the criminal justice process. LPSCS-CJE-6.5
6. Compare the nuances of interrogations against the Miranda ruling and other interpretations of the 5th Amendment. LPSCS-CJE-6.6
7. Evaluate how the 6th Amendment impacts both criminal investigations and the trial process. LPSCS-CJE-6.7
8. Explain how the 14th Amendment enhanced citizen protection under due process. LPSCS-CJE-6.8
9. Formulate applications of equal protection under law. LPSCS-CJE-6.9
10. Evaluate the impact of the 8th amendment on our judicial system. LPSCS-CJE-6.10

LPSCS-CJE-7. Demonstrate proper and ethical application of law enforcement skills. LPSCS-CJE-7

1. Evaluate scenarios for proper application of use of force. LPSCS-CJE-7.1
2. Explain low and intermediate use of force techniques. LPSCS-CJE-7.2
3. Demonstrate utilizing proper technique and caution in the approach and arrest of a suspect. LPSCS-CJE-7.3
4. Write a thorough narrative and complete other required documentation detailing a mock arrest. LPSCS-CJE-7.4
5. Demonstrate conducting a building search safely. LPSCS-CJE-7.5
6. Discuss and analyze common signs of abuse. LPSCS-CJE-7.6
7. Describe how to properly interact with crime victims. LPSCS-CJE-7.7
8. Compare special populations in the community (i.e. disabled, mentally ill, and limited communication). LPSCS-CJE-7.8

LPSCS-CJE-8. Demonstrate techniques used in patrol operations. LPSCS-CJE-8

1. Investigate research on patrol such as the Kansas City Study. LPSCS-CJE-8.1
2. Compare how patrols are assigned and utilized. LPSCS-CJE-8.2
3. Explain the risks associated with all traffic stops. LPSCS-CJE-8.3
4. Evaluate given information in a mock call to apply relevant protocols to communicate between dispatch and needed agencies and officers. LPSCS-CJE-8.4
5. Recognize traffic violations from the Official Code of Georgia Annotated (O.C.G.A.) Title 40. LPSCS-CJE-8.5
6. Analyze evidence to properly conduct an impaired driving investigation. LPSCS-CJE-8.6
7. Formulate plans for various types of approaches to suspect vehicles. LPSCS-CJE-8.7
8. Assess a mock vehicle collision and investigate using correct techniques and completing necessary documentation. LPSCS-CJE-8.8

LPSCS-CJE-9. Formulate ways police can interact with the community to reduce crime and improve the community. LPSCS-CJE-9

1. Cite historical and philosophical reasons for community policing. LPSCS-CJE-9.1
2. Evaluate community needs and create a crime prevention plan. LPSCS-CJE-9.2
3. Assess community business needs and create a loss prevention plan. LPSCS-CJE-9.3

LPSCS-CJE-10. Explore the steps of the criminal trial process. LPSCS-CJE-10

1. Demonstrate preparing for voir dire. LPSCS-CJE-10.1
2. Analyze a case to plan a trial strategy. LPSCS-CJE-10.2
3. Create an opening statement. LPSCS-CJE-10.3
4. Formulate a direct examination. LPSCS-CJE-10.4
5. Anticipate opposing trial strategies to prepare a cross examination. LPSCS-CJE-10.5
6. Demonstrate testifying in a mock examination. LPSCS-CJE-10.6
7. Demonstrate scrutinizing testimony in presenting closing arguments. LPSCS-CJE-10.7
8. Demonstrate formulating proper objections. LPSCS-CJE-10.8

LPSCS-CJE-11. Explain the various purposes and different types of sentences. LPSCS-CJE-11

1. Identify and describe the general factors influencing a judge's sentencing decision. LPSCS-CJE-11.1
2. Describe how judges vary sentences to fit the crime and offender. LPSCS-CJE-11.2
3. Explain the three basic types of sentences. LPSCS-CJE-11.3
4. Demonstrate an understanding of the rationales or justifications for criminal punishment. LPSCS-CJE-11.4
5. Explain the purposes of pre-sentence investigation reports. LPSCS-CJE-11.5
6. Summarize the arguments in support of and in opposition to the Three Strikes Law. LPSCS-CJE-11.6

LPSCS-CJE-12. Research the American corrections systems. LPSCS-CJE-12

1. Describe correctional officer duties. LPSCS-CJE-12.1
 2. Explain how today's inmate society differs from those of the past. LPSCS-CJE-12.2
 3. Identify and explain prisoners' rights. LPSCS-CJE-12.3
 4. Explain methods of inmate release. LPSCS-CJE-12.4
 5. Summarize what recidivism research reveals about the success of the prison in achieving deterrence and rehabilitation. LPSCS-CJE-12.5
 6. Identify the circumstances for which capital punishment might be applied. LPSCS-CJE-12.6
 7. Debate issues related to capital punishment. LPSCS-CJE-12.7
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**Forensic Science and
Criminal Investigations
(43.452)**

LPSCS-FSCI-1. Demonstrate employability skills required by business and industry. LPSCS-FSCI-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-FSCI-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-FSCI-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-FSCI-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-FSCI-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-FSCI-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-FSCI-1.6

LPSCS-FSCI-2. Utilize the methodologies of the "characteristics of science." 2.1 Evaluate the importance of curiosity, honesty, openness, and skepticism in science. LPSCS-FSCI-2

2. Demonstrate using standard safety practices for all classroom laboratory and field investigations. LPSCS-FSCI-2.2
3. Identify and investigate problems scientifically. LPSCS-FSCI-2.3
4. Demonstrate using tools and instruments for observing, measuring, and manipulating scientific equipment and materials. LPSCS-FSCI-2.4
5. Demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations. LPSCS-FSCI-2.5
6. Demonstrate communicating scientific investigations and information clearly. LPSCS-FSCI-2.6
7. Analyze how scientific knowledge is developed. LPSCS-FSCI-2.7
8. Demonstrate an understanding of important features of the process of scientific inquiry. LPSCS-FSCI-2.8

LPSCS-FSCI-3. Research and explain basic concepts of forensic science. LPSCS-FSCI-3

1. Explain Locard's Exchange Principle, Frye Standard, and Daubert Ruling. LPSCS-FSCI-3.1
2. Categorize the differing types of evidence, including testimonials and physical and individual, as well as class evidence. LPSCS-FSCI-3.2
3. Identify and explain the fields of science that can assist in solving a crime including biology, chemistry, forensic anthropology and forensic pathology. LPSCS-FSCI-3.3
4. Describe the crime lab including equipment, safety and sanitation necessary, set-up, and work flow. LPSCS-FSCI-3.4
5. Discuss the chain of evidence and other legal considerations applied to scientific work performed in forensics. LPSCS-FSCI-3.5

LPSCS-FSCI-4. Differentiate the methods of medico-legal investigations of death. LPSCS-FSCI-4

1. Explain the process of performing an autopsy. LPSCS-FSCI-4.1
2. Research PMI (Post Mortem Interval). LPSCS-FSCI-4.2
3. Compare the five manners of death. LPSCS-FSCI-4.3
4. Distinguish the causes of death commonly associated with homicide. LPSCS-FSCI-4.4

LPSCS-FSCI-5. Apply the concepts of physics to a criminal investigation. LPSCS-FSCI-5

1. Demonstrate how the principles of fluid dynamics are used to reconstruct a crime scene, based on spatter evidence. LPSCS-FSCI-5.1
2. Explain the various physical laws used in studying ballistics. LPSCS-FSCI-5.2
3. Compare casings and bullets for potential matches to evidence exemplars. LPSCS-FSCI-5.3
4. Collect evidence created by pressure exerted on surfaces, such as tool marks, tire marks, and footwear. LPSCS-FSCI-5.4
5. Explain how physics is used in accident reconstruction. LPSCS-FSCI-5.5

LPSCS-FSCI-6. Connect principles of chemistry to criminal investigations. LPSCS-

FSCI-6

1. Investigate how chemical analysis is used in arson investigations. LPSCS-FSCI-6.1
2. Predict the types of chemical compounds that might be found in a terrorism crime scene. LPSCS-FSCI-6.2
3. Examine how Spectrophotometry is used in forensics. LPSCS-FSCI-6.3
4. Differentiate between the various types of chromatography that are used in the crime lab and the evidentiary value of each. LPSCS-FSCI-6.4
5. Predict types of controlled substances based upon lab test results. LPSCS-FSCI-6.5
6. Explain how blood alcohol levels are tested and quantified. LPSCS-FSCI-6.6
7. Identify and describe toxins common to criminal investigations. LPSCS-FSCI-6.7
8. Describe the various agents used to develop latent fingerprints. LPSCS-FSCI-6.8
9. Distinguish between chemicals used in recovering impression evidence that has been damaged. LPSCS-FSCI-6.9

LPSCS-FSCI-7. Compare the various types of evidence investigated using a microscope. LPSCS-FSCI-7

1. Distinguish the types of microscopes used in the crime lab and explain their evidentiary value. LPSCS-FSCI-7.1
2. Classify the morphology of trace evidence such as hair, fibers glass and soil. LPSCS-FSCI-7.2
3. Describe the botanical features of organic controlled substances. LPSCS-FSCI-7.3
4. Explain how microscopes are used in impression evidence such as casings and tool marks. LPSCS-FSCI-7.4
5. Demonstrate using pedological applications to soil in criminal cases. LPSCS-FSCI-7.5
6. Research the impact of enhanced microscopes and other technology in the process of evaluating physical evidence. LPSCS-FSCI-7.6

LPSCS-FSCI-8. Assess applications from biological science to criminal investigations. LPSCS-FSCI-8

1. Validate Galton's three principles of fingerprints. LPSCS-FSCI-8.1
2. Demonstrate properly identifying, processing, and classifying fingerprints given various surfaces. LPSCS-FSCI-8.2
3. Apply forensic entomology to a scenario to determine approximate time of death. LPSCS-FSCI-8.3
4. Distinguish skeletal features using forensic anthropology to estimate gender, age, ancestry, health and cause of death. LPSCS-FSCI-8.4
5. Formulate a plan to process a crime scene to discover serological evidence. LPSCS-FSCI-8.5
6. Delineate the lab results of serological evidence by their evidentiary value. LPSCS-FSCI-8.6
7. Demonstrate constructing an estimated of time of death based upon the postmortem condition of anatomical features in a human. LPSCS-FSCI-8.7
8. Classify stages of decomposition. LPSCS-FSCI-8.8
9. Describe how Deoxyribonucleic Acid (DNA) is collected, amplified, examined, and how cross contamination can occur. LPSCS-FSCI-8.9
10. Compare DNA results using short tandem repeat patterns. LPSCS-FSCI-8.10
11. Explain why certain evidence yields better DNA than others. LPSCS-FSCI-8.11
12. Discuss emerging cellular evidence such as RNA (Ribonucleic Acid) and mDNA (mitochondrial Deoxyribonucleic Acid.) 8.13 Identify and explain points of comparison used in forensic odontology. LPSCS-FSCI-8.12

