

Cadet Regulation 3

California Cadet Corps Training

State of California-Military Department
Joint Force Headquarters
Headquarters, California Cadet Corps
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UNCLASSIFIED

SUMMARY of CHANGE

CR 3

California Cadet Corps Training

*This is a major revision of Chapter 3 of this regulation

*Changes Curriculum Standards, and deletes Objectives

*Adds information about UC/CSU A-G Requirements

*Adds information about Career Technical Education (CTE)

CALIFORNIA CADET CORPS TRAINING

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History. This regulation is a major update to reflect changes in the California Content Standards for the California Cadet Corps Program. It also adds information on the curriculum design and grade progression, basic CACC Knowledge, and a slightly revised lesson plan template and training schedule format.

Summary. This regulation describes the California Cadet Corps Training program to be conducted by brigades, regiments, and units of the California Cadet Corps (CACC).

Applicability. This regulation applies to all schools currently maintaining CACC membership.

Proponent and exception authority. The proponent of this regulation is the Executive Officer, CACC. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations. The proponent may delegate this approval authority, in writing, to a field-grade man-day staff officer or State Projects Officer. Activities or units may request a waiver to this regulation by providing full justification that includes a full analysis of the expected benefits. All waiver requests will be endorsed by the senior commandant officer of the requesting activity or unit and forwarded through their higher headquarters to the policy proponent.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval, in writing, from the Executive Officer, California Cadet Corps. Send a draft copy of each supplement to – Youth Programs, California Cadet Corps, ATTN: Executive Officer, Building 1301, Camp San Luis Obispo, CA.

Suggested improvements. Users are invited to send comments and suggested improvements in memorandum form directly to the address listed above.

Distribution. This publication is available in electronic media only and is intended for all levels of the California Cadet Corps organization and is authorized for public distribution. Printed copies of this publication may be provided, within budget limitations, at the discretion of the Joint Force Headquarters, California Military Department.

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CHAPTER 1 - GENERAL

1-1. Purpose.

This regulation provides guidance on the conduct of training in the California Cadet Corps (CACC), to include the State Content Standards and Objectives, procedures for lesson planning, and development of training schedules. This regulation also outlines responsibilities for Cadet Corps personnel and clarifies definitions of training-related terms. It also establishes the content for basic knowledge cadets are expected to learn.

1-2. Responsibilities.

a. The Executive Officer, CACC is the Chief Training Officer of the program, responsible for ensuring compliance with the provisions of this regulation. Specifically, the Executive Officer:

- (1) Monitors conduct of training at the state, brigade, and unit levels.
- (2) Prioritizes training supplies, equipment, and activities within available state budget resources.
- (3) Provides for the publication and regular updating of the Cadet Corps Curriculum.
- (4) Acts upon the recommendation of the Director of Curriculum regarding approval or denial of authority to issue ribbons for Specialized Training Schools, Summer Training, Mountaineering, Officer Candidate Schools, Non-Commissioned Officer Courses, Cadet Medic Training, the Cadet Medic Badge, and Drill Academies.

b. The Director of Curriculum, a position on the staff of the Headquarters, California Cadet Corps (HQACC):

- (1) Chairs the State CACC Curriculum Committee.
- (2) Serves as the principal advisor to the Executive Officer on matters of curriculum, assessment, and instruction.
- (3) Annually reviews the Cadet Corps Curriculum and incorporates appropriate updates as recommended by Commandant personnel and reviewed by the Curriculum Committee.
- (4) Coordinates with the California Department of Education (CDE) to ensure compliance with applicable state Education Code provisions and policies of the CDE.
- (5) Reviews proposed curricula of all Specialized Training Schools and courses offered during a summer encampment, to ensure appropriate levels of rigor and consonance with CACC Content Standards. Recommends to the Executive Officer approval/disapproval of these programs for award of the applicable ribbons, accouterments, and uniform appurtenances. As necessary, convenes the Curriculum Committee for consensus on recommending approval/denial of requests to award these ribbons.

c. The California Cadet Corps Curriculum Committee shall meet as directed by the Executive Officer or Committee Chair. Membership shall consist of subject matter experts on the topics covered in the CACC Standards (e.g. Drill and Ceremonies, Leadership, Academics, First Aid, Map Reading, etc) as well as experts in curriculum, assessment, and instruction. The committee:

- (1) Assists with the writing, field testing, and publication of the CACC curriculum.
- (2) Reviews recommendations for updates and enhancements to the CACC curriculum.
- (3) Reviews and updates statewide promotion tests and promotion board question documents required under CR 1-5, Cadet Appointment and Promotions.
- (4) Provides professional development opportunities for commandant personnel to understand and more effectively utilize the Cadet Corps curriculum.
- (5) Encourages and disseminates best practices in CACC instruction and assessment.

d. Brigade and Regimental Advisors:

- (1) Assist commandant personnel with understanding and utilizing the CACC curriculum.
- (2) Ensures compliance of Brigade activities with the provisions of this regulation, specifically, instruction at brigade activities is aligned with the CACC standards and objectives.
- (3) Assists cadet commanders and staffs in their efforts to understand and utilize the CACC curriculum and this regulation.

- (4) Promotes high quality instruction and assessment at brigade and regimental activities.

e. Commandant personnel:

- (1) Ensure that instruction at the unit level is in alignment with the Cadet Corps Standards and Objectives.
- (2) Prepare lesson plans in accordance with school and school district policies.
- (3) Provide high quality instruction and assessment and work with cadet leaders in the planning and implementation of high quality instruction.
- (4) Prepare, disseminate, and file training schedules on a weekly or monthly basis.

1-3. Authority.

Section 508 of the California Military and Veterans Code states in part that, “The California Cadet Corps shall train in accordance with the appropriate manuals prescribed by the United States Army and as may be prescribed by rules and regulations adopted by the Adjutant General.” Further, Section 509 states that, “The Adjutant General shall provide and may prepare suitable training regulations, books and courses of instruction, and the necessary forms for reports or other necessary purposes to be used by the California Cadet Corps. The Adjutant General may take such action as is necessary to promote the general welfare, strength and morale of the California Cadet Corps and to provide for the recreation of cadets.”

1-4. Definitions.

- a. **A-G Requirements** – A sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). When CACC classes are classified as a G elective, they qualify to be counted toward college admission.
- b. **Assessment** – Methods of determining the extent to which a cadet has mastered a particular learning objective.
- c. **Cadet Corps Goals** – Also known as the Cadet Code. Ten statements of purpose, spelling out the mnemonic LEADERSHIP which support the Cadet Corps mission.
- d. **Cadet Corps Handbook** – A pamphlet containing Cadet Corps Knowledge and basic information about the CACC program that is issued to Cadets. Designed as a small pamphlet that can be carried around in a uniform pocket and is handy for studying when Cadets are not otherwise engaged.
- e. **Cadet Corps Knowledge** – Specific pieces of information that Cadets are supposed to memorize and be able to recite. May also be known as Memory Work. i.e. The Cadet Code, 3 General Orders, CACC Honor Code, Core Values, etc.
- f. **Cadet Corps Mission** – Overarching statement of the primary purpose of the Cadet program.
- g. **Cadet Corps Objectives** – Six statements memorized by all cadets to help them understand the specific reasons the Cadet program exists in California schools.
- h. **CDE** – California Department of Education.
- i. **CTE** - Career Technical Education - educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. When CACC classes are approved as CTE, they are eligible for CTE funding.
- j. **Content Standards** – Statements of what students should know and be able to do within a particular subject area (in this case, the CACC).
- k. **Core Instructional Groups** – Four groupings of Cadet Corps instruction, formerly known as Standards: Military Subjects, Citizenship, Leadership, and Wellness.
- l. **Leader** – A person in a position of responsibility and authority who influences and directs others in such a manner as to accomplish the mission.
- m. **Lesson** – A piece of curriculum designed to be taught either in one block of time or in a series of connected time blocks, covering a single topic.
- n. **Lesson Plan** – A written statement of the objective(s) and procedures for a single session of instruction or for a series of sessions covering one lesson.
- o. **Objectives** – Specific statements of what cadets should know and be able to do within the standards; in the CACC curriculum, the objectives are listed at the beginning of each Section, and annotated on the title slide of

- presentations.
- p. **Section** – A portion of a Strand that groups lessons together. Normally labeled as Section A, B, or C. May be defined as beginning, intermediate, and advanced, or sometimes by the terms Self-Mastery, Followership, and Leadership.
 - q. **Strands** – A collection of lessons within one major subject area within the Cadet Corps curriculum (e.g. Military Courtesy). A strand is divided into three sections A, B, and C, which may generally be interpreted as ‘beginning’, intermediate’, and ‘advanced’ information. In some strands, the information is merely organized into the three sections, but not based on level of complexity. The lessons in a strand are not designed to be taught sequentially, but are available to a Commandant to weave into a more complex order of lessons from different groups and strands. Depending on the level of cadets being instructed, a strand can take anywhere from 1-4 weeks to complete.
 - r. **Training Schedule** – A document published weekly or monthly or for a particular training event or operation which outlines the activities and classes during that period, the instructor, location, uniform, and training resources.

