

Implementation date  
Fall 2009

**PROGRAM CONCENTRATION:** Public Safety  
**CAREER PATHWAY:** Homeland Security and  
Emergency Services  
**COURSE TITLE:** First Responder and Emergency Leadership

**Prerequisites:** Emergency Services or Law, Community Response, and Policing

**Course Description:** This course is designed to offer the student a comprehensive view of the science of emergency care. Students are involved in Emergency Services operation mock scenarios involving triage/mass casualty, extrication of victims in complex access situations, and additional basic skills most commonly associated with the entry level career title of First Responder. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), National Registry of Emergency Medical Technicians (NREMT), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Competencies for the student organization Skills USA are integral components of both the core employability skills standards and the technical skills standards. Skills USA activities should be incorporated throughout instructional strategies developed for the course. This course meets the curriculum content as specified by the United States Department of Transportation National Highway Traffic Safety Administration's First Responder's National Standard Curriculum Guide. Students meeting all academic, attendance, and age requirements may elect to sit for the National Registry's Final Practical Skills Examination upon successful completion of the course. Students who meet all National Registry examination requirements have their names and pertinent demographic data entered into the First Responder National Registry.

### **INTRODUCTION TO EMERGENCY MEDICAL CARE**

Students will explore the roles and responsibilities of emergency medical workers based on their various levels of training.

**PS-FREL-1. Students will demonstrate an understanding of the overview of the Emergency Medical Services System, including personnel training, certification, and responsibilities.**

- a. Discuss the history of Emergency Medical Services System.
- b. Differentiate between the levels of training and certification requirements of First Responder, Emergency Medical Technician-Basic, Emergency Medical Technician-Intermediate and Emergency Medical Technician-Paramedic.
- c. Differentiate between the roles and responsibilities of the First Responder, Emergency Medical Technician-Basic, Emergency Medical Technician-Intermediate, Emergency Medical Technician-Paramedic, and other public safety agencies such as law enforcement personnel and utility company employees.
- d. Evaluate the essential components of an Emergency Medical System.

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**Academic Standards:**

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*ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.*

*SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.*

*SSCG18 The student will demonstrate knowledge of the powers of Georgia's state and local governments*

*SSCG22 The student will demonstrate knowledge of the criminal justice process.*

**WELL-BEING OF THE EMERGENCY MEDICAL SERVICES PROVIDER**

Students will identify emergency scene hazards. Students will discuss the mental aspects of emergency medical care.

**PS-FREL-2. Students will evaluate the necessity of scene safety, emotional well-being, and stress management of the Emergency Medical Services provider.**

- a. Define, demonstrate, and use standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA).
- b. Analyze the need to determine scene safety prior to attempting to provide any emergency medical care.
- c. Evaluate the utilization of personal protective equipment (PPE) necessary for each of the following situations: hazardous materials; rescue operations; violent scenes; crime scenes; electricity, water, and ice; exposure to blood borne pathogens; and exposure to airborne pathogens.
- d. Discuss the emotional aspects of emergency medical care and methods of reducing/alleviating stress.
- e. Demonstrate the correct handling and disposal of all sharps.
- f. Discuss medical oversight and differentiate between indirect (off-line) medical control and direct (online) medical control.

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*conventions and grammar in both written and spoken formats.*

### **MEDICAL, LEGAL, AND ETHICAL ISSUES**

Students will discuss the various levels of scope of care for Emergency Medical Providers, including but not limited to: First Responder, Emergency Medical Technician-Basic, Emergency Medical Technician-Intermediate, and Emergency Medical Technician-Paramedic.

#### **PS-FREL-3. Students will analyze the legal and ethical issues of Emergency Medical Services providers including First Responders and all levels of Emergency Medical Technicians.**

- a. Differentiate between “paid” First Responder’s services and “volunteer” services.
- b. Analyze the legal impact of abandonment, negligence, battery, advanced directives, consent, refusals, and confidentiality.
- c. Verbalize the conditions that require an Emergency Medical Service Provider to notify local law enforcement officials.
- d. Define and discuss Medical Directive and Control.

