

# Scope and Sequence for Fire and

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
<b>General Objectives</b>	basic awareness of fire and burn dangers; simple actions to reduce injury; parent involvement	basic knowledge of fire and burn hazards; basic understanding of simple injury reduction; continuation of parent involvement	basic understanding of how to prevent and put out fires; greater self-direction to prevent and react to fire, smoke or burn situations	hazards and safe storage of flammable liquids, positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects	principles of extinguishing fires; issues related to peer pressure related to fire setting; self-motivation to effect changes with family involvement; role of fire service in the community
<b>Science of Fire</b> understands and analyzes facts about fire	classifies "good" and "bad" fires and heat sources *25(a)3A, 26(a)1C	identifies three elements of fire triangle *25(b)2C lists and classifies things that do and do not burn *25(b)3B,5B	explains putting out a fire as removing or controlling one element *25(c)3B, 26(c)1C defines and gives examples of controlled and uncontrolled fires *25(c)3B, 26(c)1C	defines and gives examples of combustible, noncombustible, flammable and nonflammable materials, with relation to gas, liquid and solid states *25(d)7A, **3.1,3.5	interprets three elements of fire to explain how to prevent and extinguish fires *25(e)8B, 26(e)1G describes characteristics of heated gases from fires *25(e)4B, 26(e)1G
<b>Safety Communication</b> knows and applies terms and symbols associated with fire and burn safety	identifies EXIT signs in schools and public buildings *29(a)1E identifies "hot" and "cold" symbols on faucets *26(a)1C, 29(a)1E				
<b>Injury Reduction</b> knows, performs and analyzes techniques to reduce fire and burn injuries	demonstrates and practices rolling on ground in case of clothing fire *25(a)3C, 26(a)1C, 29(a)1D demonstrates and practices crawling on ground in smoke of fire situations *25(a)3C, 26(a)1D	demonstrates cooling a burn with cool water *25(b)5B, 26(b)1C, **1.1 demonstrates and describes crawling in suspected smoke or fire situation because smoke rises *25(b)2C, 26(b)1C, **1.1 demonstrates and describes rolling to put out clothes fire *26(b)1C, **1.1	explains using cool water to reduce burn injury *25(c)7B, 26(c)1C explains that rolling on ground keeps air from fire on clothes *25(c)7B, 26(c)1C explains that smoke and gases from fire can affect thinking *25(c)7B, 26(c)1C	explains injury reduction skills to others through song, dance, story, demonstration, etc. *26(d)1D,1E	lists and describes effects of toxic gases in smoke and fire byproducts *25(e)7B, 26(e)1C, ** 1.4
<b>Hazard Recognition</b> recognizes fire and burn hazards at home, play and work	classifies hot and cold objects, including cigarettes and appliances *25(a)1A,3A, 26(a)1C identifies smoking cigarettes as a hazard to cause burns and to start fires *26(a)1D	distinguishes electrical objects, a potential heat sources, as having cords *25(b)3B,4B identifies home and community as city or rural and types of related fire risk *25(b)6D, 29(b)5A, **1.6	predicts how electrical appliances can become hazards through carelessness, misuse, disrepair, including unattended cooking *25(c)6A, 26(c)1C identifies special holiday hazards related to family customs or traditions *26(c)1C, 29(c)6B	classifies metallic and non-metallic objects *25(d)3B, **3.6 distinguishes metallic objects as contact burn hazards *25(d)6B,8A, 26(d)1E identifies special holiday hazards related to hazardous appliances *26(d)1E	describes types of hazards from discarded cigarettes *26(e)1F
<b>Hazard Reduction</b> applies and values techniques for reducing or eliminating fire and burn hazards	states rule to stay aware from hot objects *26(a)1C, 29(a)1A tells parents, "Keep me safe from fire" *29(a)1B	describes or illustrates need for smokers to have watchers *25(b)7B, 26(b)1D encourages parents to conduct home inspection using provided checklist *25(b)7B, 26(b)1C,2B	describes benefit of family working together to reduce fire and burn hazards *26(c)2B writes at least five rules for safe behavior *26(c)1C	conducts inspection for safe flammable storage with parents using provided checklist *26(d)1E,2B identifies fire safety for holidays in each month *26(d)1E	demonstrates reactions to hazardous situations, including removal of fire hazards *26(e)1F identifies safety features in school, home and other buildings *26(e)1F,1G