CHAPTER 2

THE CADET CORPS TRAINING CONCEPT

2-1. Applied Leadership.

a. Applied Leadership. The CACC is an “applied leadership program,” meaning that the program strives to allow cadets the opportunity to apply the leadership lessons they have learned in the classroom into a field setting. Those opportunities for applied leadership include, but are not limited to:

- (1) Serving in command roles at the home unit and at cadet field events with responsibility for:
 - a) Cadet accountability (monitoring cadet whereabouts at events)
 - b) Disciplinary problem management
 - c) Training and monitoring instruction and assessment activities
 - d) Operations management
 - e) Morale management
 - f) Safety planning and monitoring
 - g) Esprit de Corps development and maintenance
- (2) Serving in staff roles at the home unit and at cadet field events with responsibility for:
 - a) Personnel and Administration
 - b) Safety and Security
 - c) Training and Operations
 - d) Supply and Logistics
 - e) Public Relations
- (3) Serving in non-commissioned officer (NCO) roles at the home unit and at cadet field events with responsibility for supporting the above command and staff functions.
- (4) Serving as instructors of less experienced cadets. Senior non-commissioned officers and cadet officers should regularly serve as instructors of basic Cadet Corps subject matter.

b. Learning Through Failure. Cadet leaders, indeed all leaders, learn from their failures. Adult commissioned officers in the CACC serve as mentors to cadet leaders and by necessity, allow cadet leaders to make mistakes and experience failures of leadership so that the lessons learned from those failures can be applied to future leadership scenarios. Of course, the well-being of cadets is of paramount concern and under no circumstances will an adult officer in the CACC allow a cadet leader to take unsafe action.

c. The Role of Commandant/Adult Personnel. Adult members in the CACC take full responsibility for the safety and well-being of the cadets under their care. When unsafe or dangerous situations warrant immediate adult intervention, adults take necessary action to ensure the safety and well-being of the cadets. Whenever possible, though, commandant personnel allow cadet leaders to fully function in the command, staff, and NCO roles with which they have been entrusted. Through one-on-one mentoring in the challenges of leadership, adults guide cadets to a deeper understanding of how to effectively lead others and manage resources.

d. Leadership Responsibilities. Cadet Commanders are responsible for developing missions, goals, and objectives for the operations they command. They are also responsible for ensuring safety, accountability, and proper training and discipline of cadets entrusted to them.

e. Extracurricular Leadership Responsibilities. Cadets are encouraged to continue to pursue leadership opportunities outside the school setting.

(1) The brigade is a geographical grouping of battalions in a regional area that gives cadet leaders more opportunities to exercise a chain of command, plan and execute activities, and experience the cadet program outside of what their school has to offer. Brigades have a cadet commander and staff who provide both a communications conduit and a higher level command structure for battalions – the lowest level of unit in the Cadet Corps.

(2) The 10th Corps Staff is a state level command structure that gives cadets an even wider opportunity to exercise leadership within the California Cadet Corps program. The 10th Corps Commander is the cadet commander of the corps of cadets statewide, commands the Summer Encampment program, and sponsors state level activities. Cadets appointed to the 10th Corps Staff attend training sessions at the CACC Headquarters at Camp San Luis Obispo monthly, where they are mentored by the State HQs Staff to plan and execute state level activities and provide a minimum level of command and control over the subordinate units of the Cadet Corps. Cadets throughout California are offered the opportunity to apply to be on the 10th Corps Staff, with a stated goal of including cadets from each brigade on the staff.

2-1. Instruction.

As a school-based program, academic instruction is a part of the Cadet Corps program. The CACC Curriculum is largely academic based, with a strong practicum of experiential based learning. The Commandant, however, cannot in most cases be the sole source of instruction, and the Cadet Corps has a long, successful history of having senior cadets share in the responsibility of teaching the curriculum.

a. The make-up of the classroom differs widely from school to school within the Cadet Corps. Military Institutes may have a military staff that is more involved in teaching in the classroom, where traditional schools have a single Commandant who can't do everything at once. While some schools may divide their Cadet Corps classes by grade level or by number of years in the Cadet Corps program, the 'normal' Cadet Corps classroom has cadet from multiple grades who have been Cadets for varying amounts of time. The goal is to provide EACH of these Cadets with the opportunity to learn at the level they have reached in the cadet program.

b. A successful model for training Cadets has been to task the more senior Cadets with the training of the more junior Cadets. This works better in high schools than in middle schools because the cadet leaders are more academically mature and ready to take on the role of teacher and leader. It can be done, within limitations, at middle schools, and should be a goal of the Commandant – to involve cadet leaders in the training of more junior Cadets, and in administering the awards program, maintaining personnel and supply files, and planning and documenting training.

(1) Cadet leaders should be given the task of training Cadets in drill and ceremonies (D&C) and physical training (PT). These are leadership skills that are learned by all cadets on a continuum of knowledge, and having Cadets train Cadets not only augments the Commandant's span of control, it builds morale within the unit and gives Cadet Leaders an applied leadership program to build their own leadership skills. In fact, even in military institutes where military instructors ARE available, it is highly encouraged that cadet leaders be given the roles of teaching D&C and PT.

(2) Other roles that cadets should take in the classroom are unit level leadership and staff roles. Depending on the breakdown of Cadets into classes in any particular school, this may mean a class has a Company Commander, First Sergeant, Platoon Leaders/Sergeants, and Squad Leaders. The chain of command is used to control the class, do routine administrative functions like taking roll, leading the Pledge of Allegiance, moving Cadets about, etc. Cadet Staff (S1 through S5) may be given classroom time to work on their staff roles – maintaining personnel

files, training schedules, supply records, etc.

(3) So while a senior Cadet is teaching a basic subject to junior cadets, the Commandant or another senior Cadet may be teaching intermediate subjects to 2nd-year Cadets. This greatly expands the amount of curriculum that can be taught in a Cadet Corps classroom, and improves the academic program for all Cadets.

(4) Finally, the highest level of Cadets at a school, even those with leadership and staff positions, should be given assignments to self-study parts of the curriculum that are not taught in class. This could be accomplished in a military institute with a separate class for senior Cadets, but is perfectly suited for self-study. We recommend that Cadets be given a Section to study over a two to three-week period, potentially with associated projects to accomplish during that time as well (especially if they're not heavily engaged in leadership roles over junior Cadets). At the end of the time period, they may be given an assessment to test their knowledge of the subject. Most of the C Sections and many of the B Sections are well-suited for this purpose. This rounds out the level of knowledge of the Cadet Corps curriculum for senior Cadets, who otherwise would not be taught this information.

(5) Schools that do not use this model are actually taking opportunities away from Cadets. The Commandant must determine the capability of the Cadets within his/her program, and give the cadet leaders every opportunity to excel that is available. Depending on the placement of Cadets in the program (there's a big difference between programs that are completely voluntary and those schools where students are placed in Cadet Corps classes for reasons that meet administration objectives), Cadets learn by fully implementing the leadership and staff roles within a chain of command, with mentorship from Commandants, Assistant Commandants, and senior Cadets.

c. Text is available for both Commandants and Cadets to read with the curriculum. It is posted to the CACC website, and will continue to be completed and updated, including, eventually, simpler formats for middle school students. Slides are available for instructors. There is no complete textbook for CACC curriculum, but the text available on line is intended to fill that role.

d. This revision of the Cadet Corps Curriculum makes obsolete the Strand Handbooks. CR 1-5 changed the promotion system to delete written/on-line testing for ranks from Cadet through C/SSG, with the exception of a comprehensive exam to achieve the rank of C/SGT. There are Study Guides that show Cadets the Strands and Sections to study for that test, and for tests for C/2LT and C/MAJ.

e. The Cadet Handbook should be issued to all Cadets. Schools can request them from HQ CACC. When not available through centralized channels, they may be printed using the file on the CACC website. Cadets are responsible to know the Knowledge listed in the Cadet Handbook.