LPSCS-FSCI-9. Explain how forensic science is used in the courtroom. LPSCS-FSCI-9

1. Critique the legal standards used in court admissibility. LPSCS-FSCI-9.1
2. Appraise how scientists gain "expert witness" status. LPSCS-FSCI-9.2
3. Discuss how forensics is used in civil cases. LPSCS-FSCI-9.3
4. Assess cases of "junk" science to construct suggested standards for admissibility. LPSCS-FSCI-9.4
5. Explain the phenomena called the "CSI Effect". LPSCS-FSCI-9.5

LPSCS-FSCI-10. Demonstrate the skills needed to investigate a crime scene including preventing contamination when evidence is gathered. LPSCS-FSCI-10

1. Demonstrate utilizing basic interview techniques to gather information from potential witnesses, including assessing nonverbal clues. LPSCS-FSCI-10.1
2. Demonstrate documenting, logging, and maintaining the chain of custody of evidence. LPSCS-FSCI-10.2
3. Demonstrate properly processing a mock crime scene. LPSCS-FSCI-10.3
4. Demonstrate reconstructing a crime scene based on evidence discovered and processed. LPSCS-FSCI-10.4
5. Investigate the various criminological theories relating to evidence at a crime scene. LPSCS-FSCI-10.5
6. Explain ways serial offenders are investigated and how criminal profiling might be utilized based on crime scene evidence. LPSCS-FSCI-10.6

**Criminal Investigations
(43.453)**

LPSCS-CI-1. Demonstrate employability skills required by business and industry. LPSCS-CI-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-CI-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-CI-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-CI-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-CI-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-CI-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-CI-1.6

LPSCS-CI-2. Explore the roles and responsibilities of criminal investigators. LPSCS-CI-2

1. Compare and contrast the roles and responsibilities of the patrol officer, detective (investigator) and crime scene technician. LPSCS-CI-2.1
2. Explore post-secondary opportunities for careers in criminal investigations. LPSCS-CI-2.2
3. Research the development of evidence processing procedures. LPSCS-CI-2.3

LPSCS-CI-3. Recognize the fundamental elements of a preliminary investigation and the role it plays in the criminal trial. LPSCS-CI-3

1. Identify and explain the primary duties of the responding patrol officer upon arriving at a crime scene. LPSCS-CI-3.1
2. Summarize the correct procedures for securing and preserving the crime scene. LPSCS-CI-3.2
3. Research sources of information available to investigators. LPSCS-CI-3.3
4. Explain the proper method of interviewing witnesses at the crime scene. LPSCS-CI-3.4
5. Distinguish between interviews and interrogations as well as confessions and admissions. LPSCS-CI-3.5

LPSCS-CI-4. Analyze the legal complexities related to a criminal investigation and search of a crime scene. LPSCS-CI-4

1. Describe the process of obtaining a search warrant prior to conducting a search at a crime scene. LPSCS-CI-4.1
2. Clarify the role of evidence in a criminal investigation. LPSCS-CI-4.2
3. Identify and describe the correct procedures for conducting a systematic search of a crime scene for evidence. LPSCS-CI-4.3
4. Exhibit procedures for locating and identifying evidence at a crime scene. LPSCS-CI-4.4
5. Explain the proper methods of photographing and videoing a crime scene. LPSCS-CI-4.5
6. Demonstrate the proper methods of measuring and diagramming a crime scene. LPSCS-CI-4.6
7. Demonstrate creating base-line and triangulation diagrams of a crime scene. LPSCS-CI-4.7
8. Assess the importance of recreating a crime scene. LPSCS-CI-4.8

LPSCS-CI-5. Demonstrate methods of fingerprint development. LPSCS-CI-5

1. Identify and describe fingerprint patterns and characteristics. LPSCS-CI-5.1
2. Compare the various methods of fingerprint development. LPSCS-CI-5.2
3. Demonstrate the various methods of fingerprint development. LPSCS-CI-5.3
4. Explain how the Automated Fingerprint Identification System (AFIS) is used to compare fingerprints found at a crime scene. LPSCS-CI-5.4

LPSCS-CI-6. Distinguish how impressions and tool mark evidence are used in a criminal investigation. LPSCS-CI-6

1. Examine how impression evidence is used in a criminal investigation. LPSCS-CI-6.1
2. Analyze the various methods of enhancing shoe and tire impressions. LPSCS-CI-6.2
3. Demonstrate the various methods of enhancing shoe and tire impressions. LPSCS-CI-6.3
4. Demonstrate producing casts of footwear and tire impressions. LPSCS-CI-6.4
5. Identify and explain the correct procedures for properly collecting and preserving weapons, shell casings and ballistic evidence. LPSCS-CI-6.5
6. Explain how weapons, shell casings and ballistic evidence are used in a criminal investigation. LPSCS-CI-6.6
7. Describe how ballistic evidence is created and how it is used in an investigation. LPSCS-CI-6.7
8. Assess how bite marks can be examined for evidence in a criminal investigation. LPSCS-CI-6.8

LPSCS-CI-7. Analyze the significance of trace evidence in a criminal investigation. LPSCS-CI-7

1. Interpret how hair and fiber evidence is used in a criminal investigation. LPSCS-CI-7.1
2. Identify and describe the correct procedures for properly collecting and preserving hair and fiber evidence. LPSCS-CI-7.2
3. Assess how paint, glass, and soil evidence is used in a criminal investigation. LPSCS-CI-7.3
4. Analyze the correct procedures for properly collecting and preserving paint, glass, and soil evidence. LPSCS-CI-7.4
5. Explain how blood and other bodily fluid evidence are used in a criminal investigation. LPSCS-CI-7.5
6. Investigate the correct procedures for properly collecting and preserving blood and other bodily fluid evidence. LPSCS-CI-7.6
7. Examine the correct procedures for collecting and preserving various types of trace evidence (hair, fibers, paint, glass, soil and bodily fluids). LPSCS-CI-7.7

LPSCS-CI-8. Document concise investigative reports. LPSCS-CI-8

1. Identify and explain the appropriate reports commonly associated with a criminal investigation. LPSCS-CI-8.1
2. Create clear, concise, and thorough reports. LPSCS-CI-8.2
3. Explain the significance of accurate and complete reports and the complete case file. LPSCS-CI-8.3
4. Submit a complete, accurate case file for a mock crime scene investigation. LPSCS-CI-8.4

LPSCS-CI-9. Summarize the role of the crime lab in a criminal investigation and subsequent trial. LPSCS-CI-9

1. Explain the role of the crime lab in a criminal investigation. LPSCS-CI-9.1
2. Identify and describe the various tests that may be performed on evidence submitted to the crime lab. LPSCS-CI-9.2

LPSCS-CI-10. Analyze the complex nature of a homicide investigation. LPSCS-CI-10

1. Examine the various manners of death related to a homicide investigation. LPSCS-CI-10.1
2. Assess the various methods of identification of the deceased found at a crime scene. LPSCS-CI-10.2
3. Distinguish signs that indicate a suspicious manner of death. LPSCS-CI-10.3
4. Identify and describe various signs of death. LPSCS-CI-10.4

LPSCS-CI-11. Compare the varied investigative techniques utilized when investigating major crime scenes. LPSCS-CI-11

1. Compare and contrast arson investigations, including elements of specific arson offenses; detecting motives for an arson fire/explosion to be utilized; and assessing indicators that a fire may have been intentionally set. LPSCS-CI-11.1
2. Compare and contract terrorist incident investigations, including analyzing key beliefs of domestic and international terror groups, and investigating various types of weapons of mass destruction and their effects. LPSCS-CI-11.2
3. Compare and contract gangs and organized crime investigations, including examining the provisions of the Georgia Street Gang Terrorism and Prevention Act; comparing characteristics of past and present organized crime and gang activity; describing operations of street gangs; and researching effective techniques used to investigate organized crime or gang activity. LPSCS-CI-11.3
4. Compare and contrast cyber-crime investigations, including critiquing crimes commonly committed using cyber technology; classifying most likely people to be victimized by cyber-crime; and identifying investigative techniques used to combat cyber-crimes. LPSCS-CI-11.4
5. Compare and contrast serial offender investigations, including examining criminal profiling and the role of the profiler in an investigation; analyzing the basic profile of a serial killer; and summarizing the role of a profiler in a serial investigation and as an expert witness during prosecution. LPSCS-CI-11.5

LPSCS-CI-12. Critique various issues concerning the investigation that arise during the criminal trial. LPSCS-CI-12

1. Demonstrate court room testimony related to the criminal investigation. LPSCS-CI-12.1
2. Clarify the issue of qualifying an "expert" witness. LPSCS-CI-12.2
3. Explain the issues related to chain of custody and admissibility of evidence. LPSCS-CI-12.3
4. Discuss the Crime Scene Investigation (CSI) effect and the resulting problems that may arise during criminal prosecution. LPSCS-CI-12.4
5. Evaluate the role of a suppression hearing. LPSCS-CI-12.5

Essentials of Legal Services (43.454)

LPSCS-ELS-1. Demonstrate employability skills required by business and industry. LPSCS-ELS-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-ELS-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-ELS-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-ELS-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-ELS-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-ELS-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-ELS-1.6

LPSCS-ELS-2. Explore the different careers available in legal services. LPSCS-ELS-2

1. Identify major legal service career options within the law and justice field. LPSCS-ELS-2.1
2. Compare educational requirements of various legal service careers. LPSCS-ELS-2.2
3. Investigate personal preferences for legal service careers. LPSCS-ELS-2.3
4. Demonstrate an understanding of a personal postsecondary plan. LPSCS-ELS-2.4

LPSCS-ELS-3. Explain the history and characteristics of the structure of the American court system. LPSCS-ELS-3

1. Describe the development of the court system in America. LPSCS-ELS-3.1
2. Evaluate the judicial system's role in our society today. LPSCS-ELS-3.2
3. Explain the concept of the dual-court system. LPSCS-ELS-3.3
4. Distinguish criminal and civil court structures and processes. LPSCS-ELS-3.4

LPSCS-ELS-4. Identify and explain the various roles of courtroom participants, including ethical and legal duties. LPSCS-ELS-4

1. Identify and explain the roles, responsibilities, selection processes, and qualifications of judges. LPSCS-ELS-4.1
2. Explain the responsibilities, duties, and ethics of prosecuting attorneys, plaintiff's attorneys and their staff, including paralegals, investigators, and office personnel. LPSCS-ELS-4.2
3. Explain the responsibilities, duties, and ethics of defense attorneys and staff, including paralegals, investigators, and office personnel. LPSCS-ELS-4.3
4. Explain the roles of court personnel, including the bailiff, court administrators, court reporters, and clerk of court. LPSCS-ELS-4.4
5. Explain the responsibilities, duties, and ethics of expert witnesses. LPSCS-ELS-4.5
6. Evaluate the roles of non-professional court participants, including witnesses, victims, plaintiffs, defendants, spectators, and the media. LPSCS-ELS-4.6
7. Describe the relationship among these various participants to see a trial brought to a verdict. LPSCS-ELS-4.7