<b>Escapes And Drills</b> knows and applies methods of fire and smoke warnings and escape and exit techniques; values the importance of smoke detectors and escape planning	demonstrates actions in school exit drills *26(a)1C, 29(a)1D	identifies smoke alarm as warning to get out *26(b)1C draws map of home with two ways out for everyone *25(b)4D states steps and rules for school exit drill *26(b)1C, 29(b)4B	describes general guidelines for smoke detector placement (each level, outside bedrooms) *26(c)1C describes or illustrates alternate ways out of a building *26(c)1C organizes home drill *26(c)1C,2B, 29(c)1C	gives details of action at home alone in suspected fire situations *26(d)1D assists parent in maintaining smoke detector using provided guidelines *25(d)7B, 26(d)1E,2B identifies low battery warning on smoke detector *26(d)1D	explains need for exit plans and drills, especially at home *25(e)6A, 26(e)1F,2C, 29(e)1A, **1.8
<b>Matches And Firesetting</b> recognizes hazards of matches, lighters and other firesetting instruments; knows and values techniques for reducing intentional fires	demonstrates telling an adult if he/she sees matches *26(a)1C, 29(a)1A	describes or illustrates matches as tools for adults *26(b)1C	describes why matches are not toys *26(c)1C	describes how matches can be used safely *26(d)1E	demonstrates resisting peer pressure related to fire, matches and smoking *29(e)1C, **1.8
<b>Reporting A Fire</b> knows and applies appropriate methods of reporting suspected fire or smoke situations	demonstrates telling an adult about smoke or fires *25(a)3C, 26(a)1C	demonstrates yelling and other signals to warn others *26(b)1C memorizes emergency telephone number *26(b)1C	demonstrates dialing emergency telephone number *26(c)1C demonstrates giving name and address *26(c)1C	describes or demonstrates what to report in an emergency situation *26(d)1D	describes local locations and uses of fire alarm boxes *26(e)1F
<b>Care Giving</b> understands and values appropriate supervision of and intervention for other people, especially young children and older adults	tells parents to give fire safety rules to baby-sitter *26(a)1C			writes rules for baby-sitter or care giver for family, with parents' assistance and consideration of ages of family members *26(d)2B, 29(d)2A, 6B	
<b>The Fire Service</b> understands and values the role of the fire service in preventing and suppressing fires	identifies fire fighters and other fire service workers as friends *29(a)1B	describes fire fighter as community helper who helps prevent fires and who puts out fires *25(b)7C, 29(b)4C, **1.7	identifies ways that fire fighters are involved in fire suppression and prevention *29(c)4A		lists the four primary services provided by the fire services *26(e)3A describes fire department's role in helping the community stay safe and healthy *26(e)3A, **1.7

<b>Outdoor Safety</b> knows and applies techniques for reducing outdoor fires and injuries from outdoor fire and burn hazards	demonstrates or illustrates staying away from campfire, trash burning, etc. *26(a)1C	distinguishes how outdoor fires are different from building fires *25(b)6D, 26(b)3, **1.6	identifies outdoor electrical hazards (storms, tools, campfires) *25(c)4B, 26(c)3A, **2.9		describes safe practices with fireworks *29(e)3B, **1.6 writes at least five rules for outdoor fire safety *26(e)3B
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# Burn Prevention Education In Texas

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Health	Economics
heating equipment safety; impact of fire on outdoor environment and methods to reduce that impact; first aid for burns; personal relationship to community fire safety	fire physics; electrical hazards and responding to those hazards; continuation of first aid for burns	responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks; preparation for and reaction to possible fire situations	technical aspects of fire hazards and detection; fire hazards outside the home	review of fire and burn prevention techniques and emergency actions; awareness of needs of all age groups; smoking and flammable liquids	awareness of adult responsibilities to preserve family, property and economy; preparation for maintaining one's own home; U.S history of fire and burn incidents
	lists types of heat and fuel to define classes of fire *25(g)2D, **3.1 describes fourth element of fire, uninhibited chemical reactions *25(g)4B, **3.1 describes three types of fire extinguishers *26(g)1H		defines and describes flash point, flash fire, flammability of construction and clothing types *44(b)7D		
analyzes product advertisements for fire and burn safety information *26(f)2A		analyzes product labels for fire safety, including flammable or combustible warnings, nonflammable labels *44(a)11C communicates hazards of smoking, using written, illustration or oral format *48(a)1D		identifies and describes cigarette health messages and writes cigarette fire safety messages *65(a)1A,1D,2A identifies and describes flammable liquid warnings on home-use products, cleaners, gasoline, etc. *65(a)1E	defines terminology relating to fire insurance and home safety (detectors, sprinklers, etc.) *69-4D