CHAPTER 3

CADET CORPS CURRICULUM DESIGN

3-1. Structure of the Cadet Corps Curriculum. The Cadet Corps curriculum is divided into four Core Instructional Groups: Military Subjects, Citizenship, Leadership, and Wellness. Each of these groups is further divided into Strands – a single subject of instruction. Each Strand has three (there may be a few with two or four) Sections that help organize the Strand’s subject matter into more learnable categories. The Sections, lettered A, B, and C for each Strand, are in a general way categorized as *beginning*, *intermediate*, and *advanced* (or sometimes *Self-Mastery*, *Followership*, and *Leadership*). Finally, each of these Sections has multiple lessons that contain the subject matter taught within the cadet program. Some lessons may be teachable in one sitting, where others are longer, requiring multiple class periods to cover the entire lesson. The complete curriculum structure is shown in Appendix A. A sample strand, showing Core Instructional Group, Strand # and Title, three Sections, and 15 Lessons, is shown here.

Core Instructional Group	Strand #	Title	
Leadership	L2	Communications	<p><u>Beginning & Cooperating</u></p> <ul style="list-style-type: none"> Listening Skills Communicating with Parents Communicating with Teachers Communicating With Peers Media Literacy <p><u>Organizing Your Thoughts</u></p> <ul style="list-style-type: none"> Public Speaking Oral Presentation Effective Writing Creative Writing Arguing Effectively <p style="text-align: right;"><u>C. Teaching Effectively</u></p> <ul style="list-style-type: none"> Methods of Instruction: Lesson Plan Lesson Plan Template Teaching Classroom Management Techniques Continuity

3-2. Content Standards.

The Content Standards are statements of the goals for an instructional study area. These help us align our lessons with career technical education (CTE) or content standards for California public schools.

Standard #1 Military Subjects:

Students gain identity and belonging as a Cadet while developing self-control, respect, discipline and confidence.

Standard #2 Citizenship:

Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States.

Standard #3 Leadership:

Cadets emerge as experienced leaders ready to succeed in college and career.

Standard #4 Wellness:

Cadets are healthy, well-rounded and prepared for the physical and stress demands of college, career, and life.

3-3. A-G Requirements.

The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC maintains public “a-g” course lists that provide complete information about the high school courses approved for admission to the university.

- a) History / Social science
- b) English
- c) Mathematics
- d) Laboratory science
- e) Language other than English
- f) Visual & performing arts
- g) College-preparatory elective

Individual California Cadet Corps classes have been approved by the UC system as meeting the “g - college preparatory elective” requirements at several schools. This benefits the program by making it an acceptable elective for students who need to accrue credits toward UC/CSU admission.

Until a CACC program-wide approval is achieved, high schools with a Cadet Corps program are encouraged to submit their program for “a-g” certification at the UC Site <https://hs-articulation.ucop.edu/agcmp/login#>. There is an example of a successful submission on the Cadet Corps website under Curriculum.

3-4. Career and Technical Education (CTE).

Many districts have pathway programs within their schools, and Cadet Corps is a good fit for this. CTE programs often give access to appreciable funding sources that benefit the district and school. The Cadet Corps program meets the standards of the Public Services pathway. Whether worked by the Commandant or a school administrator (or in conjunction), you may be able to attain funding (including funding to support a Commandant’s salary) through CTE.

CHAPTER 4

GRADE PROGRESSION

4-1. Flexible System of Curriculum. The Cadet Corps curriculum is complicated by the fact that Cadets can begin the program anytime between the 5th and 12th grades, and may remain a Cadet for as little as a semester or as long as nine years. The curriculum is therefore designed with flexibility in mind, and gives the Commandant complete control over what is taught, when it is taught, and at what level it is taught. How a school organizes its Cadet Corps experience has a lot of influence on how the Commandant structures the curriculum. In the end, the Cadet Corps provides a program that a Cadet can enter in 4th Grade and continue to progress and learn through high school graduation. Few cadets are able to remain in the program that long, as they transition from elementary to middle to high school, most districts don't offer a progression of schools that all have a Cadet Corps program. But as we grow new schools, our goal is to add elementary schools and offer high schools where there are now only middle schools, and open programs in middle schools where there are now only high schools. Some military institutes are high school only, others are 5th through 12th grade.

The CACC curriculum model gives a recommendation down to Section (not Lesson) of what should be taught at each level. Eventually, we will offer a model that goes down to lesson level. But currently, we have recommended Sections to be taught in the various semesters at Elementary School, Middle School, and High School. These are shown in Appendix B. A model that shows a sample of lessons to be taught throughout the first four semesters, along with other useful curriculum files, is available on the Curriculum website under Pacing Guide.

Even within this recommendation, the Commandant must look at each Section of the curriculum and determine which lessons they will teach. They should also take into account the cadet promotion system, and what Cadets need to know to be promoted. Commandants don't need to teach all the information needed for promotion – Cadets can do some self-study, but much of the information in the promotion system is basic information Cadets should know, and therefore likely going to be information the Commandant will want to teach to first year Cadets. The cadet promotion system is described in CR 1-5, and in Study Guides for each of the three exams (NCO, Company Grade, and Field Grade).

4-2. Weekly Schedule. The Commandant first needs to determine the pattern of his/her program's weekly schedule. This varies significantly between different types of schools (i.e military institute vs traditional program vs after-school program) and whether the district gives PE credit for the Cadet Corps program (in which case, you spend more time doing physical activity). A typical schedule may be:

Mon:	Fitness Training
Tue:	Curriculum: Leadership/Citizenship
Wed:	Uniform/Drill
Thu:	Curriculum: Military Subjects/Wellness
Fri:	Fitness Training

Or you may stay on a particular Strand for several weeks as you teach various lessons from within that Strand. Some lessons can easily be taught outside any particular context; for example, you could teach The CACC Class B Uniform one day, and Rank Structure the next day. But other lessons, like Map Reading or First Aid, benefit from the continuity of multiple days of focus on the same topic.

Most schools require Cadets to wear their uniform once a week, and that's the day they focus on Inspection and Drill & Ceremonies. Military Institutes obviously follow different patterns, since wear of uniform and formations are a more integral part of their school day.

4-3. Activities. Activities are fairly predictable throughout the school year, though Commandants and Brigade Advisors should leave some flexibility to allow for cadet planning decisions to have a part in what activities happen and when. Activities are offered at the battalion or regiment, brigade, and state levels. Some take place for just a few minutes during the school day, like flag raising/lowering, others take a full weekend and much planning and preparation. Cadets should be tasked with the planning for all activities, as this is a part of their leadership training. Cadets should use the Cadet Activity Planning Process outlined in CR 3-14. Many activities don't need a full Operations Plan or Order, but all should be systematically planned so that resources are available and coordinated, and the Who, What, When, Where, Why, and How are clear. Activities may include:

IN CLASS	BATTALION/REGT	BRIGADE	STATE
Uniform Issue	Flag Details	Bivouac	Xtreme Team Challenge
Staff Assignments	Color Guards	Leadership Schools	Marksmanship Comp
Fitnessgram	Parades	Drill Academies	CERT Training
Inspections	Bivouac	Bivouacs	Drill Comp
Uniform Turn-In	Community Service	Cmd & Staff Schools	IMA
	School Service	Drill Comp	Summer Encampment
	AGI	IMA	

CHAPTER 5

LESSON PLANNING

5-1. Lesson Planning. Individual school districts and school sites may require the preparation of lesson plans that outline lesson objectives and procedures as well as materials and assessment methods. Appendix C to this regulation includes a Lesson Plan template that can be used by cadet instructors and commandant personnel in developing lessons for daily classes and/or special activities. It is recommended that lesson plans be prepared for all classes being taught to cadets.

5-2. Training Schedules.

Appendix D to this regulation includes a Training Schedule template that can be used by cadet instructors and commandant personnel in developing training plans for daily classes and/or special activities. It is recommended that training schedules be prepared on a weekly or monthly basis, however, units must publish and maintain a file copy of a schedule which identifies the activities and classes that take place each day during the school year. The Annual General Inspection requires schools to have on file all Training Schedules for the past year; that is, from the end of the previous AGI to present. The Training Schedule format, CACC Form 23, is available on the CACC Forms website.

