



## **Standardized Curriculum Form Ontario, Canada**

**Office of the Fire Marshal and Emergency Management  
Curriculum based on  
NFPA 1001, Chapter 6, 2013 Edition**

# **FIRE FIGHTER II**

**National Fire Protection Association Standard for  
Fire Fighter Professional Qualifications**

### **Notice**

NFPA-referenced material set within this document is reproduced with permission from NFPA 1001-2013, *Standard for Fire Fighter Professional Qualifications*, copyright © 2012, National Fire Protection Association, Quincy, MA 02269. This reprinted material is not the complete and official position of the NFPA on the referenced subject, which is represented only by the standard in its entirety.

**Enquiries regarding testing and certification should be directed to:**

**Manager  
Academic Standards and Evaluation Section  
Ministry of Community Safety and Correctional Services  
Office of the Fire Marshal and Emergency Management  
25 Morton Shulman Avenue, 5<sup>th</sup> Floor  
Toronto, Ontario  
M3M 0B1  
Ph. (647) 329-1090**

**January 2016**

## **Components of the Office of the Fire Marshal and Emergency Management Standardized Curriculum Form**

The Office of the Fire Marshal and Emergency Management (OFMEM) Standardized Curriculum Forms in Ontario, Canada, are based on internationally-recognized, competency-based, professional qualifications standards through the National Fire Protection Association (NFPA). Columns within this form from pages 4 and onward are composed of:

### **NFPA Objective**

National Fire Protection Association Objectives are major competencies and Job Performance Requirements (JPR) within a professional qualifications standard that learners must acquire before successful completion of voluntary testing and certification. To attain these competencies, the OFMEM is offering flexible training delivery models centered on being accessible, attainable, and affordable.

### **Requisite Knowledge**

As defined in published NFPA Professional Qualifications Standards, Requisite Knowledge is “Fundamental knowledge one must have in order to perform a specific task”. This can be acquired by referring to the various suggested readings described below. Information used to construct multiple choice test questions in the Provincial Certification Exam for FIRE FIGHTER II are derived from these materials.

### **Requisite Skills**

As defined in published NFPA Professional Qualifications Standards, Requisite Skills are “The essential skills one must have in order to perform a specific task”. This can be acquired by referring to the various suggested readings described below along with the latest version of the Office of the Fire Marshal and Emergency Management’s Skills Sheets Booklet for FIRE FIGHTER II. This booklet is used by Provincial Examiners to test Requisite Skill requirements for those voluntarily seeking certification to NFPA 1001, Chapter 6, 2013 Edition.

### **Suggested Readings**

Multiple choice test bank questions in the Provincial Certification Exam for FIRE FIGHTER II are derived from the following suggested readings:

<u>Publisher/Title/Edition</u>	<u>Key Word Reference</u>
1. NFPA 1001, <i>Standard for Fire Fighter Professional Qualifications</i> , 2013 Edition	NFPA 1001, 2013 Ed.
2. IFSTA, <i>Essentials of Fire Fighting and Fire Department Operations</i> , 6 <sup>th</sup> Edition	IFSTA EOFF, 6 <sup>th</sup> Ed.
<b>OR</b>	
3. Jones and Bartlett, <i>Fundamentals of Fire Fighter Skills</i> , 3 <sup>rd</sup> Edition	J&B FFFS, 3 <sup>rd</sup> Ed.

### **Knowledge Test Weighting (Out of 100%)**

This column references percentage of multiple choice questions that will appear on the Provincial Certification Exam for knowledge-based testing for FIRE FIGHTER II.

Questions are validated by a Provincial Advisory Committee (PAC), and used for voluntary, knowledge-based testing of those seeking certification to NFPA 1001, Chapter 6, 2013 Edition through the Academic Standards and Evaluation Section of the Office of the Fire Marshal and Emergency Management. A mark of 70% or better is required to receive a “Pass” on the knowledge test.

### **Skill Objective #**

This column references skill objectives that will be evaluated by the Office of the Fire Marshal and Emergency Management, to test Requisite Skill requirements of FIRE FIGHTER II for those voluntarily seeking certification to NFPA 1001, Chapter 6, 2013 Edition.