describes three classes of burns and first aid for each *26(f)1G,2D	classifies six types of burns by causes (contact, UV, chemical, etc.) *26(g)2D describes special first aid actions for burns other than contact burns *26(g)2D			lists best actions in suspected fire or smoke situations and first aid for three types of burns *65(a)1E	
explains hazards of heating equipment, including safety considerations such as UL inspection certification and proper placement *25(f)7B, 26(f)1H, **2.6 analyzes safety of alternative heating 25(f)6E, 26(f)1H), **2.6	describes why electricity and electrical appliances are fire and burn hazards, relating amount of energy used by various appliances to their risk *25(g)6D, **3.4		lists at least 10 typical hazards in the workplace, including industrial, retail and office *44(b)3	describes role of carelessness in fires and burn injuries, including cigarettes, heating and cooking *65(a)1B,1D,1G organizes and conducts comprehensive home inspection, including outdoors and nonliving areas *65(a)1B,1E,1G	describes the economic impact of fires and related casualties in the U.S. *69-1B,1G
conducts inspection of home heating equipment with parents to check for safe usage *25(f)7B, 26(f)1H, **2.6 gives examples of correcting holiday hazards *26(f)1H	develops holiday checklist that applies fire safety rules *25(g)7B, 26(g)1H,2C	writes at least 10 rules for smokers *44(a)11B,C describes safe practices with fire hazards commonly found in home or outdoors *44(a)11C develops and implements home survey instrument *44(a)11C	describes desire to be safe and to keep others safe *44(b)7D	organizes and conducts comprehensive home clean-up, including outdoors and nonliving areas *65(a)1B,1E,1G	describes fire and burn safety responsibilities of consumers and residents *69-1G,4A identifies hazard reduction efforts of various organizations, agencies *69-2A, 4B
evaluates school exit drill *25(f)2D,6A, 26(f)1H (relate to vol fd)	analyzes prepared maps of other locations to show appropriate detector placement *26(g)1H,2C draws map of home to scale to show smoke detector placement and home exit plan *25(g)7B, 26(g)1H,2C	describes or demonstrates what to do in unusual circumstances *44(a)11C,48(a)4I organizes an obstructed drill at school or home *48(a)4J	describes basic function of two types of smoke detectors *48(c)3D describes basic function of sprinklers, including residential fast response sprinklers *48(c)3D surveys and maintains smoke detectors at home *48(c)3D		lists types of building code requirements for detectors, sprinklers, exits *69-2A,4B,4D
describes hazards of intentional fires, especially relating to waste and loss of resources *29(f)2B		describes alternative behaviors to peer pressure related to firesetting and smoking *44(a)11A, 48(a)1D identifies arson as a crime *48(a)2L writes at least five rules for using matches and lighters *44(a)11B,C			explains effects of business fire on community and production *69-1B,1E
identifies hazard of false alarms, especially relating to wasting resources *29(f)2B	prepares time line in response to fire sighting and reporting *25(g)4E, 29(g)7A explains why to report smoke or suspected fire promptly *25(g)6D, 26(g)1H	describes how to discourage false alarms *44(a)11C,48(a)2L			
		outlines and details duties of baby-sitter *44(a)11C, 48(a)4I,J		describes general accident prevention and wellness needs of children, handicapped and senior citizens *65(a)1G,3E	describes fire and burn safety responsibilities of citizens in their roles as caregivers or providers *69-4A
describes role of volunteer fire department in the community *26(f)3A	describes professionals involved in emergency response and burn care *26(g)3A			describes at least five community health services and other resources that assist in community fire safety *65(a)3D	

describes impact of grass and tree fires on land forms *25(f)6E, **2.2 lists steps in safe procedures for burning debris and cooking on charcoal, campfire, grill *26(f)3B gives examples and application of cleaning trash and brush to reduce fire hazard *26(f)3B	describes dangers of high tension wires *26(g)1H, **3.4	lists comprehensive camping safety rules *44(a)4B	lists comprehensive rules for outdoor safety *44(b)7D investigates community laws on fireworks *44(b)7D	describes fire safety precautions related to gasoline, autos, outdoor tools and discarded cigarettes *65(a)1G	
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	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