LPSCS-ELS-5. Demonstrate knowledge of the basic protections guaranteed by the United States Constitution. LPSCS-ELS-5

1. Examine and apply the First Amendment protections, including separation of church and state, freedom of religion, freedom of speech, freedom of the press, the right to assemble, and the right to petition the government for redress of grievances. LPSCS-ELS-5.1
2. Investigate and apply the Fourth Amendment protection against unreasonable searches and seizures. LPSCS-ELS-5.2
3. Evaluate and apply the Fifth Amendment protections, including the right to grand jury indictment, protection against double jeopardy, protection against self-incrimination, and the right to due process. LPSCS-ELS-5.3
4. Analyze and apply the Sixth Amendment protections, including the right to a speedy trial, the right to a public trial, the right to an impartial jury, the right to be informed of the charges, the right to confront witnesses, the right to compulsory process, and the right to counsel. LPSCS-ELS-5.4
5. Examine and apply the Eighth Amendment protections against excessive bail, excessive fines, and cruel and unusual punishment. LPSCS-ELS-5.5
6. Investigate and apply the Fourteenth Amendment due process and equal protection clauses. LPSCS-ELS-5.6
7. Analyze and apply major United States Supreme Court decisions concerning the constitutional rights of citizens and the limitations on government powers, including the Court's following decisions: Board of Education of Westside Community Schools v. Mergens, 496 U.S. 226 (1990), Wisconsin v. Yoder, 406 U.S. 205 (1972), Brandenburg v. Ohio, 395 U.S. 444 (1969), Mapp v. Ohio, 367 U.S. 643 (1961), Miranda v. Arizona, 384 U.S. 436 (1966), Gideon v. Wainwright, 372 U.S. 335 (1963), Gregg v. Georgia, 428 U.S. 153 (1976), Brown v. Board of Education, 347 U.S. 483 (1954), Roe v. Wade, 410 U.S. 113 (1973). LPSCS-ELS-5.7
8. Explore constitutional issues arising from the use of technology. LPSCS-ELS-5.8

LPSCS-ELS-6. Explore the roles of each participant in the pretrial criminal process. LPSCS-ELS-6

1. Identify and describe each participant in the pretrial criminal process. LPSCS-ELS-6.1
2. Distinguish each pretrial stage and the purpose. LPSCS-ELS-6.2
3. Analyze and apply rationales for how prosecutors make criminal-charging decisions. LPSCS-ELS-6.3
4. Determine appropriate constitutional challenges for given pretrial scenarios. LPSCS-ELS-6.4
5. Debate the plea-bargaining process. LPSCS-ELS-6.5

LPSCS-ELS-7. Explain and demonstrate the criminal trial process. LPSCS-ELS-7

1. Explain voir dire. LPSCS-ELS-7.1
2. Assess a case for jury selection strategies. LPSCS-ELS-7.2
3. Identify and apply constitutional requirements relating to the jury. LPSCS-ELS-7.3
4. Explain the stages of a criminal trial after jury selection. LPSCS-ELS-7.4
5. Appraise a case for prosecutorial and defense strategies. LPSCS-ELS-7.5
6. Compare and contrast opening statements and closing arguments. LPSCS-ELS-7.6
7. Compare and contrast direct examination and cross examination. LPSCS-ELS-7.7
8. Predict constitutional challenges to trial errors. LPSCS-ELS-7.8

LPSCS-ELS-8. Examine the post-trial process. LPSCS-ELS-8

1. Identify and describe the different appellate courts and the jurisdictions. LPSCS-ELS-8.1
2. Evaluate a case for constitutional and legal challenges. LPSCS-ELS-8.2
3. Debate correctional legal issues. LPSCS-ELS-8.3
4. Compare the state and federal appeals process specific to capital punishment. LPSCS-ELS-8.4

LPSCS-ELS-9. Describe civil law and cite examples of the primary areas of civil law. LPSCS-ELS-9

1. Define civil law and distinguish among common law, statutory law, and regulatory law. LPSCS-ELS-9.1
2. Compare and contrast civil and criminal law. LPSCS-ELS-9.2
3. Identify and explain the major categories of civil law, including torts, contracts, and property. LPSCS-ELS-9.3
4. Compare and contrast all parties involved in a civil suit and a criminal trial. LPSCS-ELS-9.4
5. Identify and describe the primary remedies of civil lawsuits. LPSCS-ELS-9.5

LPSCS-ELS-10. Explore the roles of each participant in the pretrial civil process. LPSCS-ELS-10

1. Identify and describe each participant in the pretrial civil process. LPSCS-ELS-10.1
2. Distinguish among the pretrial stages of a civil suit. LPSCS-ELS-10.2
3. Discuss the role of discovery. LPSCS-ELS-10.3
4. Summarize a deposition. LPSCS-ELS-10.4
5. Brief a civil case. LPSCS-ELS-10.5
6. Debate the role of settlement and alternative dispute resolution in civil litigation. LPSCS-ELS-10.6

LPSCS-ELS-11. Explain the civil trial process including all parties involved. LPSCS-ELS-11

1. Explain the stages of a civil trial. LPSCS-ELS-11.1
2. Compare and contrast the stages of trial in a civil and criminal case. LPSCS-ELS-11.2
3. Analyze a case for plaintiff and defense strategies. LPSCS-ELS-11.3
4. Compare and contrast all parties involved in a civil suit versus a criminal trial. LPSCS-ELS-11.4
5. Define the concept of statute of limitations and apply Georgia and federal statutes of limitations to various types of civil cases. LPSCS-ELS-11.5
6. Explore the role of the use of technology in civil cases, both pretrial and at trial. LPSCS-ELS-11.6

LPSCS-ELS-12. Analyze how the influence of diverse cultures and customs impact the field of legal services. LPSCS-ELS-12

1. Explain the importance of sensitivity to situations involving cultural diversity. LPSCS-ELS-12.1
2. Understand the importance of cultural differences when making decisions within the context of criminal and civil cases. LPSCS-ELS-12.2
3. Identify the constitutional and statutory restrictions on discrimination in the legal services workplace and apply those restrictions to interactions between employers and employees, police officers and suspects, and attorneys and jurors. LPSCS-ELS-12.3
4. Explore how the laws of other countries may affect criminal and civil legal decisions in the United States. LPSCS-ELS-12.4

LPSCS-ELS-13. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. LPSCS-ELS-13

1. Explain how participation in student organizations can promote lifelong responsibility for community service and professional growth and development. LPSCS-ELS-13.1
 2. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. LPSCS-ELS-13.2
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**Applications of Law
(43.455)**

LPSCS-AOL-1. Demonstrate employability skills required by business and industry. LPSCS-AOL-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-AOL-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-AOL-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-AOL-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-AOL-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-AOL-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-AOL-1.6

LPSCS-AOL-2. Apply criminal laws used frequently in the criminal justice system. LPSCS-AOL-2

1. Examine the nature and causes of crime including the relationship among gangs, guns, alcohol, drugs and crime. LPSCS-AOL-2.1
2. Compare and contrast state and federal criminal law. LPSCS-AOL-2.2
3. Research the basic concepts of criminal law including, mens rea, actus reus, motive, elements, classes of crimes, parties to crimes, and preliminary crimes. LPSCS-AOL-2.3
4. Examine crimes against the person, including homicide, assault, battery and rape. LPSCS-AOL-2.4
5. Describe crimes against property, including arson, vandalism, theft, robbery, theft by deception, theft by extortion, burglary, forgery, and receiving stolen property. LPSCS-AOL-2.5
6. Research criminal defenses, including alibi, infancy, intoxication, insanity, entrapment, duress, and necessity. LPSCS-AOL-2.6
7. Explore and discuss the use of technology as a means of committing crime. LPSCS-AOL-2.7
8. Analyze various factual scenarios and justify a prosecution decision for the appropriate criminal charge and presence of possible defenses. LPSCS-AOL-2.8
9. Describe the purpose of punishment in the criminal justice system and the sentencing options available, including probation, home confinement, fine, restitution, imprisonment, and capital punishment. LPSCS-AOL-2.9
10. Compare and contrast juvenile justice with the adult criminal justice system. LPSCS-AOL-2.10

LPSCS-AOL-3. Apply the law of torts. LPSCS-AOL-3

1. Compare and contrast torts and crimes. LPSCS-AOL-3.1
2. Compare and contrast intentional torts, negligence, and strict liability. LPSCS-AOL-3.2
3. Distinguish between torts involving harm to the person and torts involving harm to property. LPSCS-AOL-3.3
4. Define the concepts of reasonable person and proximate cause. LPSCS-AOL-3.4
5. Describe various remedies for tortious conduct, including compensatory and punitive damages, and equitable relief. LPSCS-AOL-3.5
6. Describe defenses to tort claims, including consent, immunity, comparative negligence, and mitigation. LPSCS-AOL-3.6
7. Analyze various factual scenarios and apply the law of torts to assess liability and the presence of potential defenses. LPSCS-AOL-3.7
8. Research the concept of government immunity from tort liability. LPSCS-AOL-3.8
9. Explore the tort reform movement. LPSCS-AOL-3.9

LPSCS-AOL-4. Recognize contractual relationships and the application of contract law. LPSCS-AOL-4

1. Research the elements of an enforceable contract, including offer, acceptance, consideration, mutual assent, capacity to contract, legality, and form. LPSCS-AOL-4.1
2. Compare and contrast unilateral and bilateral contracts, express and implied contracts, and oral and written contracts. LPSCS-AOL-4.2
3. Examine the circumstances under which a contract may be voidable or void, including infancy, intoxication, fraud, duress, unconscionability and mutual mistake. LPSCS-AOL-4.3
4. Describe the remedies for breach of contract, including damages and equitable relief. LPSCS-AOL-4.4
5. Explain the parol evidence rule. LPSCS-AOL-4.5
6. Describe the purpose of the Uniform Commercial Code. LPSCS-AOL-4.6
7. Identify the various types of warranties, including express and implied warranties, warranty of merchantability, warranty of fitness, and warranty of title, and how these warranties can be modified or excluded. LPSCS-AOL-4.7
8. Analyze various factual scenarios and apply the law of contracts to determine if the contract is enforceable and if there has been a breach. LPSCS-AOL-4.8