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*SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.*

*SSCG21 The student will demonstrate knowledge of criminal activity.*

*SSCG22 The student will demonstrate knowledge of the criminal justice process.*

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### **ANATOMY AND PHYSIOLOGY**

Students will demonstrate basic knowledge of the body’s anatomy.

**PS-FREL-4. Students will demonstrate knowledge of the different systems of the body and how they relate to patient care.**

- a. 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.
- b. Demonstrate knowledge of the body's anatomy and physiology to provide competent patient care and accurate communication to other health care providers.

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**LIFTING AND MOVING**

Students will demonstrate proper safety applications with correct body mechanics when transferring or packaging patients or objects, utilizing various emergency medical transfer devices.

**PS-FREL-5. Students will use necessary EMS equipment and will demonstrate the proper implementation of lifting and moving patients.**

- a. Differentiate and demonstrate emergency moves and non-emergency moves that may be utilized by the Emergency Medical Services Provider.
- b. Summarize the First Responder's role in packaging and carrying patients as identified by local jurisdiction and how it differs from the Emergency Medical Technician's.

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**AIRWAY MANAGEMENT**

Students will demonstrate opening and maintaining an airway for adult, child, and infant victims.

**PS-FREL-6. Students will demonstrate the ability to manage an airway.**

- a. Explain the rationale for basic life-support, artificial ventilation, and airway protective skills taking priority over most other basic life-support skills.
- b. Differentiate between the signs of adequate breathing and of inadequate breathing.
- c. Relate the mechanism of injury to opening the airway.

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**SCENE SIZE-UP/PATIENT ASSESSMENT**

Students will analyze the components of scene size-up.

**PS-FREL-7. Students will accurately assess a patient's need for treatment.**

- a. Describe common hazards found at the scene of a trauma and at a scene involving a medical patient.
- b. Explain the rationale for identifying the need for additional help or assistance.
- c. Determine priorities of patient care and skills required to continue that assessment and management of the ill or injured patient.
- d. Describe and demonstrate the components of the physical exam, ongoing assessment, and assessment for external bleeding.

- e. Summarize the components of the SAMPLE history and demonstrate questioning a patient to obtain a SAMPLE history.
- f. Describe and demonstrate the First Responder “hand-off” report.
- g. Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene.
- h. Demonstrate the ability to accurately assess, record, and report vital signs.
- i. Discuss the rationale for performing a focused history and a physical exam.
- j. Differentiate between the detailed physical exam of the trauma patient and that of the medical patient and demonstrate each.
- k. Demonstrate the rapid trauma assessment that should be used to assess a patient, based on mechanism of injury.

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**PUBLIC SAFETY COMMUNICATIONS**

Students will demonstrate an understanding of the public safety communication systems.

**PS-FREL-8. Students will demonstrate the ability to communicate effectively through the various avenues within the EMS system.**

- a. Demonstrate the appropriate use of fire pagers, two-way radios, scanners, etc.
- b. Discuss confidentiality issues regarding the use of public safety communications equipment.
- c. Identify the essential components of the verbal report given to incoming public safety personnel and provide a brief, organized report that would be given to advance life-support providers arriving at the incident.
- d. Provide accurate, written documentation in the form of a field report or incident report in an accurate and timely manner.

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### **CARDIOVASCULAR EMERGENCIES**

Students will examine the use of cardiopulmonary resuscitation and its application in cardiovascular emergencies.

#### **PS-FREL-9. Students will demonstrate the steps of Basic Life Support (BLS).**

- a. Differentiate between biological death and clinical death.
- b. Demonstrate cardiopulmonary resuscitation on an infant, a child, and an adult (simulate using manikins), utilizing personal protective devices and the use of standard precautions for disease prevention.
- c. Identify when cardiopulmonary resuscitation may be discontinued once it has been initiated.
- d. State the indications and contraindications for automated external defibrillation.
- e. Demonstrate the application, operation, and maintenance of an automated external defibrillator trainer.

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### **MEDICAL, ENVIRONMENTAL, AND BEHAVIORAL EMERGENCIES**

Students will demonstrate knowledge and skills necessary to assure the provision of necessary assessment of medical, respiratory, diabetic, environmental, and behavioral emergency patients.