<p><b>* Essential Elements</b> Current essential elements as defined by Chapter 75 of the Texas Education Code that apply. The student shall be provided opportunities to:</p>	<p>§75.25 (a) 1A. use comparators: ... heat/cold. §75.25 (a) 3A. classify objects by comparing similarities and differences. §75.25 (a) 3C. arrange events in sequential order. §75.26 (a) 1C. recognize hazards in the environment and acquire knowledge and skills needed to avoid injuries and to prevent accidents. §75.26 (a) 1D. recognize negative effects of ... tobacco. §75.29 (a) 1A. identify examples of right and wrong behavior. §75.29 (a) 1B. discuss ways people can help each other. §75.29 (a) 1D. practice rules of safety. §75.29 (a) 1E. recognize safety symbols.</p>	<p>§75.25 (b) 2C. observe properties of objects, organisms, and events in the environment. §75.25 (b) 3B. classify objects, organisms, actions, and events from the environment according to similarities and differences. §75.25 (b) 4B. describe objects, organisms, and events from the environment. §75.25 (b) 5B. compare temperature of objects. §75.25 (b) 6D. draw conclusions from observed data. §75.25 (b) 7B. relate objects and activities to daily life §75.25 (b) 7C. relate science to careers. §75.26 (b) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (b) 1D. recognize negative affects of tobacco §75.26 (b) 2B. recognize the health of the family depends upon contributions of each of its members §75.26 (b) 3. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment. §75.29 (b) 4B. identify school and community rules (laws) §75.29 (b) 4C identify authority figures in ... community §75.29 (b) 5A. know geographical location of home in relation to school and community</p>	<p>§75.25 (c) 3B. classify matter and forces, organisms, actions, and events from the environment according to similarities and differences. §75.25 (c) 4B. describe objects, organisms, and events from the environment. §75.25 (c) 6A. predict the outcomes of actions based on experience or data. §75.25(c)7B. relate objects, science principles, and activities to daily life. §75.26 (c) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (c) 2B. recognize the health of the family depends upon contributions of each of its members §75.26 (c) 3A. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75.29 (c) 1C. volunteer for leadership §75.29 (c) 4A. identify some government services in the community §75.29 (c) 6B. describe family traditions and customs</p>	<p>§75. 25 (d) 8A. Use observations to form definitions of objects, actions, organisms, events, and processes. §75. 26 (d) 2B. recognize the health of the family depends upon contributions of each of its members §75.25 (d) 6B. state generalizations about similarities and differences among objects, organisms, and events. §75.25 (d) 7A. compare and contrast objects, organisms, and events. §75.25 (d) 7B. relate classroom objects, science principles, and activities to daily life. §75.25(d) 3B. classify matter and forces, organisms, action, and events from the environment according to similarities and differences. §75.26 (d) 1D. practice general emergency procedures §75.26 (d) 1E. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.29 (d) 2A. describe ways a community satisfies needs for food, clothing and shelter §75.29 (d) 6B. describe how individuals and families change over time</p>	<p>§75. 26 (e) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75. 29 (e) 1A. accept the responsibilities of membership in various groups §75.25 (e) 4B. describe objects, organisms, and events from the environment. §75.25 (e) 6A. predict the outcomes of actions based on experience or data. §75.25 (e) 7B. relate classroom objects, science principles, and activities to daily life. §75.25 (e) 8B. state relationships among objects, organisms, and events using operational definitions. §75.26 (e) 1F. practice general emergency procedures §75.26 (e) 1G. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (e) 2C. recognize the health of the family depends upon contributions of each of its members §75.26 (e) 3A. recognize scope of services provided by community health agencies §75.29 (e) 1C. explain how groups influence individual behavior.</p>
<p><b>** Science Content</b> content from the sciences that shall be emphasized at the grade level shall include:</p>		<p><b>Life Science</b> 1.1 basic needs and life processes 1.6 ecology ... interdependence of living things. 1.7 application of life science to careers and everyday life.</p>	<p><b>Earth Science</b> 2.9 human responsibility regarding earth science phenomena ... natural resources.</p>	<p><b>Physical Science</b> 3.1 energy ... kinds of energy ... forms of energy ... sources of energy. 3.5 phases of matter: solids, liquid and gas. 3.6 structure of matter ... families of elements: metals and nonmetals....</p>	<p><b>Life Sciences</b> 1.4 structure and function of the human body. 1.6 ecology ... interdependence of living things. 1.7 application of life science to careers and everyday life. 1.8 human responsibility regarding life science phenomena.</p>