CHAPTER 6

CADET CORPS KNOWLEDGE

6-1. California Cadet Corps Mission, Goals (Cadet Code), and Objectives.

a. The CACC Mission is “to provide California schools and students with a quality educational and leadership development program that prepares students for success in college and the work force.”

b. The Goals of the CACC are outlined in the tenets of the Cadet Code (spelling out the mnemonic device LEADERSHIP) which encourage:

1. **Loyalty** - To self, others, and civic and government institutions
2. **Education** - The success of all cadets in academic endeavors, including staying in school and pursuing higher education
3. **Ambition** – Striving for excellence and lofty goals
4. **Duty** - Lifelong habits of responsible behavior, excellent attendance, and punctuality
5. **Enthusiasm** – A zest for life’s challenges
6. **Respect** - cooperation with school and public policies, regulations, and laws and respect for the dignity of all persons as well as an appreciation for the rich heritage of America and California
7. **Service** – To others, our state, our nation, and world
8. **Health** – Fitness and wellness, including avoidance of gangs, illegal drugs, alcohol, and tobacco
9. **Integrity** - Positive choices by cadets with regards to private and public behavior
10. **Personal courage** – Say no to that which is wrong and stand up for what is right

c. The six CACC Objectives are to:

1. Develop **LEADERSHIP**
2. Engender **CITIZENSHIP**
3. Encourage **PATRIOTISM**
4. Foster **ACADEMIC EXCELLENCE**
5. Teach **BASIC MILITARY KNOWLEDGE**
6. Promote **HEALTH, FITNESS, AND WELLNESS**

6-2. Core Values, Honor Code, Definition of Leadership, & Leader’s Code

a. The **Core Values** of the California Cadet Core are: *Selfless Service, Integrity, and Respect*

b. The **Cadet Honor Code** is: *A cadet will not lie, cheat, steal, or tolerate those who do.*

c. The definition of Leadership is: *Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.*

d. The Leader’s Code is:

I become a cadet leader by what I do. I know my strengths and my weaknesses, and I strive constantly for self-improvement. I live by a moral code and set an example that others can follow. I know my job, and I carry out the spirit as well as the letter of the orders I receive.

I take the initiative and seek responsibility, and I face situations with boldness and confidence. I estimate the situation and make my own decisions as to the best course of action. No matter what the requirements, I stay with the job until the job is done; no matter what the results, I assume full responsibility.

I train my cadets as a team and lead them with tact, enthusiasm and justice. I command their confidence and their loyalty; they know I would not assign to them any duty I, myself, would not perform. I make sure they

understand their jobs, and I follow through energetically to ensure their duties are completed fully. I keep my cadets informed, and I make their welfare one of my prime concerns.

These things I do selflessly in fulfillment of the obligations of leadership and for the achievement of the group goal.

6-3. CACC History and General Orders

a. CACC was founded on **April 5, 1911** by **Brigadier General Edwin Alexander Forbes**, the **Father of the Cadet Corps**. The Cadet Corps motto is "**Essayons**", which means "**Let Us Try**" in French.

b. General Orders:

1st General Order: ***I will guard everything within the limits of my post, and quit my post only when properly relieved.***

2nd General Order: ***I will obey my special orders and perform all my duties in a military manner.***

3rd General Order: ***I will report violations of my special orders, emergencies, and anything not covered in my instructions to the Commander of the Relief.***

6-4. Chain of Command

Squad Leader
Platoon Sergeant
Platoon Leader
First Sergeant
Company Commander
Battalion Command Sergeant Major
Battalion Commander
Brigade Command Sergeant Major
Brigade Commander
10th Corps Command Sergeant Major
10th Corps Commander
School Commandant
Principal
Brigade Advisor
CACC Executive Officer
Commander, Youth & Community Programs Task Force
The Adjutant General
The Governor of California

APPENDIX A CADET CORPS CURRICULUM

NOTE: This curriculum is a living document, with strands being continually written or revised. This occasionally causes the lessons to be changed or reorganized. Such changes will not in themselves warrant a published change to this regulation. For a complete up-to-date version, check with the Curriculum Committee.

CORE INSTRUCTION GROUP	STRAND #	STRAND	LESSONS
MILITARY SUBJECTS			
1-Military	M1	CACCC Regulations	<u>A Basic CACC Regulations</u>
			A1. What are Regulations?
			A2. Cadet Regulation 1-8 Cadet Uniforms and Insignia
			A3. Cadet Regulation 1-5 Cadet Appointments and Promotions
			A4. Cadet Regulation 1-1 Cadet Decorations and Awards
			A5. Cadet Service Record – CACC Form 13
			A6. Individual Clothing Record – CACC Form 100
			<u>B Cadet Staff Regulations</u>
			B1. Leadership Regulations
			B2. Personnel (S-1) Regulations
			B3. Safety (S-2) Regulations
			B4. Operations (S-3) Regulations
			B5. Logistics (S-4) Regulations
			B6. Communications (S-5/S-6) Regulations
			<u>C Regulations that Guide Us</u>
			C1. General Administration CR 1
C2. Annual Inspections CR 1-6			
C3. US Army Drill and Ceremonies TC 3-21.5			
1-Military	M2	Cadet Uniform	<u>A Class B Uniform</u>
			A1. Rules for Wearing the Uniform
			A2. Class B Uniform
			A3. Ribbons
			A4. Honor Bars, Badges, and Shoulder Cords
			<u>B Class C Uniform</u>
			B1-Uniform: Class C
			<u>C Class A Uniform</u>
			C1-Uniform: Class A
1-Military	M3	Individual Drill	<u>A Individual Drill</u>
			A1. Introduction to Drill
			A2. Some Rules and Background on Drill
			A3. Attention and Rests
			A4. Facing Movements
			A5. Saluting
			A6. Basic Marching
			A7. The 24-Inch Step
			A8. Change Step
			A9. Marching to the Rear
			A10. Rest Movement, 24-Inch Step
			A11. The 12-Inch Step, Forward/Half Step
			A12. Marching in Place
			A13. The 12-Inch Step, Right/Left
			A14. The 12-Inch Step, Backward
			A15. The 24-Inch Step, Double Time
			A16. Facing in Marching
<u>B Individual Drill with Weapons</u>			

			B1. Basic Procedure
			B2. Order Arms
			B3. Rest Positions
			B4. Port Arms
			B5. Present Arms
			B6. Inspection Arms
			B7. Right Shoulder Arms
			B8. Left Shoulder Arms
			B9. Changing Positions
			<u>C The Drill Commander</u>
			C1. Drill Terms
			C2. The Drill Instructor
			C3. Instructional Methods
			C4. Instructional Techniques
			C5. Rules
			C6. Commands
			C7. The Command Voice
1-Military	M4	First Aid	<u>A. First Aid</u>
			A1. Airway - Choking
			A2. Bleeding
			A3. CPR
			A4. Shock
			A5. Moving an Injured Person
			A6. Triage
			A7. Head to Toe Exam
			A8. Injury Prevention & Safety
			A9. Stroke
			A10. Body Substance Isolation & Precautions
			A11. Treating Burns
			A12. Head, Neck & Spinal Injuries
			A13. Bones & Joints
			A14. Bites and Stings
			A15. Heat and Cold
			A16. Sprains, Strains and Broken Bones
			<u>B. Cardiopulmonary Resuscitation</u>
			B1. CPR Steps
			B2. Compressions
			B3. Breathing
B4. Safety			
B5. Child CPR			
B6. Infant CPR			
<u>C. Automatic External Defibrillator</u>			
C1. Review of CPR			
C2. Safety for victim and rescuer			
C3. Proper Placement of Electrodes			
C4. Deliver the First Shock			
C5. Treatment Protocols			
1-Military	M5	CACC Basics	<u>A. CACC Background</u>
			A1. History of the California Cadet Corps
			A2. The California Cadet Corps Motto
			A3. The Colors and Symbols on the Cadet Corps DUI
			A4. Structure & Organization of the California Cadet Corps
			A5. Mission of the California Cadet Corps
			A6. Objectives of the California Cadet Corps
			<u>B Cadet Responsibilities</u>
			B1-Guard Duty
			B2-Leadership Definition
			B3-Military Time