#### **PS-FREL-10. Students will accurately assess and treat emergencies of a medical, environmental, and behavioral nature.**

- a. Integrate the knowledge and skills necessary to assure the provision of necessary assessment of medical, respiratory, diabetic, environmental, and behavioral emergency patients, including but not limited to: seizures, upper airway obstruction and lower airway diseases, administration of oral glucose and assessment of blood glucose, heat/cold exposure, water-related emergencies, altered mental status, stroke, and psychological crisis.
- b. Demonstrate the skills necessary to provide emergency care of the patient suffering from, including but not limited to: seizures, upper airway obstruction and lower airway diseases, hypoglycemia and hyperglycemia, heat/cold exposure, water-related emergencies, altered mental status, stroke, and psychological crisis.
- c. Discuss the First Responder's role in the provision of emergency care and relief during weather disasters including tornado relief and shelters and hurricane/flood evacuations.

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**TRAUMA**

Students will demonstrate the knowledge and skills necessary to assure the provision of necessary assessment of internal and external soft-tissue injuries.

**PS-FREL-11. Students will accurately assess and treat patients with bleeding, soft-tissue, and musculoskeletal injuries.**

- a. Integrate the knowledge and skills necessary to assure the provision of necessary assessment of internal and external soft-tissue injuries, including but not limited to: arterial, venous, and capillary bleeds; external bleeding; shock; burns; blunt and penetrating trauma; chest wounds; abdominal injuries; and amputations.
- b. Demonstrate the skills applicable to the management of internal and external soft-tissue injuries utilizing personal protective equipment and standard precautions, including but not limited to: arterial, venous, and capillary bleeds;

- external bleeding; shock; burns; blunt and penetrating trauma; chest wounds; abdominal injuries; and amputations.
- c. Integrate the knowledge and skills necessary to assure the provision of necessary assessment of musculoskeletal injuries, including but not limited to: open, closed, painful, swollen, or deformed extremity; fractures and dislocations; and head and spinal cord injuries.
  - d. Demonstrate the skills applicable to the management of internal and musculoskeletal injuries utilizing personal protective equipment and standard precautions, including but not limited to: open, closed, painful, swollen, or deformed extremity; fractures and dislocations; and head and spinal cord injuries.
  - e. Relate the mechanism of injury to potential injuries of the head and spine.

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**OBSTETRICS/GYNECOLOGY**

Students will discuss the dynamics of the physical and emotional aspects of obstetrical/gynecological emergencies.

**PS-FREL-12. Students will recognize, assess, and treat obstetric and gynecological emergencies.**

- a. Discuss the multiple services the Emergency Medical Services Provider must provide in caring for a pregnant patient—provide care for injuries, provide emotional support, provide for patient dignity and protect her from embarrassment from onlookers— and explain the implications of caring for two patients in maternal/newborn care.
- b. Demonstrate how to time a contraction correctly.
- c. Recognize and manage imminent delivery utilizing the obstetric kit and demonstrate post delivery care of the mother and newborn to include neonatal resuscitation procedures (simulation).
- d. Discuss emergency care of the patient with the following gynecological emergencies: vaginal bleeding, breech birth, prolapsed cord, limb presentation, multiple births, premature births, and meconium staining of the amniotic fluid.
- e. Discuss special considerations given to the pregnant victim of sexual assault.

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### **INFANTS AND CHILDREN**

Students will summarize the developmental considerations affecting the provision of emergency care for each of the following age groups: infants, toddlers, preschool, school age, and adolescent.

#### **PS-FREL-13. Students will identify, assess, and treat infants and children with medical, traumatic, and environmental emergencies.**

- a. Discuss the differences in the response of an ill or injured pediatric patient to that of an ill or injured adult patient.
- b. Demonstrate the assessment and emergency medical care procedures for the pediatric trauma/medical patient(s) to include: respiratory distress/failure, cardiac arrest, shock, and seizures.
- c. Summarize the indicators of child abuse/neglect and describe the Emergency Medical Services Provider's legal responsibilities in suspected cases of abuse/neglect.
- d. Analyze the provider's own emotional response to caring for infants or children and recognize the need for debriefing following a difficult call involving an infant or child.
- e. Demonstrate a caring attitude and empathy when providing emergency medical care for pediatric patients and in communicating with their parents/guardians.
- f. Place the interests of the infant and child with an illness or injury as the foremost consideration when making any and all patient care decisions.