<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>Health</b>	<b>Economics</b>
<p>§75.25 (f) 2D. observe phenomena resulting from the life, earth, and physical sciences</p> <p>§75.25 (f) 6A. predict the outcomes of actions based on experience or data</p> <p>§75.25 (f) 6E. draw conclusions from observed data.</p> <p>§75.25 (f) 7B. relate classroom objects, science principles, and activities to daily life.</p> <p>§75.26 (f) 1G. identify ways to care for the principal body systems</p> <p>§75.26 (f) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents</p> <p>§75.26 (f) 2A. recognize benefits and limitations of advertising as it relates to selection of health ... products</p> <p>§75.26 (f) 2D. recognize need for first aid</p> <p>§75.26 (f) 3A. identify locally available voluntary health agencies</p> <p>§75.26 (f) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment</p> <p>§75.29 (f) 2B. explain why conservation of economic resources is important</p>	<p>§75.25 (g) 2D. observe phenomena and apply knowledge of theories, facts, and concepts from the life, earth, and physical sciences</p> <p>§75.25 (g) 4B. name and describe objects, organisms, and events from the environment</p> <p>§75.25 (g) 4E. record data and interpret the arrangement of data on graphs, tables, and other visuals</p> <p>§75.25 (g) 6D. form and state generalizations about similarities and differences among observed objects, organisms, events, and phenomena</p> <p>§75.25 (g) 7B. relate classroom objects, science principles and activities to daily life</p> <p>§75.26 (g) 1F. identify factors, including peer pressure, that contribute to ... tobacco ... abuse and methods of prevention</p> <p>§75.26 (g) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents</p> <p>§75.26 (g) 2C. recognize the health of the family depends upon contributions of each of its members</p> <p>§75.26 (g) 2D. identify basic emergency treatment</p> <p>§75.26 (g) 3A. relate the system of health services provided by government to the health needs of people</p> <p>§75.29 (g) 7A. make and interpret time lines</p>	<p>§75.48 (a) 1D. recognize that individuals must accept the consequences of their decisions</p> <p>§75.44 (a) 11B. investigate the range of effects on personal health and safety from the use of ... tobacco</p> <p>§75.44 (a) 11C. discriminate between responsible and irresponsible choices that affect personal health</p> <p>§75.44 (a) 4B. describe ecological relationships in the environment</p> <p>§75.44(a) 11A. determine alternate courses of action when one is being pressured concerning use of ... tobacco</p> <p>§75.48 (a) 2L. support the rules and laws of one's school, community, state and nation</p> <p>§75.48 (a) 4I. develop criteria for making judgments</p> <p>§75.48 (a) 4J. use problem-solving skills</p>	<p>§75.44 (b) 3. classify objects or events according to similarities and differences</p> <p>§75.44 (b) 7D. contrast human activities that affect the natural environment</p> <p>§75.48 (c) 3D. analyze the impact of technological innovations on business, industry and agriculture (in U.S.)</p>	<p>§75.65 (a) 1A. understand the care of body systems and their functions</p> <p>§75.65 (a) 1B. relate personal behavior to wellness</p> <p>§75.65 (a) 1D. demonstrate responsible behavior concerning ... tobacco</p> <p>§75.65 (a) 1E. exhibit skills in accident prevention, injury control and emergency action</p> <p>§75.65 (a) 1G. identify components of comprehensive accident prevention programs</p> <p>§75.65 (a) 2A. analyze messages of advertising for health resources and activities</p> <p>§75.65 (a) 3D. describe the wide range of resources designed to protect and promote well-being of people</p> <p>§75.65 (a) 3E. investigate current health issues</p>	<p>§75.69 1B. analyze how supply and demand affect prices</p> <p>§75.69 1E. analyze the roles of economic incentives, voluntary exchange, private property rights and competition</p> <p>§75.69 1G. examine the roles of labor and consumers in the American free enterprise system</p> <p>§75.69 2A. understand how the government both protects and regulates the operations of the market system</p> <p>§75.69 4A. describe the rights and responsibilities of consumers</p> <p>§75.69 4B. identify ... agencies that provide consumer protection</p> <p>§75.69 4D. define basic consumer terminology in the areas of credit, insurance, budgeting and home ownership or leasing</p>
<p><b>Earth Science</b></p> <p>2.2 geology ... agents of weathering, erosion and deposition.</p> <p>2.6 meteorology ... effects of weather change and severe weather types ... effects of weather on human activities.</p>	<p><b>Physical Science</b></p> <p>3.1 energy ... kinds of energy ... sources of energy ... transformation of energy from one form to another.</p> <p>3.4 electricity and magnetism: charges, circuits, properties, electromagnetism, etc.</p>				