			B4-Phonetic Alphabet
			<u>C Principles</u>
			C1-Leadership Principles
			C2-Leadership Indicators
			C3-Leader's Code
1-Military	M6	Maps and Navigation	<u>A Map Reading</u>
			A1. Introduction to Maps
			A1. Introduction to Maps
			A2. Topographical Map Basics
			A3. Elevation and Terrain Features
			A4. Grid Coordinates
			A5. Measuring Distance
			A6. Direction
			A7. Polar Coordinates
			A8. G-M Angle: Declination Diagram
			<u>B Navigation Tools and Activities</u>
			B1. The Lensatic Compass
			B2. Orienteering / Baseplate / Silva Compass
			B3. Using the Compass
			B4. Alternative Direction-Finding Methods
			B5. Pace Count
			B6. Moving by Terrain Association
			B7. Global Positioning System GPS
			B8. Compass Course
			B9. Orienteering
			B10. How to Design an Orienteering Course for your Unit
			B11. Geocaching
			<u>C Advanced Land Navigation</u>
			C1. Advanced Map Reading Techniques
			C2. Land Navigation (Land Nav)
			C3. Designing a Land Nav Course for your Cadet Corps Unit
			C4. Advanced Land Navigation Sports / Activities
C5. Calling a 9-Line Medevac (Medical Evacuation)			
1-Military	M7	Unit Drill	<u>A Squad Drill</u>
			A1. Basic Information
			A2. Forming the Squad
			A3. Counting Off
			A4. Changing Interval while in Line
			A5. Aligning the Squad
			A6. Marching the Squad
			A7. Changing the Direction of a Column
			A8. Marching to the Flank
			A9. Forming a Column of Twos and Re-Forming
			A10. Dismissing the Squad
			<u>B Platoon Drill</u>
			B1. Basic Information
			B2. Forming the Platoon
			B3. Breaking Ranks
			B4. Counting Off
			B5. Changing Interval
			B6. Aligning the Platoon
			B7. Opening and Closing Ranks
			B8. Resting the Platoon
			B9. Dismissing the Platoon
			B10. Eyes Right
			B11. Changing the Direction of a Column
			B12. Marching to the Flanks
			B13. Forming a File and Re-Forming

			B14. Forming a Column of Twos and Re-Forming
			B15. Inspections Basic Info
			B16. In-Ranks Inspection
			B17. Squad Leaders' Inspection
			B18. Platoon Sergeant's/Platoon Leader's Inspection
			<u>C Company Drill</u>
			C1. Basic Information
			C2. Posts for key Personnel
			C3. Basic Formation Information
			C4. Changing Interval
			C5. Changing Distance
			C6. Aligning the Company
			C7. Opening and Closing Ranks
			C8. Changing the Direction of March of a Column
			C9. Closing the Distance between Platoons
			C10. Correcting the Distance between Platoons
			C11. Forming a Column of Twos and Re-Forming
			C12. Forming a Company Mass
			C13. Aligning a Company in Mass
			C14. Changing the Direction of March of a Mass Formation
			C15. Forming a Column from a Company Mass
			C16. Forming a Company in Column with Platoons in Line and Re-Forming
			C17. Dismissing the Company
			C18. Company Inspections
			C19. In-Ranks Inspection (Line Formations)
			<u>A Everyday Cadet Courtesies</u>
			A1. Introduction to Military Courtesy
			A2. Rank
			A3. Addressing People (Title/Sir)
			A4. Saluting
			A5. Rules of Saluting:
			A6. Reporting
			A7. Position of Attention
			A8. The Senior's Position of Honor
			A9. Cadet Corps Traditions
			A10. Every Day Courtesies
			A11. Cadet Corps Taboos
			A12. Grooming
			A13. Helping Others
			A14. Chain of Command
			<u>B Courtesy to Impress</u>
			B1. Job Interview Courtesies
			B2. Making Introductions
			B3. Formal Introductions
			B4. Informal Introductions
			B5. Shaking Hands
			B6. Dining Courtesies
			B7. Table Talk
			B8. Invitations and RSVP
			B9. Thank You Notes
			B10. Email Courtesies
			B11. Telephone Courtesies
			B12. Cellular Phone Courtesies
			B13. Meeting Courtesies
			<u>C Special Event Courtesies</u>
			C1. The Military Dining In and Dining Out: Introduction
1-Military	M8	Military Courtesy	

			C2. Planning the Dining In or Dining Out: Considerations and Procedures
			C3. Executing a Dining In/Out/Ball
			C4. Funeral Honors/Courtesies
1-Military	M9	US Armed Forces	<u>A. Purpose of the Military Branches</u>
			A1. US Army Purpose
			A2. US Air Force Purpose
			A3. US Navy Purpose
			A4. US Marine Corps Purpose
			A5. US Coast Guard Purpose
			A6. California National Guard
			<u>B. Trends in the US Military</u>
			A1. Soldier Care, Diversity, and Equal Opportunity
			A2. Special Forces
			A3. Technology
			A4. The Draft
			A5. Deployments
			A6. Re-integration Problems
			A7. Space
			<u>C. History of the Military Branches</u>
			C1. US Army History and Lessons
			C2. US Air Force History and Lessons
			C3. US Navy History and Lessons
			C4. US Marine Corps History and Lessons
			C5. US Coast Guard
C6. Famous Military Theorists			
1-Military	M10	Field Skills	<u>A. Bivouac</u>
			A1. Knots
			A2. Knife Safety and Operation
			A3. Food Planning and Menus
			A4. Fire
			A5. Field Cooking
			A6. Tent Shelters
			A7. Hygiene
			A8. Map Reading / Direction Finding
			A9. Packing Lists
			A10. Bivouac Safety
			A11. Guard Duty / fire-watch
			<u>B. Outdoor Team-building Activities</u>
			B1. Ruck / Hike
			B2. Obstacle Course
			B3. Leadership Reaction Course
			B4. Low Ropes Activities
			<u>C. Outdoor Skill-building Activities</u>
			C1. Compass Course
			C2. Survival Training
			C3. High Ropes Course
1-Military	M11	Survival	<u>A Prepare to Survive</u>
			A1. Preparing to Survive
			A2. California Cadet Corps Survival Creed
			A3. Survival Case Studies
			A4. Importance of Planning
			A5. Spell "S-U-R-V-I-V-A-L"
			A6. Pattern for Survival
			A7. Psychology of Surviving
			A8. A Look at Stress
			B Survival Care and First Aid
			B1. Basic Survival Medicine

			B2. Requirements to Maintain Health <u>B3. Personal Hygiene</u> B4. Medical Emergencies B5. Lifesaving Steps B6. Bone and Joint Injury B7. Bites and Stings <u>B8. Wounds</u> B9. Environmental Injuries C Basic Survival Techniques C1. Basic Water Sources <u>C2. Basic Water Purification</u> C3. Expedient Shelters C4. Basic Firecraft and Modern Methods C5. Food Procurement C6. Traps and Snares C7. Tools C8. Survival Use of Plants D Advanced Survival Techniques D1. Primitive Water Procurement/Purification D2. Advanced Shelters D3. Primitive Firecraft D4. Advanced Food Procurement <u>D5. Hunting Tools</u> D6-8. Coastal, Desert, Ocean, and Winter Survival
1-Military	M12	Ceremonial Drill	<u>A Battalion and Brigade Drill</u> A1. Battalion Formations A2. Brigade Formations <u>B. Reviews and Parades</u> B1. History of Reviews B2. Types of Reviews B3. Sequence of Events and Individual Actions for a Review B4. Review with Retreat B5. Special Review B6 History of Parades and the Differences Between Reviews and Parades B7. Ceremonial Battalion Parade B8. Street Parades <u>C. Retreats and Reveilles</u> C1. Retreat History C2. Retreat Sequence of Events C3. Reveille History C4. Reveille Sequence of Events
1-Military	M13	Marksmanship	<u>A. Firearms Safety</u> A1. Introduction to Firearms Safety A2. Firearms Safety Rules A3. Range Rules <u>B. Rifle Marksmanship Fundamentals</u> B1. Introduction to Marksmanship Fundamentals B2. Steadying the Rifle & Firing Positions B3. Aiming, Sighting, and Zeroing the Rifle B4. Breath Control B5. Trigger Control B6. Familiarization and Qualification <u>C. Competitive Marksmanship</u> C1. Why Competitive Marksmanship C2. How to Compete C3. Rifle Matches

CITIZENSHIP			
2-Citizenship	C1	The State of California	<u>A. California Basics</u>
			A1. California Geography
			A2. California Symbols
			A3. The People of California
			A4. Threats in California (wildfire, earthquake, etc)
			A5. California Compared to Other States
			<u>B. California Government</u>
			B1. State Government - Executive
			B2. State Government - Legislative
			B3. State Government - Judicial
			B4. State: Bill Becomes Law
			B5. California Governors
			B6. Voting and the Ballot Initiative Process
			B7. Current Trends
			<u>C. California History</u>
			C1. California History: Beginning to 1669
			C2. California History: 1700-1900
C3. California History: 1900-1950			
C4. California History: 1950-2000			
C5. California History: Since 2000			
2-Citizenship	C2	Citizenship	<u>A. Improve Yourself</u>
			A1. Seven Citizenship Skills
			A2. Civic Awareness
			A3. Critical Thinking Skills
			A4. Socratic Method of Arguing
			A5. Opinion vs Fact
			A6. Reasoning Errors and Logical Fallacies
			A7. Understanding Limitations and Biases of News
			A8. Social Media
			A9. Travel the World to Understand
			A10. Seven Effective Habits
			A11. Citizen and Human Rights
			<u>B. Improve Your Community</u>
			B1. Voting
			B2. Speaking/Testifying to Government (School Boards, City Councils, etc)
			B3. Individual Community Service Opportunities
			B4. Unit Community Service Opportunities
<u>C. Improve your State, Country, and Planet</u>			
C1. Improving the State of California			
C2. Improving the USA			
C3. Improving the World			
2-Citizenship	C3	College & Careers	<u>A. College</u>
			A1. Reviewing your college options
			A2. Exploring Careers
			A3. Identifying Colleges
			A4. Applying for College
			A5. UC/CSU Requirements
			<u>B. Military Careers</u>
			B1. Careers in the Military
			B2. Joining the Military
			B3. Applying to US Military Academies
			B4. ROTC
			B5. National Guard and Reserves
			<u>C. Civilian Careers</u>
			C1. Career Path