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### **EMS OPERATIONS – GAINING ACCESS/EXTRICATION/TRIAGE/HAZARDOUS MATERIALS**

Define the fundamental components of extrication and discuss the role of the Emergency Medical Services Provider.

**PS-FREL-14. Students will demonstrate the ability to effectively manage a scene, using components of access, extrication, triage, and hazardous materials.**

- a. Discuss the phases of out-of-hospital rescues and evaluate various methods of gaining access to victims, distinguishing between simple and complex access.
- b. Identify what equipment is required for personal safety during extrication and analyze the proper use of medical/non-medical equipment needed to respond to an extrication call.
- c. State the steps that should be taken to protect the patient during extrication.
- d. Discuss the criteria for a multiple casualty situation and the role of the First Responder in assisting with management of the incident.
- e. Summarize the components of basic triage (modified START plan) and demonstrate in a given scenario of mass-casualty incidence.
- f. Discuss the circumstances that usually require a helicopter/medevac unit transport and demonstrate how to set up the landing zone for a helicopter/medevac unit.
- g. State the information the First Responder must be prepared to provide the medevac unit.
- h. Demonstrate the steps for approaching and managing a hazardous scene while providing for personal, team, and bystanders' safety (simulation).

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### **PHARMACOLOGY/OXYGEN THERAPY**

Students will define pharmacology, over-the-counter drugs, prescription drugs, indications, and contraindications.

**PS-FREL15. Students will understand the rules of pharmacology: giving and assisting with medications and routes of medications, including proper techniques for use of oxygen therapy.**

- a. Summarize the rules for giving or assisting the patient with any medication.
- b. Evaluate the different routes for giving a medication.
- c. Discuss why oxygen is considered a medication and the impact of local protocols and medical oversight governing the administration of oxygen by the First Responder.
- d. Analyze the disadvantages or hazards of oxygen therapy.
- e. Identify the components of oxygen delivery systems and compare types of oxygen cylinders including the regulators, flowmeters, and humidifiers.
- f. Demonstrate the use of all safety guidelines when working with oxygen cylinders.
- g. Calculate the duration of flow for both D and E cylinders individually and discuss the general guidelines for oxygen dosages for patients involved in trauma, childbirth, medical, and environmental emergencies.
- h. Identify oxygen delivery devices for breathing patients including nasal cannula, venturi mask, and non-rebreather masks.
- i. Demonstrate the preparation and correct operation of an oxygen delivery system to provide oxygen to an adult, an infant, and a child (simulations).
- j. Demonstrate the steps in discontinuing oxygen.

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**DECISION MAKING AND PROBLEM SOLVING**

Students will explore the tasks involved with information gathering, information analysis, and sound decision making based on recognized problem solving techniques.

**PS-FREL16. Students will identify problems and analyze circumstances of various response scenarios.**

- a. Select from numerous available resources inherent to a public safety response.
- b. Investigate methods of mediation and conflict resolution skill sets.
- c. Apply delegation skills and management responsibilities in task accomplishment.

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### **INCIDENT COMMAND SYSTEMS**

Students will explore the efficiencies of recognized Incident Command Systems (ICS) and distinguish how these apply to various agencies responding to emergencies.

#### **PS-FREL17. Students will discuss the command and control function of leadership and management positions within the various organizations.**

- a. Identify span of control within the framework of the ICS system.
- b. Explain the delegation of authority and responsibilities as they apply to incident management.
- c. Review after action information for evaluation for future incidents.

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### **NATIONAL INCIDENT MANAGEMENT SYSTEM**

Students will discuss the circumstances leading to the implementation of laws and regulations institutionalizing the National Incident Management System as the predominant management system for Homeland Security and major incidents.

#### **PS-FREL18. Students will discuss the history and implementation of the National Incident Management System.**

- a. Complete designated sections of the NIMS program for certification.
- b. Compare case studies of NIMS implementation to the national response to Hurricane Katrina and the recent wildfires in California.