LPSCS-AOL-5. Apply the law of real property. LPSCS-AOL-5

1. Distinguish between real property and personal property. LPSCS-AOL-5.1
2. Describe the steps in purchasing real property, including inspection of the property, signing a purchase contract, depositing earnest money, obtaining a mortgage, checking the title, closing the sale, and recording the deed. LPSCS-AOL-5.2
3. Examine the limits on the use of real property, including zoning regulations, subdivision, easements, building and housing codes, environmental regulations, and antidiscrimination laws. LPSCS-AOL-5.3
4. Research the elements of a lease, including the tenant and landlord, the date of occupancy, the amount of the rent, the dates on which rent is due, term or length of the lease, amount of security deposit, conditions under which the rent can be raised, the right to sublet, and rules governing repairs, maintenance and waste, and landlord right of entry or access. LPSCS-AOL-5.4
5. Recognize the warranty of habitability and the right to quiet enjoyment of the property. LPSCS-AOL-5.5
6. Analyze various factual scenarios and apply the law of real property to determine the rights and responsibilities of each party. LPSCS-AOL-5.6

LPSCS-AOL-6. Apply family law. LPSCS-AOL-6

1. Research the elements for a legal marriage, including competency to marry, a verbal contract to marry, consummation of the marriage, and marriage license. LPSCS-AOL-6.1
2. Describe the rights of marriage, including the right to keep, give up or hyphenate a surname, to file joint income tax returns, the right to marital privilege, and the right to inherit spousal property without a will. LPSCS-AOL-6.2
3. Recognize how marriages are ended, including annulment, legal separation, and divorce. LPSCS-AOL-6.3
4. Examine the issues a court must decide in granting a divorce, including child custody, visitation rights, child support, alimony, division of property, and division of debts. LPSCS-AOL-6.4
5. Describe how the parties can settle all of the issues set forth in 6.4 above by a written settlement agreement. LPSCS-AOL-6.5
6. Research the right of support for children by their parents, including providing food, clothing, housing, medical care, supervision to provide for physical, mental, and emotional health, and educational and moral development. LPSCS-AOL-6.6
7. Demonstrate an understanding of how children can be temporarily or permanently removed from the parent's custody. LPSCS-AOL-6.7
8. Describe the legal process for adoption of a child. LPSCS-AOL-6.8
9. Examine why a will is important in deciding who will take care of a person's children and how his or her property is divided. LPSCS-AOL-6.9
10. Analyze various factual scenarios and apply family law to determine the rights and responsibilities of each party. LPSCS-AOL-6.10

LPSCS-AOL-7. Apply the law of citizenship and immigration. LPSCS-AOL-7

1. Describe citizenship, including persons born in the United States and those who become citizens through derivative citizenship. LPSCS-AOL-7.1
2. Distinguish between immigrants and non-immigrants and what is needed to enter the United States legally. LPSCS-AOL-7.2
3. Research how committing criminal acts can impact legal permanent resident status. LPSCS-AOL-7.3
5. Describe the naturalization requirements for becoming a naturalized citizen, including physical and legal presence requirements, oath of allegiance, age requirement, mental competence, English language requirement, good moral character and knowledge of U.S. history and government. LPSCS-AOL-7.5
6. Explain how a person can become denaturalized. LPSCS-AOL-7.6
7. Analyze various factual scenarios and apply the law of citizenship and immigration to determine the status of the persons involved. LPSCS-AOL-7.7

LPSCS-AOL-8. Demonstrate legal research, critical thinking and decision-making skills. LPSCS-AOL-8

1. Demonstrate appropriate internet legal research skills. LPSCS-AOL-8.1
2. Utilize the IRAC (Issue, Rule, Analysis, and Conclusion) or other currently acceptable method of legal analysis to defend arguments, decisions, and actions. LPSCS-AOL-8.2
3. Demonstrate using critical-thinking skills to locate credible sources of relevant information about issues to determine potential solutions. LPSCS-AOL-8.3
4. Demonstrate using critical-thinking skills to determine root causes of problems to suggest and evaluate solutions. LPSCS-AOL-8.4

LPSCS-AOL-9. Analyze how the influence of diverse cultures and customs impact the applications of law. LPSCS-AOL-9

1. Explain the importance of considering cultural diversity when making legal decisions in a global economy. LPSCS-AOL-9.1
2. Demonstrate an understanding of the relevance of cultural differences when making decisions within the context of criminal and civil cases. LPSCS-AOL-9.2
3. Explore how the laws of other countries may affect criminal and civil legal decisions in the United States. LPSCS-AOL-9.3

LPSCS-AOL-10. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. LPSCS-AOL-10

1. Explain how participation in student organizations can promote lifelong responsibility for community service and professional growth and development. LPSCS-AOL-10.1
2. Create a personal leadership plan to participate in programs, conferences community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. LPSCS-AOL-10.2

Legal Administrative Services (43.456)

LPSCS-LAS-1. Demonstrate employability skills required by business and industry. LPSCS-LAS-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-LAS-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-LAS-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-LAS-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-LAS-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-LAS-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-LAS-1.6

LPSCS-LAS-2. Explore and evaluate careers in legal administrative services (LAS). LPSCS-LAS-2

1. Explore the wide range of working environments for LAS employees, including private law firms, corporate legal departments, governmental agencies, judiciary offices, colleges and universities, business offices, nonprofit law firms, and court reporting agencies. LPSCS-LAS-2.1
2. Identify and explain character traits that should be present in LAS employees. LPSCS-LAS-2.2
3. Investigate personal career interests and develop a career plan. LPSCS-LAS-2.3

LPSCS-LAS-3. Demonstrate general legal knowledge. LPSCS-LAS-3

1. List and define classes of crimes. LPSCS-LAS-3.1
2. Compare and contrast intentional torts, negligence, and strict liability. LPSCS-LAS-3.2
3. Describe the elements of an enforceable contract, including offer, acceptance, consideration, mutual assent, capacity to contract, legality, and form. LPSCS-LAS-3.3
4. Recognize the concepts of ownership and transfer of real property. LPSCS-LAS-3.4
5. Review the elements of a lease. LPSCS-LAS-3.5
6. Examine the legal concepts of marriage and divorce. LPSCS-LAS-3.6
7. Distinguish between citizens, immigrants and nonimmigrants. LPSCS-LAS-3.7
8. Identify and explain different forms of conducting business. LPSCS-LAS-3.8
9. Research different types of bankruptcy. LPSCS-LAS-3.9

LPSCS-LAS-4. Create proper legal correspondence. LPSCS-LAS-4

1. Create appropriately-formatted letters. LPSCS-LAS-4.1
2. Review correct address placement. LPSCS-LAS-4.2
3. Demonstrate using appropriate delivery and copy notations. LPSCS-LAS-4.3
4. Demonstrate familiarity with various letter styles, including cover, demand, informational, confirmatory, and opinion letters. LPSCS-LAS-4.4
5. Identify and describe the parts of a letter. LPSCS-LAS-4.5
6. Examine the correct usage of postscripts. LPSCS-LAS-4.6
7. Demonstrate familiarity with different punctuation styles. LPSCS-LAS-4.7
8. Demonstrate using appropriate salutations. LPSCS-LAS-4.8
9. Create appropriately formatted envelopes, including correct address placement, appropriate mailing notations and on-receipt notations. LPSCS-LAS-4.9
10. Draft appropriately-formatted interoffice memoranda. LPSCS-LAS-4.10

LPSCS-LAS-5. Create and format court and legal documents. LPSCS-LAS-5

1. Examine various rules of court relating to special formatting requirements for legal pleadings and documents. LPSCS-LAS-5.1
2. Research basic legal citation requirements. LPSCS-LAS-5.2
3. Draft appropriate legal pleadings, including answers, complaints and petitions, discovery demands and responses, judgments and decrees, motions, orders, notices, and summons. LPSCS-LAS-5.3
4. Draft appropriate legal documents, including contracts, leases, wills, powers of attorney, purchase offers, articles of incorporation, and settlement agreements. LPSCS-LAS-5.4
5. Analyze the major components of an appellate brief, including caption, statement of jurisdiction, table of contents, table of authorities, questions presented, statement of the case, summary of argument, argument, and conclusion. LPSCS-LAS-5.5

LPSCS-LAS-6. Demonstrate appropriate mail-handling procedures. LPSCS-LAS-6

1. Research how to process mail in a legal office. LPSCS-LAS-6.1
2. Identify and explain procedures for sorting and opening mail. LPSCS-LAS-6.2
3. Examine registering, dating, and time-stamping of mail. LPSCS-LAS-6.3
4. Practice reading, underlining, and annotating mail. LPSCS-LAS-6.4
5. Demonstrate familiarity with delivery and mailing services. LPSCS-LAS-6.5
6. Differentiate between delivery services, including freight, international, parcel, and private mail services. LPSCS-LAS-6.6
7. Research correct mailing procedures for all classes of domestic mail. LPSCS-LAS-6.7
8. Demonstrate familiarity with special mail services, including certificate of mailing, certified, insured, registered, restricted delivery, return receipt, special delivery and special handling. LPSCS-LAS-6.8

LPSCS-LAS-7. Demonstrate appropriate filing procedures. LPSCS-LAS-7

1. Examine the general principles of records management. LPSCS-LAS-7.1
2. Identify and explore different filing systems, including alphabetic, chronological, geographic, numeric, and subject. LPSCS-LAS-7.2
3. Explore different types of file management. LPSCS-LAS-7.3
4. Identify and explain alphabetic indexes and cross-references. LPSCS-LAS-7.4
5. Explain indexing and coding. LPSCS-LAS-7.5
6. Recognize basic filing procedures. LPSCS-LAS-7.6
7. Explore file organization. LPSCS-LAS-7.7
8. Prepare material for filing. LPSCS-LAS-7.8
9. Explain charge-out methods. LPSCS-LAS-7.9
10. Discuss file retention. LPSCS-LAS-7.10
11. Research basic filing rules. LPSCS-LAS-7.11
12. Identify and describe basic filing principles, including business names, governmental names, organizational names, and personal names. LPSCS-LAS-7.12

LPSCS-LAS-8. Review basic accounting terms and procedures. LPSCS-LAS-8

1. Recognize accounting terminology and procedures. LPSCS-LAS-8.1
2. Identify and explain computations for legal documents. LPSCS-LAS-8.2
3. Examine procedures for depositing funds, including completing deposit slips, and endorsements. LPSCS-LAS-8.3
4. Differentiate between firm bank accounts and trust bank accounts. LPSCS-LAS-8.4
5. Research the nature and significance of the client trust account. LPSCS-LAS-8.5
6. Describe the rule against commingling of office funds and client funds. LPSCS-LAS-8.6
7. Describe the Interest on Lawyers' Trust Account (IOLTA) program. LPSCS-LAS-8.7
8. Explain how to keep activity registers, time sheets, and diaries. LPSCS-LAS-8.8
9. Demonstrate writing checks using accepted banking format. LPSCS-LAS-8.9
10. Examine the procedure for stopping payment on checks. LPSCS-LAS-8.10
11. Research the use of special checks, including bank drafts, cashier's checks and certified checks. LPSCS-LAS-8.11
12. Describe various legal billing methods, including hourly rate, blended hourly rate, fixed fee, capped fee, task-based billing, and contingency fee. LPSCS-LAS-8.12