**Provincial Advisory Committee for FIRE FIGHTER II  
NFPA 1001, Chapter 6, 2013 Edition**

This document has been reviewed and signed-off by the following representatives of the Office of the Fire Marshal and Emergency Management (OFMEM) in Ontario, Canada:

---

Educational Consultant  
Academic Standards and Evaluation Section

---

Date

---

Educational Consultant  
Academic Standards and Evaluation Section

---

Date

---

Section Manager  
Academic Standards and Evaluation Section

---

Date

---

Fire Marshal and Chief, Emergency Management  
Ministry of Community Safety and Correctional Services

---

Date

© Queen's Printer for Ontario, 2015.

*The "OFMEM Standardized Curriculum Form (SCF)" for NFPA 1001, 2013 Edition - Fire Fighter II is protected by Crown copyright, which is held by the Queen's Printer for Ontario. If credit is given and Crown copyright is acknowledged, the OFMEM Standardized Curriculum Form may be reproduced for non-commercial purposes.*

*The OFMEM SCF may only be reproduced for commercial purposes under a licence from the Queen's Printer.*

*To request a licence to reproduce the OFMEM Standardized Curriculum Form for commercial purposes, or for information on Crown copyright generally, please contact:*

*Senior Copyright Analyst  
Publications Ontario  
(416) 326-5153*

[Copyright@ontario.ca](mailto:Copyright@ontario.ca)



# Office of the Fire Marshal and Emergency Management Standardized Curriculum Form



**Course: FIRE FIGHTER II**

**Standard: NFPA 1001, Chapter 6, 2013 Edition**

NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weighting	Skill Objective #
<b>6.1 General</b>					
For qualification at Level II, the Fire Fighter I shall meet the general knowledge requirements in 6.1.1, the general skill requirements in <a href="#">6.1.2</a> , the JPRs defined in Sections <a href="#">6.2</a> through <a href="#">6.5</a> of this standard, and the requirements defined in Chapter 5.					
<b>6.1.1 General Knowledge Requirements</b>					
	Responsibilities of the Fire Fighter II in assuming and transferring command within an incident management system		<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapters 1, 17</b> <b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapters 1, 5</b>	<b>General knowledge requirements</b>	
	Performing assigned duties in conformance with applicable NFPA and other safety regulations and AHJ procedures				
	The role of a Fire Fighter II within the organization				
<b>6.1.2 General Skill Requirements</b>					
		The ability to determine the need for command	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 17</b> <b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapter 5</b>		<b>General skill requirements</b>
		Organize and coordinate an incident management system until command is transferred			
		Function within an assigned role in the incident management system			
<b>6.2 Fire Department Communications</b>					
This duty shall involve performing activities related to initiating and reporting responses, according to the JPRs in 6.2.1 and 6.2.2.					
<b>6.2.1</b>					
Complete a basic incident report, given the report forms, guidelines, and information.	Content requirements for basic incident reports	The ability to determine necessary codes	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 3</b>	<b>6% of Questions</b>	<b>Objective 1</b>
	The purpose and usefulness of accurate reports	Proof reports			



## Office of the Fire Marshal and Emergency Management Standardized Curriculum Form



NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weighting	Skill Objective #
	Consequences of inaccurate reports	Operate fire department computers or other equipment necessary to complete reports	<b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapters 4, 5</b>		
	How to obtain necessary information				
	Required coding procedures				
<b>6.2.2</b>					
Communicate the need for team assistance, given fire department communications equipment, SOPs, and a team.	SOPs for alarm assignments	The ability to operate fire department communications equipment	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 3</b>	<b>5% of questions</b>	<b>Objective 2</b>
	Fire department radio communication procedures		<b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapter 4</b>		
<b>6.3 Fireground Operations</b>					
This duty shall involve performing activities necessary to ensure life safety, fire control, and property conservation, according to the JPRs in 6.3.1 through 6.3.4.					
<b>6.3.1</b>					
Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates and a water supply.	Methods by which foam prevents or controls a hazard	The ability to prepare a foam concentrate supply for use	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapters 16, 17</b>  <b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapter 17</b>	<b>8% of questions</b>	<b>Objective 3</b>
	Principles by which foam is generated	Assemble foam stream components			
	Causes for poor foam generation and corrective measures	Master various foam application techniques			
	Difference between hydrocarbon and polar solvent fuels and the concentrations that work on each	Approach and retreat from spills as part of a coordinated team.			
	The characteristics, uses, and limitations of firefighting foams				
	The advantages and disadvantages of using fog nozzles versus foam nozzles for foam application				
	Foam stream application techniques				
	Hazards associated with foam usage				
	Methods to reduce or avoid hazards				
<b>6.3.2</b>					