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*SSUSH25 The student will describe changes in national politics since 1968.*

**PUBLIC INFORMATION AND COMMUNICATIONS**

Students will discuss various strategies and methods for dissemination of routine and emergency communications to the public. Communications technologies will be explored for rapid information and warning dissemination.

**PS-FREL19. Students will identify technologies for emergency warning to the public.**

- a. Explain the Joint Information Center with regard to gathering, validating, and publishing public information.
- b. Develop a sample program for informing the public of selected topics.
- c. Categorize topics in emergency preparedness and develop strategies for dissemination of the information.

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### **SPECIAL EVENTS CONTINGENCY PLANNING**

Students will be able to identify and organize selected agencies to participate in event security planning through a simulated event scenario. Students must explain the resource inventories necessary to successfully conduct an event scenario.

#### **PS-FREL20. Students will explore the differences in needs based on particular special events.**

- a. Develop a tactical plan to deploy manpower and equipment to secure and conduct various special events.
- b. Develop contingency plans using available resources to respond in the event of security challenges during a special event.
- c. Identify resources necessary to successfully expand to meet unexpected demands.

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### **EMERGENCY MANAGEMENT EXERCISE DESIGN**

Students will categorize selected scenarios and identify agencies and departments necessary to successfully conduct a drill or exercise. Students will compare the resource needs required by the various levels of exercises to be conducted.

#### **PS-FREL21. Students will compare the resource needs to conduct successful exercises to include drills, tabletop, functional, and full scale exercises.**

- a. Compare benefits and shortfalls of the various levels of drills and exercises.
- b. Explain the processes of gathering, analyzing, and publishing After Action Reports to benefit the participants of the various levels of exercises.

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**DISASTER SIMULATION – LEADERSHIP ROLE**

Students will explore the various methodologies involved in the design and conduct of a disaster simulation scenario. Students will be familiar with the legal ramifications involved with the conduct of a disaster simulation.

**PS-FREL22. Students will discuss various methods of special effects in providing realism to disaster simulations, i.e. moulage, makeup, smoke, fire, and drama.**

- a. Investigate the legal issues of disaster simulation in the public domain.
- b. Identify the various management roles and staffing to conduct and manage a disaster simulation.
- c. Design a disaster simulation exercise and participate in limited roles within the design and conduct during a class “mock” drill.

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**INTELLIGENCE COLLECTION AND ANALYSIS**

Students will identify and categorize various information sharing systems recently implemented in the Homeland Security program. Students will be familiar with the numerous levels of security clearances and information levels to include top secret, sensitive, law enforcement sensitive, and other designations.

**PS-FREL23. Students will explore the use of computer technologies in information collection, analysis, and dissemination.**

- a. Examine the legal issues involved with information collection and protection of information.

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- b. Describe trends within informational streams and the categorization and analysis of trends.
- c. Discuss disparate resources to build the “big picture,” i.e. field interview cards, crime stoppers, FBI, Joint Terrorism Task Force etc.

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**TRENDS IN EMERGENCY MANAGEMENT**

Students will analyze historical and current trends in emergency management to include the incorporation of Homeland Security into the federal, state, and local organization structure. Students will study natural, man-made, and technological disasters in the U.S. to predict future trends.

**PS-FREL24. Students will investigate the expanding role of emergency management in the coordination of the increased number of federal, state, and local agencies involved in response to various emergencies.**

- a. Analyze natural, man-made, and technological disasters in recent American history.
- b. Describe the expanded training and educational requirements to meet current and future demands for expertise.
- c. Interpret various federal funding opportunities for local expansion of emergency management and public safety capabilities.

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## **Reading Across the Curriculum**

### **Reading Standard Comment**

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

### ***CTAE-RC-1 Students will enhance reading in all curriculum areas by:***

#### **Reading in All Curriculum Areas**

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

#### **Discussing Books**

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

#### **Building Vocabulary Knowledge**

- Demonstrate an understanding of contextual vocabulary in various subjects.

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- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

### **Establishing Context**

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

## **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

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**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.