LPSCS-LAS-9. Demonstrate familiarity with computer information systems. LPSCS-LAS-9

1. Identify and describe computer systems, including mainframe, micro, and mini. LPSCS-LAS-9.1
2. Classify computer hardware components, including central processing unit, input devices, output devices, and storage devices. LPSCS-LAS-9.2
3. Explain computer characteristics, including disk drives, display monitors, keyboards, memory and printers. LPSCS-LAS-9.3
4. Differentiate between types of computer software, including, applications software and operating systems hardware. LPSCS-LAS-9.4
5. Process documents for the legal office, including creating, editing and formatting documents, inputting information into documents and preparing special formatting design. LPSCS-LAS-9.5
6. Demonstrate familiarity with the following: electronic mail, Internet, and conflict check systems. LPSCS-LAS-9.6
7. Examine management of electronically-stored information. LPSCS-LAS-9.7
8. Research general electronic filing rules used by courts. LPSCS-LAS-9.8
9. Explore various methods of electronic discovery. LPSCS-LAS-9.9

LPSCS-LAS-10. Explore career opportunities for certified court reporters. LPSCS-LAS-10

1. Research the duties of court reporters. LPSCS-LAS-10.1
2. Describe qualification requirements of court reporters. LPSCS-LAS-10.2
3. Examine the ethical requirements for court reporters. LPSCS-LAS-10.3
4. Explore career opportunities for court reporters. LPSCS-LAS-10.4

LPSCS-LAS-11. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. LPSCS-LAS-11

1. Explain how participation in student organizations can promote lifelong responsibility for community service and professional growth and development. LPSCS-LAS-11.1
2. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. LPSCS-LAS-11.2

**Applications of
Corrections (43.457)**

LPSCS-AC-1. The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. LPSCS-AC-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-AC-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-AC-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-AC-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-AC-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-AC-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-AC-1.6

LPSCS-AC-2. Explore and evaluate careers in corrections. LPSCS-AC-2

1. Identify and describe character traits that should be present in correctional employees. LPSCS-AC-2.1
2. Create a portfolio for a correctional career. LPSCS-AC-2.2
3. Explain how to maintain a safe work environment and minimize risk factors. LPSCS-AC-2.3
4. Examine the sources and symptoms of stress for correctional personnel. LPSCS-AC-2.4
5. Describe the steps that correctional personnel can take to relieve personal stress. LPSCS-AC-2.5
6. Explore the importance of health and physical fitness to correctional professions. LPSCS-AC-2.6

LPSCS-AC-3. Summarize the history and evolution of the American correctional system. LPSCS-AC-3

1. Examine the history of the American correctional system. LPSCS-AC-3.1
2. Research the history and development of federal, state, and local correctional agencies. LPSCS-AC-3.2
3. Evaluate the development of the probation and parole systems. LPSCS-AC-3.3

LPSCS-AC-4. Evaluate community-based corrections. LPSCS-AC-4

1. Compare and contrast probation and parole systems. LPSCS-AC-4.1
2. Study advantages and disadvantages of transitional programs. LPSCS-AC-4.2
3. Explore alternative sentencing such as accountability courts, probation detention centers, and day reporting centers. LPSCS-AC-4.3
4. Study and identify factors that increase officer safety while working in the community. LPSCS-AC-4.4

LPSCS-AC-5. Examine correctional facility models. LPSCS-AC-5

1. Compare and contrast adult and juvenile facilities. LPSCS-AC-5.1
2. Evaluate prison design options and their impact on security and staffing. LPSCS-AC-5.2
3. Analyze security classification. LPSCS-AC-5.3
4. Research contemporary issues facing correctional administrators. LPSCS-AC-5.4

LPSCS-AC-6. Assess reentry services available in the American correctional system. LPSCS-AC-6

1. Compare and contrast vocational and therapeutic models used in American corrections. LPSCS-AC-6.1
2. Explore rehabilitation and reintegration programs. LPSCS-AC-6.2
3. Investigate the effects and costs of recidivism. LPSCS-AC-6.3

LPSCS-AC-7. Identify and assess the roles of public and private correctional staff. LPSCS-AC-7

1. Examine the duties of various facility personnel. LPSCS-AC-7.1
2. Evaluate the role of private companies in correctional organizations. LPSCS-AC-7.2

LPSCS-AC-8. Examine legal issues in corrections. LPSCS-AC-8

1. Assess the effects of constitutional law in the corrections environment. LPSCS-AC-8.1
2. Apply ethical and legal responsibilities of corrections staff to various situations. LPSCS-AC-8.2
3. Examine appropriate case law for the correctional services environment. LPSCS-AC-8.3
4. Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the corrections services environment. LPSCS-AC-8.4

LPSCS-AC-9. Describe the use of criminal investigations and forensics in the correctional environment. LPSCS-AC-9

1. Analyze and apply the proper identification, collection and examination of evidence. LPSCS-AC-9.1
2. Demonstrate the ability to investigate a crime scene in a correctional environment. LPSCS-AC-9.2
3. Assess special circumstances pertaining to criminal investigations in a correctional environment. LPSCS-AC-9.3
4. Summarize the role of computer forensics in solving and preventing crimes. LPSCS-AC-9.4
5. Describe basic techniques to identify criminal activity in relation to cybercrime, the internet, and internet trafficking. LPSCS-AC-9.5

LPSCS-AC-10. Analyze the impact of federal, state and local laws on correctional facilities. LPSCS-AC-10

1. Assess procedures that show compliance with special requirements for handling materials to develop safe work habits as outlined by OSHA (Occupational Safety and Health Administration), SDS (Safety Data Sheets) and Hazmat Guidelines. LPSCS-AC-10.1
2. Explore the laws related to special needs of a prisoner (or offender), including (Equal Employment Opportunity (EEO), Americans with Disabilities Act (ADA), etc.). LPSCS-AC-10.2

LPSCS-AC-11. Describe the legal, regulatory and organizational guidelines governing the correction services. LPSCS-AC-11

1. Identify and describe elements of security used in a correctional facility, including counting procedures, legal and ethical searches, and controlling contraband, transportation and patrol procedures. LPSCS-AC-11.1
2. Explain the operational procedures within a facility regarding prisoner intake and Georgia's use of the inmate classification system. LPSCS-AC-11.2
3. Discuss appropriate procedures to be used with prisoners who have mental, physical, or communication disorders. LPSCS-AC-11.3

LPSCS-AC-12. Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments. LPSCS-AC-12

1. Evaluate skills needed to effectively intervene in a crisis situation or conflict, such as listening skills, effective questioning techniques, and establishing priorities. LPSCS-AC-12.1
2. Compare different approaches to handling various crisis situations involving threats of violence. LPSCS-AC-12.2
3. Apply event management and crisis intervention techniques to a scenario. LPSCS-AC-12.3

LPSCS-AC-13. Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities. LPSCS-AC-13

1. Determine the guidelines and restrictions imposed by federal and state law regarding use of deadly force. LPSCS-AC-13.1
2. Discuss the importance of knowing and following departmental policy on the use of force. LPSCS-AC-13.2
3. Explore the US Supreme Court cases which dictate the use of deadly force in relation to correctional facilities. LPSCS-AC-13.3

LPSCS-AC-14. Explain the technical skills needed by correctional/probation officers to carry out their duties in a safe and healthy environment. LPSCS-AC-14

1. Identify and discuss all safety precautions to be taken by a correctional/probation officer to restrain an offender prisoner. LPSCS-AC-14.1
2. Assess the necessary precautions and steps of a proper and thorough search of an offender prisoner prior to restraining or moving an offender prisoner. LPSCS-AC-14.2
3. Demonstrate the proper procedure in removing handcuffs and other restraints used in offender prisoner transport. LPSCS-AC-14.3
4. Analyze potential safety risks associated with offender prisoner escort in various environments, including courtrooms, hospitals and elevators. LPSCS-AC-14.4

Security and Protective Services (43.458)

LPSCS-SPS-1. Demonstrate employability skills required by business and industry. LPSCS-SPS-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-SPS-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-SPS-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-SPS-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-SPS-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-SPS-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-SPS-1.6

LPSCS-SPS-2. Explore and evaluate careers in Security and Protective Services and the legal and ethical responsibilities. LPSCS-SPS-2

1. Analyze the different types of private security services. LPSCS-SPS-2.1
2. Identify character traits that should be present in security and protective services employees. LPSCS-SPS-2.2
3. Create a portfolio for a security and protective services career. LPSCS-SPS-2.3
4. Investigate personal career interests and develop a career plan. LPSCS-SPS-2.4
5. Compare and contrast alternative responses in private security situations on the basis of how ethics and legal responsibilities were applied. LPSCS-SPS-2.5
6. Describe appropriate responses to private security situations that represent sound ethical and legal reasoning. LPSCS-SPS-2.6
7. Assess ethical issues and demonstrate ethical behavior in security and protective services environment. LPSCS-SPS-2.7
8. Discuss the possible ramifications of ethical lapses on the part of security professionals. LPSCS-SPS-2.8
9. Discuss basic qualifications, training needs, licensing, advancement, and leadership opportunities in security and protective services. LPSCS-SPS-2.9

LPSCS-SPS-3. Explore the history and overview of security and protective services. LPSCS-SPS-3

1. Explore the history of private security from ancient times, going through the Middle Ages, the eighteenth, and to nineteenth-century England. LPSCS-SPS-3.1
2. Analyze the purpose and objectives of modern private security objectives as well as the types of private security services and personnel needed to fill the positions. LPSCS-SPS-3.2
3. Compare and contrast proprietary and contract security services as well as the regulation of private security, private investigators, and certified protection professionals. LPSCS-SPS-3.3
4. Differentiate the security field and the law enforcement component of the criminal justice field. LPSCS-SPS-3.4
5. Explain how security agencies interact with other law enforcement and public safety agencies. LPSCS-SPS-3.5

LPSCS-SPS-4. Analyze the basic origins of conflict and the needs to motivate behavior. LPSCS-SPS-4

1. Assess various responses to conflict and the results normally generated by each response. LPSCS-SPS-4.1
2. Compare the different conflict resolution processes to recognize conditions under which they may be applied. LPSCS-SPS-4.2
3. Execute the principle-centered conflict resolution process in the workplace. LPSCS-SPS-4.3
4. Describe the use of force options. LPSCS-SPS-4.4

LPSCS-SPS-5. Explain the technical skills needed by security and protective services personnel to carry out their duties in a safe and healthy environment. LPSCS-SPS-5