## Office of the Fire Marshal and Emergency Management Standardized Curriculum Form



NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weighting	Skill Objective #
Coordinate an interior attack line for team's accomplishment of an assignment in a structure fire, given attack lines, personnel, personal protective equipment, and tools.	Selection of the nozzle and hose for fire attack given different fire situations	The ability to assemble a team	<b>IFSTA EOFF, 6<sup>th</sup> Ed.</b> <b>Chapters 4, 16, 17</b>  <b>J&amp;B FFES, 3<sup>rd</sup> Ed.</b> <b>Chapters 15, 22</b>	<b>12% of questions</b>	<b>Objective 4</b>
	Selection of adapters and appliances to be used for specific fireground situations	Choose attack techniques for various levels of a fire (e.g., attic, grade level, upper levels, or basement)			
	Dangerous building conditions created by fire and fire suppression activities	Evaluate and forecast a fire's growth and development			
	Indicators of building collapse	Select tools for forcible entry			
	The effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath	Incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts			
	Search and rescue and ventilation procedures	Determine developing hazardous building or fire conditions.			
	Indicators of structural instability				
	Suppression approaches and practices for various types of structural fires				
	The association between specific tools and special forcible entry needs				
<b>6.3.3</b>					
Control a flammable gas cylinder fire, operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools.	Characteristics of pressurized flammable gases	The ability to execute effective advances and retreats	<b>IFSTA EOFF, 6<sup>th</sup> Ed.</b> <b>Chapter 17</b>  <b>J&amp;B FFES, 3<sup>rd</sup> Ed.</b> <b>Chapter 22</b>	<b>8% of questions</b>	<b>Objective 5</b>
	Elements of a gas cylinder	Apply various techniques for water application			
	Effects of heat and pressure on closed cylinders	Assess cylinder integrity and changing cylinder conditions			
	Boiling liquid expanding vapor explosion (BLEVE) signs and effects	Operate control valves			
	Methods for identifying contents	Choose effective procedures when conditions change			
	How to identify safe havens before approaching flammable gas cylinder fires				



## Office of the Fire Marshal and Emergency Management Standardized Curriculum Form



NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weighting	Skill Objective #
	Water stream usage and demands for pressurized cylinder fires What to do if the fire is prematurely extinguished Valve types and their operation Alternative actions related to various hazards When to retreat				
<b>6.3.4</b>					
Protect evidence of fire cause and origin, given a flashlight and overhaul tools.	Methods to assess origin and cause	The ability to locate the fire's origin area	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 19</b>  <b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapter 38</b>	<b>7% of questions</b>	<b>Objective 6</b>
	Types of evidence	Recognize possible causes			
	Means to protect various types of evidence	Protect the evidence			
	The role and relationship of Firefighter IIs, criminal investigators, and insurance investigators in fire investigations The effects and problems associated with removing property or evidence from the scene				
<b>6.4 Rescue Operations</b>					
This duty shall involve performing activities related to accessing and disentangling victims from motor vehicle accidents and helping special rescue teams, according to the JPRs in 6.4.1 and 6.4.2.					
<b>6.4.1</b>					
Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools.	The fire department's role at a vehicle accident	The ability to operate hand and power tools used for forcible entry and rescue as designed	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 10</b>  <b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapter 26</b>	<b>12% of Questions</b>	<b>Objective 7</b>
	Points of strength and weakness in auto body construction	Use cribbing and shoring material			
	Dangers associated with vehicle components and systems	Choose and apply appropriate techniques for moving or removing vehicle roofs, doors, windshields, windows, steering wheels or columns, and the dashboard			
	The uses and limitations of hand and power extrication equipment Safety procedures when using various types of				