			C2. Career School Plan
			C3. Filling out a Job Application
			C4. Job Interviews
			C5. Preparing a Resume
2-Citizenship	C4	Diversity	<u>A. Understanding Diversity</u>
			A1. Sex
			A2. Race
			A3. Culture
			A4. Religion, Values, and Sexual Orientation
			A5. Philosophy and Politics
			A6. Personality (4 lenses)
			A7. Appearance
			A8. Languages
			<u>B. Acting for Inclusion</u>
			B1. Respectful Communications
			B2. Engaging the "Outsiders"
			B3. Team-building actions
			B4. Leadership for All
			<u>C. Case Studies</u>
			C1. Military Case Studies
C2. Education Case Studies			
C3. Public Service Case Studies			
C4. Business Case Studies			
2-Citizenship	C5	Emergency Preparedness	<u>A. California Hazards</u>
			A1. Earthquake
			A2. Flood
			A3. Fire
			A4. Volcanic Eruption
			A5. Landslide
			A6. Dam and Levee Failure
			A7. Severe Weather
			A8. Tsunami
			A9. Hazardous Material Emergency
			A10. Energy Disruption
			A11. Food and Agriculture Emergency
			A12. Civil Unrest
			A13. Pandemic and Epidemic
			A14. Terrorist Attack
			<u>B. Family Disaster Planning</u>
			B1. Local Threats
			B2. Receive Emergency Alerts and Warnings
			B3. Shelter Plan
			B4. Evacuation Plan and Route
			B5. Communication Plan
			<u>C. Community Emergency Response Team (CERT)</u>
			C1. Disaster Preparedness
			C2. Fire Suppression
			C3. Medical Operations (Part 1)
			C4. Medical Operations (Part 2)
C5. Light Search and Rescue Operations			
C6. Psychology and Team Organization			
C7. Disaster Simulation			
2-Citizenship	C6	Flag	<u>A. Flag Basics</u>
			A1-Pledge of Allegiance
			A2-National Anthem
			A3/4/6-Flag: Care & Display (Flag Smarts & Folding, Raise/Lower)
			A5-Flag: History

			B. Presenting the Flag
			B1-Color Guard
			B2-Taps
			B3-Flags over California
			C. Patriotic Music and Poems
			C1-Patriotic Songs
			C2-Patriotic Poems
2-Citizenship	C7	Study Skills	A Preparing to Learn
			A1. Study Skills Assessment
			A2. Learning Styles
			A3. Habits of Highly Successful Students
			A4. Improving Reading Comprehension
			A5. The Cornell System for Taking Notes
			A6. Improving Your Memory
			A7. Using Effective Time Management To Optimize Your Studying
			A8. Coping With Test Anxiety
			A9. Finding a Good Study Location
			A10. SQ3R Strategy for Reading Textbooks
			B Taking Tests
			B1. Test Preparation Tips
			B2. Strategies for Improving Test Performance
			B3. Short Answer Tests
			B4. Essay Tests
			B5. Multiple Choice Test Taking Tips
			B6. True/False Tests
			B7. Quantitative and Math Test Preparation Strategies
			B8. Openbook Tests
			B9. Oral Test Taking, Boards, and Interviews
C Building your Learning and College Prep			
C1. Using Studying Groups			
C2. SAT Test Taking Tips and Techniques			
C3. ACT Test Taking Tips and Techniques			
C4. Vocabulary Building Strategies			
2-Citizenship	C8	These UNITED States	A. Common American Values
			A1. Declaration of Independence
			A2. Constitution
			A3. Bill of Rights
			A4. Democratic Republic
			A5. Democratic Values
			A6. Capitalism
			A7. Individualism
			A8. Freedom
			A9. Importance of Time and Work Ethic
			A10. Equality
			B. Great Americans
			B1. Admiral David Farragot
			B2. Private Peter Salem
			B3. SGT Rafael Peralta
			B4. Harriet Tubman
			B5. Brig Gen Hazel Johnson
			B6. Squadron 201 Aztec Eagles
			B7. Private Henry Johnson
			B8. Elen Ochoa
			B9. Gen Colin Powell
B10. Profiles			
B11. Presidents of the United States			
C. Symbols of American Pride			

			C1. Washington Monument
			C2. Lincoln & Jefferson Memorials
			C3. The US Capitol
			C4. The White House
			C5. Statue of Liberty
			C6. Liberty Bell
			C7. Mount Rushmore
			C8. US and CA Seals
			C9. Patriotic Holidays
			C10. Medal of Honor
			C11. Arlington & Tomb of the Unknown Soldier
			C12. The Korean War Memorial
			C13. Vietnam Veterans' Memorial
			C14. Significant American Accomplishments
LEADERSHIP			
3-Leadership	L1	Character Development	<u>A. Character in Leadership</u>
			A1-Character Defined
			A2-Core Values
			A3-Cadet Honor Code
			<u>B. Moral Leadership</u>
			B1-Beliefs, Values, & Norms
			B2-Cadet Code
			B3-Moral Leadership Case Studies
			<u>C. Ethical Leadership</u>
			C1-Ethical Decision Making/Problem Solving Process
C2-Ethical Dilemmas – Annenberg Learner Ethics in America Video Series			
C3-Moral Reasoning (Kolberg and Gilligan)			
3-Leadership	L2	Communications	<u>A. Listening & Cooperating</u>
			A1. Listening Skills
			A2. Communicating with Parents
			A3. Communicating with Teachers
			A4. Communicating With Peers
			A5. Media Literacy
			<u>B. Organizing Your Thoughts</u>
			B1. Public Speaking
			B2. Oral Presentation
			B3. Effective Writing
			B4. Creative Writing
			B5. Arguing Effectively
			<u>C. Teaching Effectively</u>
			C1. Methods of Instruction: Lesson Plan
			C2. Lesson Plan Template
C3. Teaching			
C4. Classroom Management Techniques			
C5. Continuity			
3-Leadership	L3	Leadership Roles	<u>A. Leadership Roles at the School Level</u>
			A1. What is Leadership
			A2. Assistant Squad leader
			A3. Squad Leader
			A4. Platoon Sergeant
			A5. Platoon Leader
			A6. Support Armorer NCO
			A7. Guidon Bearer
			A8. Supply Sergeant
			A9. First Sergeant
			A10. Communications / IT Officer

			A11. Civic, Public & Military Relations Officer A12. Supply Officer A13. Training Officer A14. Safety & Security Officer A15. Administrative NCO A16. Administrative Officer A17. Executive Officer A18. Company Commander <u>B. Leadership Roles at the Brigade Level</u> B1. What is a Brigade? B2. The Brigade Command Team B3. The Brigade Staff and Brigade Support Team B4. The Brigade as Part of the 10 th Corps <u>C. Leadership and Management</u> C1. Management vs Leadership C2. Authority and Responsibility C3. Leadership Counseling
3-Leadership	L4	Leadership Skills & Theories	<u>A The Cadet: Leadership Skills</u> A1-Leadership Overview A2-Attitude & Discipline A3-Personal Goal Setting A4-Time Management A5-Avoiding Procrastination A6- Motivation A7-Creative Thinking A8-Conflict Resolution A9-Emotional Intelligence A10-Teamwork & Building Teams A11-Team Leadership Exercises A12-Leadership Roles - What Leaders Do <u>B The NCO: Leadership Styles</u> B1-Leadership Styles B2-Leadership Theories and Models B3-Cadet Leadership Model (ADRP 6-22) B4-Great Man Theory B5-Trait Theory B6-Personality Theories B7-Servant Leadership B8-Situational Leadership (Blanchard) B9- Authentic Leadership & Social Influence B10-Transactional Leadership B11Transformational Leadership <u>C The Officer: Leadership Theories</u> C1-Power & Influence C2-Indirect Leadership C3-Coaching & Mentoring C4-Improving Your Organization C5-Management Principles
3-Leadership	L5	Planning	<u>A Planning</u> A1. Activity Planning - A Commander's Vision A2. Activity Planning - Planning Fundamentals A3. Cadet Activity Planning Process (CAPP) A4. Planning Documents - Orders <u>B Conducting an After Action Review (AAR)</u> B1. Planning Documents - Annexes B2. What is an AAR? B3. Planning and Preparing for an AAR B4. Conducting After Action Reviews