1. Adhere to workplace safety and health guidelines as required by OSHA (Occupational Safety and Health Administration) and facility protocol. LPSCS-SPS-5.1
2. Inspect a simulated workplace to identify potential workplace health, safety, and environmental. LPSCS-SPS-5.2
3. Demonstrate the ability to ask appropriate questions and document findings to investigate accidents and related incidents. LPSCS-SPS-5.3
4. Exhibit critical thinking and problem solving in discussing the various issues and problems associated with hazardous materials. LPSCS-SPS-5.4
5. Explain the health requirements governing security officers and protective services. LPSCS-SPS-5.5
6. Summarize how to prevent loss from accidents and emergencies in the workplace, and how OSHA (Occupational Safety and Health Administration) has impacted accident prevention. LPSCS-SPS-5.6

LPSCS-SPS-6. Describe the legal, regulatory and organizational guidelines governing the security and protective services. LPSCS-SPS-6

1. Discuss topics of Legal Liability, elements of negligent liability, and common civil lawsuits brought against private security and the civil rights act. LPSCS-SPS-6.1
2. Investigate how security and protective services deal with: civil disturbances, hazardous materials incidents, riots and strikes, bombs and bomb threats, preventing and protecting against loss by fire, natural disasters, and other emergencies. LPSCS-SPS-6.2
3. Describe crimes and civil offenses that concern private settings. LPSCS-SPS-6.3
4. Discuss the effects of alcohol and other drugs in the workplace:
 - enforcing proprietary rightsexpellingdetaining and arrestinguse of forceinvestigatingsearchinginterviewing and interrogating LPSCS-SPS-6.4
 - 5. Research the trend towards transferring police tasks to private security. LPSCS-SPS-6.5
 - 6. Analyze the types of threats to computer security and legislation related to computer crimes. LPSCS-SPS-6.6
 - 7. Explain security measures (inner and outer defenses), threats and solutions. LPSCS-SPS-6.7

LPSCS-SPS-7. Analyze the impact of federal, state, and local laws on the security and protective services field. LPSCS-SPS-7

1. Outline the connections between constitutional law and private security operations by referencing relevant constitutional amendments. LPSCS-SPS-7.1
2. Research specific federal, state and local laws and regulations affecting private security operations. LPSCS-SPS-7.2
3. Describe how specific federal, state and local laws and regulations affect government security. LPSCS-SPS-7.3
4. Identify specific juvenile laws related to security operations and the effect of juveniles on security operations. LPSCS-SPS-7.4

LPSCS-SPS-8. Evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions. LPSCS-SPS-8

1. Describe security strategies that apply the 4-D's concept (Deter, Detect, Delay, and Deny). LPSCS-SPS-8.1
2. Explain how the concept of Crime Prevention through Environmental Design (CPTED) can be used to enhance security through the effective design and use of spaces, buildings, areas within and around buildings, and communities. LPSCS-SPS-8.2
3. Assess the role of security surveys, inspections, and exercises in order to properly assess security needs, test existing protection measures, and prepare for unexpected situation. LPSCS-SPS-8.3
4. Plan effective security and emergency exercises. LPSCS-SPS-8.4

LPSCS-SPS-9. Explain the application of risk management principles to the protection of assets in the various settings. LPSCS-SPS-9

1. Analyze the three sources of threat involved in security settings (natural, intentional, and unintentional). LPSCS-SPS-9.1
2. Present examples that depict potential physical, procedural, personnel, and electronic (technical) vulnerabilities. LPSCS-SPS-9.2
3. Explore the concept of risk management from a security perspective, including the importance of assets (knowing what you want to protect) and impact (the consequences of a loss). LPSCS-SPS-9.3

LPSCS-SPS-10. Describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations. LPSCS-SPS-10

1. Analyze the relationship between public relations and the security functions related to public relations techniques. LPSCS-SPS-10.1
2. Explain the nature and importance of a customer-service approach as it applies to delivering security products and services. LPSCS-SPS-10.2
3. Describe the advantages of developing mutually beneficial relationships with other people and organizations in order to demonstrate the role of the liaison in the security and protective services. LPSCS-SPS-10.3
4. Examine the role of security personnel and the factors involved in successful public relations. LPSCS-SPS-10.4
5. Show the importance of projecting a professional image when promoting the security and protective services industry. LPSCS-SPS-10.5

LPSCS-SPS-11. Describe the role of security systems in an overall security strategy. LPSCS-SPS-11

1. Identify the purposes, types, and applications of physical and electronic access control systems. LPSCS-SPS-11.1
2. Compare and contrast physical and electronic security systems and exhibit critical thinking skills to describe the benefits of an integrated system. LPSCS-SPS-11.2
3. Perform a risk analysis and security survey to determine risks and the appropriate risk management. LPSCS-SPS-11.3
4. Select alternatives to handle risks, how to report the results, implementing the recommendations, and evaluating the security system. LPSCS-SPS-11.4
5. Explain the security responsibilities in the utilities industry including:
 - types of industrial lossessabotage and espionagevulnerable areastransporting goods by truck, rail, and shipspecial problems LPSCS-SPS-11.5
 - 6. Discuss retail security and how shrinkage, shoplifting, bad checks, fraudulent credit cards and retail employee theft impact profit. LPSCS-SPS-11.6
 - 7. Describe the problems with shopping center/mall security and the assistance in enhancing retail security. LPSCS-SPS-11.7
 - 8. Assess security issues in the following: office buildings, housing, hotel, and motel movie theatres, recreational parks, racetracks, airport and other mass transit, cruise ships, health care facilities, educational institutions, public libraries, museums and art galleries. LPSCS-SPS-11.8
 - 9. Describe the details of enhancing security through physical controls such as locks, alarm systems, lighting, physical layout and appearance, building exteriors and interiors, and card operated locks and access. LPSCS-SPS-11.9
 - 10. Explain how to enhance security through procedural controls which affect shortage if not properly addressed (in addition to hiring, training and supervision, access control, insurance and bonding). LPSCS-SPS-11.10

LPSCS-SPS-12. Apply basic management principles for the effective supervision and management of a security force or an organization's security program. LPSCS-SPS-12

1. Compare and contrast the organizing and supervising responsibilities of security force management. LPSCS-SPS-12.1
2. Analyze the impact organizational structure may have on issues related to organizing and staffing security functions. LPSCS-SPS-12.2
3. Exhibit critical thinking and problem solving skills to discuss management issues involved in supervising security force team members. LPSCS-SPS-12.3

LPSCS-SPS-13. Demonstrate the ability to perform the roles and responsibilities of a security officer, including the basic incident response. LPSCS-SPS-13

1. Describe and demonstrate the actions to be taken in a bomb incident. LPSCS-SPS-13.1
2. Analyze the role of security officers in dealing with medical emergencies. LPSCS-SPS-13.2
3. Assess the potential dangers and proper procedures to effectively deal with a utility outage. LPSCS-SPS-13.3
4. Examine techniques for detecting and responding to fires. LPSCS-SPS-13.4
5. Assess the actions to take in the event of a hazardous material (HazMat) incident and in the event of an intrusion. LPSCS-SPS-13.5
6. Apply the basic crisis intervention techniques that address common sources of conflict and appropriate use of force. LPSCS-SPS-13.6
7. Identify the procedures for protecting and managing evidence in dealing with crime scene investigations. LPSCS-SPS-13.7

LPSCS-SPS-14. Compare types and techniques of security approaches within the public and private sectors. LPSCS-SPS-14

1. Identify the various elements and methods to implement personnel security in government settings. LPSCS-SPS-14.1
2. Analyze the various security methods used to ensure a safe working environment, including employee screening, training, hotlines, and workplace violence prevention. LPSCS-SPS-14.2
3. Compare public sector (e.g. police, government) investigations with private (e.g. LPSCS-SPS-14.3
4. Distinguish between criminal and non-criminal investigations. LPSCS-SPS-14.4

LPSCS-SPS-15. Demonstrate the concepts and techniques used to ensure the security of information based and intangible assets. LPSCS-SPS-15

1. Describe methods to identify and protect sensitive information in both government and commercial settings. LPSCS-SPS-15.1
2. Analyze the damage that could be caused in government and business operations by information leaks or theft of sensitive data. LPSCS-SPS-15.2
3. Compare and contrast the functions of information systems security (or information technology/IT security) and traditional information protection. LPSCS-SPS-15.3
4. Identify the most common threats to information technology (IT) systems in government and commercial settings. LPSCS-SPS-15.4
5. Evaluate the various controls that may be set up to protect IT systems and the data that resides on them. LPSCS-SPS-15.5

LPSCS-SPS-16. Exhibit critical thinking in describing the importance and roles of intelligence analysis in crime prevention and homeland security. LPSCS-SPS-16

1. Summarize and apply basic terms used in intelligence, including flow charting, analysis, geographic information systems, imagery analysis, and financial analysis. LPSCS-SPS-16.1
 2. Identify the steps in the intelligence cycle and give examples of each:
planningcollectioncollation evaluationanalysisdisseminationfeedback LPSCS-SPS-16.2
 3. Execute a crime pattern analysis process to identify links between a given crime and set of potentially related incidents/people to reveal similarities and differences. LPSCS-SPS-16.3
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**Essentials of Fire and
Emergency Services
(43.46)**

LPSCS-EFES-1. Demonstrate employability skills required by business and industry. LPSCS-EFES-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. LPSCS-EFES-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. LPSCS-EFES-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. LPSCS-EFES-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. LPSCS-EFES-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. LPSCS-EFES-1.5
6. Present a professional image through appearance, behavior and language. LPSCS-EFES-1.6

LPSCS-EFES-2. Distinguish between the various fire and emergency agencies and the functions, roles and responsibilities of those agencies within the federal, state and local public safety systems. LPSCS-EFES-2

1. Analyze the relationship between the fire agencies, emergency medical service, and rescue organizations. LPSCS-EFES-2.1
2. Compare paid versus volunteer fire and emergency agencies. LPSCS-EFES-2.2
3. Research current trends including communities requiring multiple certifications for fire and emergency personnel. LPSCS-EFES-2.3

LPSCS-EFES-3. Create a timeline of the history of fire and emergency services and identify the events that have had an impact on current codes, rules, and laws. LPSCS-EFES-3

1. Research the history of fire and emergency services. LPSCS-EFES-3.1
2. Analyze case studies of fire and emergency services including major fires and other disaster events. LPSCS-EFES-3.2
3. Analyze the rise of domestic attack and the impact on regulations, codes, and laws. LPSCS-EFES-3.3
4. Critique local, state and federal response to various disasters that have occurred. LPSCS-EFES-3.4

LPSCS-EFES-4. Utilize up-to-date technology equipment and applications, as well as other appropriate equipment necessary to facilitate the management of fire and emergency management situations. LPSCS-EFES-4