## Office of the Fire Marshal and Emergency Management Standardized Curriculum Form



NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weighting	Skill Objective #
	extrication equipment				
<b>6.4.2</b>					
Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment.	The fire fighter's role at a technical rescue operation	The ability to identify and retrieve various types of rescue tools	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 10</b>	<b>12% of questions</b>	<b>Objective 8</b>
	The hazards associated with technical rescue operations	Establish public barriers	<b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapters 9, 10, 27</b>		
	Types and uses for rescue tools	Assist rescue teams as a member of the team when assigned			
	Rescue practices and goals.				
<b>6.5 Fire and Life Safety Initiatives, Preparedness, and Maintenance</b>					
This duty shall involve performing activities related to reducing the loss of life and property due to fire through hazard identification, inspection, and response readiness, according to the JPRs in 6.5.1 through 6.5.5.					
<b>6.5.1</b>					
Perform a fire safety survey in an occupied structure, given survey forms and procedures.	Organizational policy and procedures	The ability to complete forms	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 21</b>	<b>5% of questions</b>	<b>Objective 9</b>
	Common causes of fire and their prevention	Recognize hazards	<b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapter 36</b>		
	The importance of a fire safety survey and public fire education programs to fire department public relations and the community	Match findings to preapproved recommendations			
	Referral procedures	Effectively communicate findings to occupants or referrals			
<b>6.5.2</b>					
Present fire safety information to station visitors or small groups, given prepared materials.	Parts of informational materials and how to use them	The ability to document presentations	<b>IFSTA EOFF, 6<sup>th</sup> Ed. Chapter 21</b>	<b>4% of questions</b>	<b>Objective 10</b>
	Basic presentation skills	The ability to use prepared materials	<b>J&amp;B FFFS, 3<sup>rd</sup> Ed. Chapter 36</b>		
	Departmental standard operating procedures for giving fire station tours				
<b>6.5.3</b>					
Prepare a preincident survey, given forms,	The sources of water supply for fire protection	The ability to identify the components of fire	<b>IFSTA EOFF, 6<sup>th</sup> Ed.</b>	<b>5% of</b>	<b>Objective 11</b>





## Office of the Fire Marshal and Emergency Management Standardized Curriculum Form



NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weighting	Skill Objective #
necessary tools and an assignment.		suppression and detection systems	<b>Chapters 20, 21</b>  <b>J&amp;B FFFS, 3<sup>rd</sup> Ed.</b> <b>Chapters 23, 37</b>	<b>questions</b>	
	The fundamentals of fire suppression and detection systems	Sketch the site, buildings, and special features			
	Common symbols used in diagramming construction features, utilities, hazards, and fire protection systems	Detect hazards and special considerations to include in the preincident sketch			
	Departmental requirements for a preincident survey and form completion	Complete all related departmental forms			
	The importance of accurate diagrams				
<b>6.5.4</b>					
Maintain power plants, power tools, and lighting equipment, given tools and manufacturer's instructions.	Types of cleaning methods	The ability to select correct tools	<b>IFSTA EOFF, 6<sup>th</sup> Ed.</b> <b>Chapter 10</b>  <b>J&amp;B FFFS, 3<sup>rd</sup> Ed.</b> <b>Chapters 9, 19</b>	<b>5% of questions</b>	<b>Objective 12</b>
	Correct use of cleaning solvents	Follow guidelines			
	Manufacturer and departmental guidelines for maintaining equipment and its documentation	Complete recording and reporting procedures			
	Problem-reporting practices	Operate power plants, power tools, and lighting equipment			
<b>6.5.5</b>					
Perform an annual service test on fire hose, given a pump, a marking device, pressure gauges, a timer, record sheets, and related equipment.	Procedures for safely conducting hose service testing	The ability to operate hose testing equipment and nozzles	<b>IFSTA EOFF, 6<sup>th</sup> Ed.</b> <b>Chapter 15</b>  <b>J&amp;B FFFS, 3<sup>rd</sup> Ed.</b> <b>Chapter 16</b>	<b>4% of questions</b>	<b>Objective 13</b>
	Indicators that dictate any hose be removed from service	The ability to record results			
	Recording procedures for hose test results				