			B5. The After Action Report
			<u>C Organizational and Strategic Planning</u>
			C1. Organizational Improvement
			C2. Strategic Planning
			C3. Organizational Planning in the Cadet Corps
3-Leadership	L6	Profiles in Leadership	<u>A. Cadet Corps Leadership Profiles</u>
			A1. Current CACC Cadet Leaders
			A2. Famous CACC Leaders
			<u>B. Current California Leader Profiles</u>
			B1. Current State Leadership Profiles
			B2. Current Military Department Leaders
			<u>C. Military Leadership Profiles</u>
			C1. Current Military Leaders
			C2. Leadership profiles during the GWOT
			C3. Leadership profiles during the Cold War
			C4. Leadership profiles during Korea/Vietnam
			C5. Leadership profiles during WWII
			C6. Leadership profiles prior to WWI
WELLNESS			
4-Wellness	W1	Finances	<u>A. Finances: Money Management</u>
			A1. Saving
			A2. Budgeting
			A3. Debt
			A4. Life after High School
			<u>B. Critical Consumer</u>
			B1. Consumer Awareness
			B2. Bargain Shopping
			B3. Buying a Car
			B4. Paying for College
			<u>C. Building Wealth</u>
			A1. Careers and Income
			A2. Taxes
			A3. Investments
			A4. Money and Relationships
			A5. Giving
4-Wellness	W2	Health & Wellness	<u>A. A Well Cadet</u>
			A1-Dimensions of Cadet Wellness
			A2-Cadet Physical Wellness
			A3-Cadet Emotional Wellness
			A4-Cadet Relational Wellness
			A5-Cadet Spiritual Wellness
			A6-Cadet Practical Wellness
			A7-Cadet Intellectual Wellness
			A8-Cadet Environmental Wellness
			A9-Reasonable Balance - Putting it all Together
			<u>B. Wellness Techniques</u>
			B1- Stress Management
			B2-Do Yoga or Tai Chi
			B3-Meditate
			B4-Aerobic Exercise
			B5-Declutter and Organize
			B6-Manage your Time
			B7-Disconnect from Technology
			B8-Break Bad Habits
			B9-Stop Procrastinating
			B10-Eat for Wellness
			B11-Practice Gratitude

			B12-Manage Anger
			B13-Get Enough Sleep
			B14-Get Some Sun
			B15-Deal with the Difficult
			B16- Seek Inspiration
			<u>C. Obstacles to Wellness</u>
			C1-Stress
			C2-Sedentary Lifestyle
			C3-Malnutrition
			C4-Depression/Suicide
			C5-Sleep Deprivation
			C6-Violence
			C7-Bullying
			C8-Sexually Transmitted Diseases
			C9-Smoking
			C10-Alcohol
			C11-Drugs
			C12-Sexual Orientation
			C13-Divorce, Blended Families
4-Wellness	W3	Individual Fitness	<u>A. Fitness and Testing</u>
			A1-Introduction to Physical Fitness
			A2-Immediate Effects of Exercise
			A3-PE and Safety
			A4-Healthy Fitness Zone (HFZ)
			A5-Fitness Assessments: California PFT
			A6-Fitness Assessments: Fitnessgram
			A7-Presidential Physical Fitness
			<u>B. Physical Training</u>
			B1-Ways to Train
			B2-Physical Fitness Formation
			B3-Warm Up, Main Routine & Cool Down
			B4-Physical Fitness Routine
			B5-Fitness Measures: Aerobic Capacity
			B6-Training/Fitness Activities for the Heart
			B7-Fitness: Upper Body
			B8-Fitness Measures: Abdominal
			B9-Fitness Measures: Strength/Power
			B10-Fitness Measures: Endurance
			B11-Fitness Measures: Balance
			<u>C. Facts about Fitness</u>
			C1-Fitness Components: Cardio-respiratory endurance
			C2-Fitness Components: Muscular Strength
			C3-Fitness Components: Muscular Endurance
			C4-Fitness Components: Body Composition
C5-Fitness Components: Flexibility			
4-Wellness	W4	Nutrition	<u>A. Nutrition for the Student</u>
			A1. Caloric Requirements for a Student
			A2. Healthy Eating Patterns for a Student
			A3. Vegetables
			A4. Fruit
			A5. Grains
			A6. Dairy
			A7. Protein
			A8. Oils
			A9. Added Sugars
			A10. Saturated Fats, Trans Fats, and Cholesterol
			A11. Sodium
			A12. Alcohol

			A13. Caffeine
			A14. Healthy Brain Food for Test Day
			A15. Optimal - Vs - Typical Sample Menus
			<u>B. Nutrition for the Cadet</u>
			B1. Caloric Requirements for Moderately Active Lifestyle
			B2. Healthy Eating Patterns for Cadet Requirements
			B3. Discipline to Establish Patterns
			B4. Reading Nutrition Labels
			B5. Fad Diets, Supplements, Preservatives
			B6. Nutrition for PT tests, Competitions, and Fitness Training
			B7. Hydration
			<u>C. Nutrition for the Athlete / Field</u>
			C1. Caloric Requirements for Active Lifestyle
			C2. Healthy Eating Patterns for Cadet Athlete
			C3. Pre-Activity Nutrition
			C4. Nutrition During the Activity
			C5. Recovery Nutrition
			C6. Nutrition for Building Muscle
			C7. Nutrition for Energy and Aerobic Activity
			C8. Preventing and Recovering from Dehydration
			C9. Weight Management
			<u>A. Army Style Physical Training</u>
			A1. Introduction to Physical Fitness
			A2. Execution of Training
			A3. Preparation Drill
			A4. Activities
			A5. Recovery Drill
			<u>B. Home Training</u>
			B1. Run your First 5k, 10k, or Half Marathon
			B2. Training at the Gym
			B3. Swimming
			B4. Hiking
			B5. Cycling
			B6. Triathlon
			B7. Competitive Fitness Activities (Sports)
			B8. Yoga
			B9. Individual activities (Roller Blading, Golf, Surfing, etc)
			B10. Video and On-Line Programs (P-90x)
			B11. Specialized Programs (CrossFit)
			<u>C. Field Training</u>
			C1. Obstacle Course
			C2. Orienteering
			C3. Log Drills
			C4. Road March
4-Wellness	W5	Fitness Training	

**APPENDIX B
GRADE PROGRESSION & SUBJECT RECOMMENDATION**

HIGH SCHOOL

<u>Grade</u>	9	9	10	10	11	11	12	12
<u>Semester</u>	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<u>Course</u>	Mil Lead 9b	Mil Lead 9c	Mil Lead 10b	Mil Lead 10c	Mil Lead 11b	Mil Lead 11c	Mil Lead 12b	Mil Lead 12c
<u>Promotion Goal</u>	CFC	C/CPL	C/SGT	C/SSG	C/2LT	C/1LT	C/CPT	C/MAJ
Military Subjects								
M1 Regulations	A	B					C	
M2 Uniform	A,B	C						
M3 Individual Drill	A,B		C					
M4 First Aid			AB	C				
M5 CACC Basics	A,B	C						
M6 Maps & Nav		A	A		B		C	
M7 Unit Drill	A,B	C			D			
M8 Mil Courtesy	A		B		C			
M9 US Armed Forces	A		A		B		C	
M10 Field Skills		A		B		C		
M11 Survival		A		B		C		D
M12 Ceremonial Drill	C			A		B		
M13 Marksmanship		A		A		A		
Citizenship								
C1 The State of California		A	B		C			
C2 Citizenship					A	B	C	
C3 College & Careers			A	B	C			
C4 Diversity						A	B	C
C5 Emergency Preparedness			A	B	C			
C6 Flag	A	B						
C7 Study Skills	A	B	C					
C8 These UNITED States					A	B	C	
Leadership								
L1 Character Development		A		B				C
L2 Communications						A	B	C
L3 Leadership Roles	A		B		C			
L4 Ldrshp Skills & Theories		A		B	B	B	C	C
L5 Planning						A	B	C

L6 Profiles in Ldrshp		A		B	C			
Wellness						A	B	C
W1 Finances					A		B	C
W2 Health & Wellness		A		B		C		
W3 Individual Fitness	A		B				C	
W4 Nutrition	A			B				
W5 Fitness Training		A	C					B
	13	15	12	11	14	11	12	9