1. Execute protocols for managing emergency situations using radio equipment, computer technology, and public address/warning systems, and mass notification systems. LPSCS-EFES-4.1
2. Demonstrate operating telecommunications equipment common to emergency and fire management. LPSCS-EFES-4.2
3. Demonstrate proper documentation utilized by fire and emergency management services. LPSCS-EFES-4.3
4. Demonstrate maintaining emergency equipment within established criteria, including required equipment checks and training of personnel who utilize the equipment. LPSCS-EFES-4.4

LPSCS-EFES-5. Execute safety procedures and protocols associated with local, state, and federal regulations. LPSCS-EFES-5

1. Evaluate emergency situations and select procedures that reduce personal safety risks. LPSCS-EFES-5.1
2. Demonstrate reporting violations of safety regulations according to regulations and established protocol. LPSCS-EFES-5.2
3. Prepare and train on medical, fire, environmental, technological, or other situations where hazardous materials are present. LPSCS-EFES-5.3
4. Analyze the role of Hazardous Material Placards in transportation incidents. (Utilize appropriate resources such as the (ERG) Emergency Response Guidebook.) LPSCS-EFES-5.4
5. Demonstrate performing simulated exercises on proper procedures to handle hazardous materials. LPSCS-EFES-5.5
6. Explain the dangers associated with firefighting and the firefighter safety culture. LPSCS-EFES-5.6
7. Summarize the dangers of being exposed to pathogen and demonstrate methods to protect from the risks associated to pathogen exposure. LPSCS-EFES-5.7
8. Identify and describe the elements of personal accountability systems. LPSCS-EFES-5.8
9. Categorize hazards experienced with public utilities. LPSCS-EFES-5.9
10. Describe clothing and protective equipment, including the care and cleaning used by firefighters and emergency personnel. LPSCS-EFES-5.10
11. Evaluate dangers of protective equipment including overheating and respirations issues. LPSCS-EFES-5.11
12. Explain how a self-contained breathing apparatus (SCBA) works and when it how it is used in an emergency situation. LPSCS-EFES-5.12

LPSCS-EFES-6. Compare and contrast the different career fields, the organizational structure, and the rules and regulations in fire and emergency services. LPSCS-EFES-6

1. Evaluate the emotional and physical challenges that an employee in the fire and emergency fields may face. LPSCS-EFES-6.1
2. Research career requirements (training, preparation, and certification) for various careers in fire and emergency services. LPSCS-EFES-6.2
3. Explain the role of the public safety communication officer and how they interact with various public safety agencies. LPSCS-EFES-6.3
4. Identify and explain the chain of command and the organizational structure of the fire and emergency departments. LPSCS-EFES-6.4
5. Analyze the scope of the department operations and their standard operational procedures (SOP). LPSCS-EFES-6.5
6. Identify municipal, state, and federal rules and regulations that apply to all positions within a department. LPSCS-EFES-6.6
7. Distinguish the different companies within fire services including an engine, truck (ladder), a rescue squad, a brush, hazardous material, an Emergency Medical/ambulance, and a special rescue. LPSCS-EFES-6.7

LPSCS-EFES-7. Demonstrate professional communication skills utilized in fire and emergency scenarios. LPSCS-EFES-7

1. Utilize active and passive listening skills in fire and emergency situations. LPSCS-EFES-7.1
2. Demonstrate using appropriate verbal and nonverbal communications skills in fire and emergency situations. LPSCS-EFES-7.2
3. Analyze the role of cultural diversity and language barrier as it applies to fire and emergency situations. LPSCS-EFES-7.3
4. Determine problems and solutions when public safety communications officer process calls from people with hearing and speech impairments. LPSCS-EFES-7.4

LPSCS-EFES-8. Implement an appropriate Incident Command System to effectively manage an incident scene. LPSCS-EFES-8

1. Formulate and implement an action plan at a simulated emergency scene. LPSCS-EFES-8.1
2. Determine what is involved at the emergency scene and what may have contributed to the situation. LPSCS-EFES-8.2
3. Demonstrate notifying appropriate agencies for support (i.e. Electric and gas companies). LPSCS-EFES-8.3
4. Establish a priority system to guide actions during implementation of an action plan. LPSCS-EFES-8.4
5. Execute steps involved in managing logistical procedures at the incident, including identifying equipment used and returned to service and documentation of the events. LPSCS-EFES-8.5

LPSCS-EFES-9. Recommend improvements to community and school prevention and preparedness plans. LPSCS-EFES-9

1. Analyze emergency plans for government and the private sector. LPSCS-EFES-9.1
2. Explore fire prevention training. LPSCS-EFES-9.2
3. Demonstrate preparing an emergency and disaster supply kit. LPSCS-EFES-9.3
4. Demonstrate selecting appropriate protective equipment. LPSCS-EFES-9.4
5. Identify aspects of response scene safety and compare types of response techniques and methodologies. LPSCS-EFES-9.5

LPSCS-EFES-10. Analyze the chemistry of fire. LPSCS-EFES-10

1. Analyze fire, the fire triangle, and tetrahedron. LPSCS-EFES-10.1
2. Identify and describe chemical, mechanical and electrical energy heat sources. LPSCS-EFES-10.2
3. Research incipient, flame spread; flash over; steady state; clear burning; growth of fire from ignition to free burning, including the effects of ventilation and oxygen deprivation on flame spread. LPSCS-EFES-10.3
4. Evaluate the three methods of heat transfer and the three physical stages of matter in which fuels are commonly found. LPSCS-EFES-10.4
5. Examine the hazards of finely divided fuels as they relate to the combustion process. LPSCS-EFES-10.5
6. Research flash point, fire point and ignition temperature. LPSCS-EFES-10.6
7. Determine concentrations of oxygen in air as it affects combustion. LPSCS-EFES-10.7
8. Identify and describe products of combustion commonly found in structural fires that create a life hazard. LPSCS-EFES-10.8
9. Compare thermal balance and imbalance and define units of heat measurement. LPSCS-EFES-10.9

LPSCS-EFES-11. Access rescue operations in fire and emergency situations. LPSCS-EFES-11

1. Demonstrate proper procedures when working in a smoke filled environment. LPSCS-EFES-11.1
2. Analyze responses to being lost or disoriented in a hostile environment. LPSCS-EFES-11.2
3. Explain the proper procedure to search a building and apply search pattern methods to given scenarios. LPSCS-EFES-11.3
4. Describe rescue techniques used in hostile environments. LPSCS-EFES-11.4
5. Observe/demonstrate rescue carries and drags. LPSCS-EFES-11.5

LPSCS-EFES-12. Evaluate the use of fire hoses, nozzles, portable lighting, appliances, and ladders. LPSCS-EFES-12

1. Identify and explain the sizes, types, amount, and use of hoses carried on a pumper, and the use of nozzles, hose adapters, and hose appliances. LPSCS-EFES-12.1
2. Demonstrate connecting a fire hose to a hydrant. LPSCS-EFES-12.2
3. Analyze the techniques for coupling fire hoses and extending a hose, and how to inspect and maintain the fire hoses, couplings, and nozzles. LPSCS-EFES-12.3
4. Examine hydrant-to-pumper hose connections. LPSCS-EFES-12.4
5. Determine the uses of portable lighting and the safety procedures involved when utilizing lighting equipment. LPSCS-EFES-12.5
6. Identify and describe ladder components and types, and assess the importance of ground ladder maintenance. LPSCS-EFES-12.6
7. Evaluate the necessity of following proper procedures in carrying, positioning, raising ladders, and climbing ladder. LPSCS-EFES-12.7

LPSCS-EFES-13. Identify the leading causes of fire, methods for preventing fires, and safety procedures involved in fire prevention. LPSCS-EFES-13

1. Identify and describe the leading causes of fire and how those might be prevented. LPSCS-EFES-13.1
2. Explain the principles of ventilation and the advantages and effects of ventilation. LPSCS-EFES-13.2
3. Identify and explain the types of sprinkler systems and the main control valve on an automatic sprinkler system. LPSCS-EFES-13.3
4. Research the procedures for conducting fire inspections. LPSCS-EFES-13.4
5. Identify and describe dangerous building conditions that may be created by fire. LPSCS-EFES-13.5
6. Demonstrate action techniques when trapped or disoriented in a fire situation. LPSCS-EFES-13.6
7. Determine procedures to be used in electrical emergencies. LPSCS-EFES-13.7
8. Evaluate school exit drill procedures. LPSCS-EFES-13.8
9. Develop a pre-fire planning diagram of a building and an accident prevention program. LPSCS-EFES-13.9
10. Develop an accident prevention program for a school or a community. LPSCS-EFES-13.10

LPSCS-EFES-14. Utilize current guidelines and techniques in responding to various medical emergencies and situation involving injury, illness and exposure. LPSCS-EFES-14

1. Respond to emergency situations with an emphasis on scene safety and the identification of additional resources and hazards that may exist. LPSCS-EFES-14.1
 2. Demonstrate adhering to protocol and regulations for infection control and utilizing proper personal protective equipment (PPE) in emergency situations. LPSCS-EFES-14.2
 3. Demonstrate adhering to infection and exposure control and safety guidelines to protect the public health. LPSCS-EFES-14.3
 4. Demonstrate conducting triage under simulated disaster conditions. LPSCS-EFES-14.4
 5. Demonstrate performing head to toe patient assessments. LPSCS-EFES-14.5
 6. Determine mechanism of injury when possible for trauma patients. LPSCS-EFES-14.6
 7. Demonstrate airway maintenance and treatment for shock. LPSCS-EFES-14.7
 8. Identify and explain methods to ensure proper circulation including chest compressions, controlling bleeding, and adequate perfusion. LPSCS-EFES-14.8
 9. Demonstrate performing proper bandaging and immobilization of patient injury adhering to scope of practice. LPSCS-EFES-14.9
 10. Appraise emergency medical scenarios for proper response including diabetic, cardiac, poisoning, allergic response, heat and cold stress emergencies. LPSCS-EFES-14.10
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**Public Safety
Communications
(43.462)**

HS-PSC-1. Demonstrate employability skills required by business and industry. HS-PSC-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. HS-PSC-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. HS-PSC-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. HS-PSC-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. HS-PSC-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. HS-PSC-1.5
6. Present a professional image through appearance, behavior and language. HS-PSC-1.6

HS-PSC-2. Analyze the role of the communication officer related to public safety. HS-PSC-2