MIDDLE SCHOOL

Grade	6	6	7	7	8	8
Semester	Fall	Spring	Fall	Spring	Fall	Spring
Course	Cadet Corps 6b	Cadet Corps 6c	Cadet Corps 7b	Cadet Corps 7c	Cadet Corps 8b	Cadet Corps 8c
Promotion Goal	CDT	CFC	C/CPL	C/SGT	C/SSG	C/2LT
Military Subjects						
M1 Regulations	A		A		B	
M2 Uniform	A	B				
M3 Individual Drill	A	B	A	B	C	C
M4 First Aid					A	B
M5 CACC Basics	A		B		C	
M6 Maps & Nav		A		A	B	B
M7 Unit Drill	A	A	B	B	C	C
M8 Mil Courtesy	A	A	B	B		
M9 US Armed Forces						A
M10 Field Skills		A	A	B		
M11 Survival				A		B
M12 Ceremonial Drill	A	B	C	A	B	C
M13 Marksmanship						A
Citizenship						
C1 The State of California	A				B	
C2 Citizenship		A				B

C3 College & Careers			A			
C4 Diversity				A		
C5 Emergency Preparedness					A	
C6 Flag	A					B
C7 Study Skills		A		B		
C8 These UNITED States			A			
Leadership						
L1 Character Development	A		B			
L2 Communications		A		B		
L3 Leadership Roles			A		B	
L4 Ldrshp Skills & Theories				A		B
L5 Planning	A				B	
L6 Profiles in Ldrshp		A				B
Wellness						
W1 Finances					A	B
W2 Health & Wellness	A		B			
W3 Individual Fitness		A		B		
W4 Nutrition		A		B		
W5 Fitness Training	A		A		A	B
	13	13	13	13	13	13

ELEMENTARY SCHOOL

Grade	4	4	5	5
Semester	Fall	Spring	Fall	Spring
Course	Cadet Corps 4b	Cadet Corps 4c	Cadet Corps 5b	Cadet Corps 5c
Promotion Goal	Grizzly 1	Grizzly 2	Grizzly 3	Grizzly 4
Military Subjects				
M1 Regulations				

M2 Uniform	A	B	A	B
M3 Individual Drill	A	B	A	B
M4 First Aid				
M5 CACC Basics	A	A	B	B
M6 Maps & Nav				
M7 Unit Drill	A	A	B	B
M8 Mil Courtesy	A	A	A	A
M9 US Armed Forces				
M10 Field Skills				
M11 Survival				
M12 Ceremonial Drill	A	B	C	A
M13 Marksmanship				
Citizenship				
C1 The State of California	A		A	
C2 Citizenship		A		A
C3 College & Careers				
C4 Diversity				
C5 Emergency Preparedness				
C6 Flag	A		A	
C7 Study Skills				
C8 These UNITED States		A		A
Leadership				
L1 Character Development	A	A	A	A
L2 Communications		A		A
L3 Leadership Roles	A		A	
L4 Ldrshp Skills & Theories				
L5 Planning				
L6 Profiles in Ldrshp				
Wellness				
W1 Finances				
W2 Health & Wellness				
W3 Individual Fitness	A	A	A	A
W4 Nutrition				
W5 Fitness Training	A	A	A	A
	12	12	12	12

APPENDIX C CADET CORPS LESSON PLAN TEMPLATE

Name of Instructor:	Date of class:	Start time:	End Time:
Number of Cadets:	Location of Class:	Asst. Instructor(s):	Total length of class:

Step 1: Decide what you want your cadets to know and be able to do at the end of your instruction.

Select which CACC Standard you will be teaching:

Standard 1	Military Subjects
Standard 2	Citizenship
Standard 3	Leadership
Standard 4	Health & Wellness

Which lesson(s) will you be teaching? Write the objective(s) of the lesson(s) in SMART format (Specific, Measurable, Achievable, Relevant, Time-bound).

Step 2: Decide how you will know your cadets have learned what you taught. Select the method(s) you will use to ASSESS their understanding, knowledge, and skill:

Quiz / Test	Worksheet	Oral Questions	Game	Essay / Paragraph
Performance Task	Art Activity	Singing / Song	Marching	Team Sport
Fitness Activity	Group Project	Group (squad) Quiz	Discussion	Other

Step 3: Write out the steps you will use to get the cadets to learn the material you are presenting so they are successful on the assessment.

- a: **Engaging Beginning** – What will you do to get the cadets interested in your topic?
- b: **Activate Prior Knowledge** – How will you get cadets to show you what they already know about the topic?
- c: **Direct Instruction** – What information will you present to your cadets through direct delivery?
- d: **Group Practice** – What questions / activities will cadets do in small groups to practice the skills you have just taught?
- e: **Independent Practice** – What questions / activities will cadets do individually to practice the skills you have just taught?
- f: **Assessment:** What will you now do to make sure that the “Message Given” is the “Message Received”? How will you test cadets’ knowledge, skill, and understanding of this topic? (specifics)
- g: **Re-teaching:** What steps will you take to help cadets who “do not get it” the first time the material is taught?

FOR REFLECTION...

Which of the multiple intelligences did your lesson appeal to? (Check all that apply)

<input type="checkbox"/>	Logical / Mathematical
<input type="checkbox"/>	Linguistic / Verbal / Musical
<input type="checkbox"/>	Interpersonal / Intrapersonal
<input type="checkbox"/>	Naturalist
<input type="checkbox"/>	Existentialist
<input type="checkbox"/>	Kinesthetic
<input type="checkbox"/>	Visual / Artistic

What levels of Bloom's Revised taxonomy has your lesson's activities/questions addressed?

<input type="checkbox"/>	Creating
<input type="checkbox"/>	Evaluating
<input type="checkbox"/>	Analyzing
<input type="checkbox"/>	Applying
<input type="checkbox"/>	Understanding
<input type="checkbox"/>	Remembering

What specific strategies have you implemented for English Language Development?

What specific strategies have you implemented for cadets with Special needs?

Step 4: Gather the materials you need for the class. What materials will you need for the class?

Step 5: After the class: What went well in your class and what would you do differently next time to make the class better?

APPENDIX D
CACC TRAINING SCHEDULE FORMAT EXAMPLE
 (Available on CACC website under Documents/Forms)

CALIFORNIA CADET CORPS TRAINING SCHEDULE							
UNIT: <u>504th Bn</u>				DATES: <u>20-25 AUG 2018</u>			
DATE/TIME	WHO	WHAT	WHERE	TRAINER	UNIFORM	NOTES	CACC STD/ STRAND/LESSON
8/20/2018 Pds 2/3/4	1st Yr	Class: CACC History & Organization	CR 201	C/SFC Jones	None		Std 1a. M5/A1 & A4
8/20/2018 Pds 2/3/4	2d Yr	Class: Teaching Drill	Drill Pad	C/1SG Diaz	None	Bring TC 3-21.5	Std 1z. M7/A1 & A2
8/20/2018 Pds 2/3/4	Sr Cdts	Self Study: Leadership Styles	CR 202	C/MAJ Scanlon	None		Std 3h. L4/A1-4
8/21/2018 Pds 2/3/4	ALL	D&C: Ind Drill	Drill Pad	Sqd Ldrs	None	Fall In, Attn, Facing	Std 1aa. M3/B
8/22/2018 Pds 2/3/4	ALL	Uniform Issue	CR 201	C/2LT Smith	None	Class B & C	
8/23/2018 Pds 2/3/4	1st Yr	Class: Class B Uniform	CR 201	C/2LT Smith	None		Std 1f. M2/A
8/23/2018 Pds 2/3/4	2 & 3d Yr	Practice: Teaching Drill	Drill Pad	C/1SG Diaz	None	Individual Drill Movements	Std 1aa. M3/B
8/24/2018 Pds 2/3/4	ALL	PT: Extended Rectangular Formation	Field	C/1SG Diaz	None	PT Clothes	Std 4c. W3/B2
8/25/2018 Pds 2/3/4	ALL	D&C: Ind Drill	Drill Pad	Sqd Ldrs	None	Facing, DRD/Cover/ Open Ranks	Std 1aa. M3/B
NOTES: Staff Requirements: S1 start Personnel Files; S3 finalize Training Schedules & File Lesson Plans; S4 Issue Uniforms; S5 Market to get late registering students into CACC.							
APPROVAL							
Initial/Date:	Cdt Tng Off: _____	Cdt Cdr: _____	Commandant: _____				
CACC Form 23 (Jul 2018) Previous editions are obsolete							