1. Correctly identify the term "communications officer" as defined in O.C.G.A. 35-8-23. HS-PSC-2.1
2. Identify and explain the standards and qualifications required of communications officers by Georgia Peace Officer Standards and Training Council (P.O.S.T.). HS-PSC-2.2
3. Explain the requirements for communications officers to notify GA P.O.S.T. of disciplinary actions. HS-PSC-2.3
4. Identify and describe sanctions available to GA P.O.S.T. for action against a communications officer's registration or certification. HS-PSC-2.4
5. Classify the three major responsibilities of a communications officer. HS-PSC-2.5
6. Assess the characteristics of an effective communications officer, including proper conduct and dress code. HS-PSC-2.6
7. Illustrate the importance of reporting for duty and the impact absences have on a communication center. HS-PSC-2.7

HS-PSC-3. Connect ethical and liability issues faced by communication officers in accordance with current local, state, and federal laws, as well as agency policies. HS-PSC-3

1. Research the legalities of the Health Insurance Portability and Accountability Act and how it relates to communications officers. HS-PSC-3.1
2. Evaluate personal gain, negligence, values, and confidentiality as it could relate to a communications officer. HS-PSC-3.2
3. Explain liability and the categories of legal liability. HS-PSC-3.3
4. Define negligence and explain the criteria for successful legal action based on the Theory of Negligence. HS-PSC-3.4
5. Identify and describe the two elements necessary for recovery of damages under the Civil Rights Act (42 U.S.C. 1983). HS-PSC-3.5
6. Describe the areas of "high liability" for communication officers. HS-PSC-3.6
7. Identify and describe the protection afforded to communications operators under the Georgia Emergency Telephone Number '911' Service Act, O.C.G.A., §46-5-131. HS-PSC-3.7
8. Determine strategies to avoid litigation and defenses that may be available to a communications officer in a civil liability lawsuit. HS-PSC-3.8

HS-PSC-4. Explain how stress can affect the body and identify methods to properly manage stress. HS-PSC-4

1. Connect job-related stressors and the effects on a communications officer's ability to properly perform job duties. HS-PSC-4.1
2. Differentiate how stress manifests itself in the following areas: Physical, emotional, cognitive, and behavioral. HS-PSC-4.2
3. Compare and contrast maladaptive and positive solutions for coping with stress. HS-PSC-4.3
4. Investigate post-traumatic stress disorder (PTSD) and explain management of this condition. HS-PSC-4.4
5. Construct a personal stress management plan based on the American Heart Association Stress Management standards. HS-PSC-4.5

HS-PSC-5. Given actual and hypothetical scenarios, apply interpersonal communications skills and concepts to effectively process emergency and non-emergency calls consistent with professional, state, and agency communication standards. HS-PSC-5

1. Differentiate selective from active listening. HS-PSC-5.1
2. Demonstrate techniques used to answer the phone and calm the caller. HS-PSC-5.2
3. Identify and describe appropriate information to obtain based on call type. HS-PSC-5.3
4. Discuss techniques for processing calls from callers with limited English language proficiency. HS-PSC-5.4
5. Obtain and organize pertinent information for dispatch. HS-PSC-5.5
6. Differentiate questioning techniques from interrogation techniques. HS-PSC-5.6
7. Explain the importance of briefing on-coming communication officers. HS-PSC-5.7

HS-PSC-6. Perform operational skills required of a communications officer by demonstrating appropriate federal, state, and local laws and regulations for disseminating and receiving information. HS-PSC-6

1. Describe ways incoming calls may be received and techniques for prioritizing and managing multiple calls. HS-PSC-6.1
2. Demonstrate the ability to document information in the appropriate forms, logs and/or files. HS-PSC-6.2
3. Explain procedures for processing calls from Telematic Providers. HS-PSC-6.3
4. Demonstrate techniques utilized with callers with limited communication ability. HS-PSC-6.4
5. Apply key concepts and procedures for communicating with impaired callers in accordance with Title II of the Americans with Disabilities Act and compliance standards established by the Department of Justice. HS-PSC-6.5
6. Obtain and process requests for service and/or resources from field units in a timely manner. HS-PSC-6.6
7. Explore various procedures used when dispatching emergency and non-emergency calls. HS-PSC-6.7
8. Analyze the importance of knowing and informing co-workers of incidents that may adversely affect operations. HS-PSC-6.8
9. Explain geographical jurisdiction and how it affects agency response. HS-PSC-6.9
10. Apply proper procedures for the effective use of public safety radios consistent with professional communication standards. HS-PSC-6.10

HS-PSC-7. Given actual and hypothetical scenarios, identify a crisis situation and apply techniques to properly handle the crisis consistent with professional communications standards. HS-PSC-7

1. Define crisis and differentiate the steady state and the crisis state as it relates to callers or personnel. HS-PSC-7.1
2. Identify the types of crisis and compare the behavioral characteristics of each. HS-PSC-7.2
3. Differentiate the stages of crisis and the six phases of emotional reaction to crisis. HS-PSC-7.3
4. Identify and explain the "do's and don'ts" of crisis intervention and methods for dealing with difficult callers. HS-PSC-7.4
5. Follow agency protocol in gathering information to determine the severity of risk in suicidal calls. HS-PSC-7.5

HS-PSC-8. Apply the proper procedures for the effective handling of law enforcement calls with special emphasis placed on officer safety issues consistent with professional communication standards. HS-PSC-8

1. Summarize the roles and responsibilities of law enforcement officers and analyze various reasons citizens request police assistance in order to determine call priority. HS-PSC-8.1
2. Research the different ways federal, state, local and agency protocol treat various crisis situations. HS-PSC-8.2
3. Define the role of the communication officer (this may vary according to agency protocol and may involve someone with more advanced training) during a crisis call incident and his/her role in officer safety including unit status checks and officer distress calls. HS-PSC-8.3
4. Describe the proper techniques for transmitting information regarding "look-outs for persons and/or vehicles", physical descriptions, vehicle descriptions, and weapons. HS-PSC-8.4
5. Follow established procedures/protocols for gathering and transmitting information in reference to missing persons, including AMBER ALERT, Levi's Call, Mattie's Call, ADAM and SILVER alerts, if appropriate. HS-PSC-8.5

HS-PSC-9. Apply the procedures to effectively handle calls related to fire and hazardous materials with special emphasis on safety of the responders and the general public. HS-PSC-9

1. Summarize the roles and responsibilities of fire department responders and analyze types of fire emergency calls. HS-PSC-9.1
2. Identify and describe the nature of fire, the phases of the burning process, and the four classifications of fire. HS-PSC-9.2
3. Follow agency protocols in relaying instructions critical to safety of the responder and the general public during fire and hazardous materials calls. HS-PSC-9.3
4. Describe the Integrated Incident Command System (ICS) and the communications officer's role in ICS. HS-PSC-9.4
5. Define Hazardous Materials as substances that when released are capable of causing harm to people, the environment, and property. HS-PSC-9.5
6. Identify the type of material using the Department of Transportation (DOT) Emergency Response Guide (ERG) and the location of the caller. HS-PSC-9.6
7. Identify and describe the appropriate Personal Protective Equipment (PPE) to protect the responder and others in a hazardous materials incident. HS-PSC-9.7

HS-PSC-10. Apply proper procedures to effectively handle calls related to emergency medical services with special emphasis on safety of the responder and the general public. HS-PSC-10

1. Differentiate the levels of EMS providers in Georgia and response types, modes and pre-determined response configurations. HS-PSC-10.1
2. Describe the three phases of dispatching and the roles of the communication officer in the EMS Chain of Survival. HS-PSC-10.2
3. Differentiate among primary and secondary units, basic life support (BLS), and advanced life support (ALS). HS-PSC-10.3
4. Prioritize the essential items of information which must be obtained from callers requesting EMS assistance. HS-PSC-10.4
5. Analyze pre-arrival instructions and pre-arrival medical instructions. HS-PSC-10.5
6. Classify special issues related to medical dispatching based on: children callers, elderly callers, dead on arrivals (DOAs), do not resuscitate (DNR) orders, and medical confidentiality and HIPAA. HS-PSC-10.6
7. Determine the appropriate resources to be allocated by considering such factors as the nature, size and severity of the problem; personnel and vehicles available; vehicle proximity to the patient; ambulance coverage zones; and the type of equipment and trained personnel carried by each resource. HS-PSC-10.7
8. Explore the definition of a multi casualty incident (MCI) and the role and responsibility of communications during a MCI. HS-PSC-10.8
9. Define trauma center, trauma center classifications and trauma alert criteria. HS-PSC-10.9

HS-PSC-11. Identify potential terrorists and weapons of mass destruction (WMD) events and respond in accordance with established federal, state, local and agency guidelines. HS-PSC-11

1. Define terrorism and distinguish between domestic and international terrorism. HS-PSC-11.1
2. Identify and classify potential targets of terrorism. HS-PSC-11.2
3. Based on information received, describe the indicators of the usage of WMD. HS-PSC-11.3
4. Explain the procedures identified in the all hazards protocol. HS-PSC-11.4
5. Research various procedures that might be utilized for handling and documenting bomb threats and reports of suspicious substances or packages. (This information may be handled by someone with more advanced training per agency protocol.) HS-PSC-11.5
6. Follow agency protocols in identifying key questions to be asked when handling incidence involving aircraft emergencies. HS-PSC-11.6
7. Identify and describe the weaponry or agents referred to in the acronym CBRNE (Chemicals, biological, radiological, nuclear, and explosives). HS-PSC-11.7

HS-PSC-12. Successfully complete current CPR, AED, and First Aid training according to American Heart Association or American Red Cross, or other nationally recognized certifying agency. HS-PSC-12

1. Successfully complete CPR, AED, and First Aid training. HS-PSC-12.1

HS-PSC-13. Explore the various Homeland Security Agencies and Departments for their structure, organization and function at each level of government. [HS-PSC-13](#)

1. Compare the effectiveness and efficiency of different organizations/agencies at the federal, state, and local levels of government during a disaster. [HS-PSC-13.1](#)
2. Distinguish between hazard, emergency, and disaster. [HS-PSC-13.2](#)
3. Explain the phases of the emergency management process. [HS-PSC-13.3](#)
4. Explore the concept of mutual aid. [HS-PSC-13.4](#)
5. Describe the role and challenges faced by a communication officer during a disaster. [HS-PSC-13.5](#)
6. Describe proper response to events which may require an emergency management response including: terrorism, WMD, MCI, and weather events. [HS-PSC-13.6](#)
7. Examine the role and responsibility of the communications officer in the NIMS (National Incident Management System). [HS-PSC-13.7](#)
8. Display knowledge of the local emergency management agency including: disaster preparedness plans, emergency operations plans, and emergency operations. [HS-PSC-13.8](#)

HS-PSC-14. Given actual and hypothetical scenarios, students will apply proper procedures for the effective handling of law enforcement, fire and hazardous materials, and emergency medical service calls. [HS-PSC-14](#)

1. Utilize simulation to respond as a public safety communications officer. [HS-PSC-14.1](#)
2. Apply safety protocol to both personnel and public when responding as a public safety communications officer. [HS-PSC-14.2](#)