CALIFORNIA CADET CORPS OBJECTIVES

TO DEVELOP QUALITIES OF LEADERSHIP in each cadet which will be useful in their civilian lives and/or military service.

TO DEVELOP QUALITIES OF CITIZENSHIP by training cadets to follow rules, to work together as a team, set goals and work to achieve those goals.

TO DEVELOP PATRIOTS who believe in our democratic way of life, honor the symbols of our nation, and appreciate the role of the military in our society.

TO DEVELOP ACADEMIC EXCELLENCE so that cadets develop a well rounded core of knowledge, a desire for lifelong learning, and achieve success in school.

TO DEVELOP BASIC MILITARY KNOWLEDGE which is useful in both military and civilian careers.

TO DEVELOP SKILLS OF HEALTH, WELLNESS AND FITNESS in cadets.

CALIFORNIA CADET CORPS FACTS

Q.  When was the Cadet Corps founded?  
A.  The California Cadet Corps began on April 5, 1911 and was the first school program of its kind in the United States. Until 1935 it was called the California High School Cadets.

Q.  Who is the founder of the Cadet Corps?  
A.  The Cadet Corps was the idea of Brigadier General Edwin A. Forbes who is known as "The Father of the California Cadet Corps".

Q.  What is the motto of the Cadet Corps?  
A.  The motto of the Cadet Corps is 'ESSAYONS' (pronounced as "S-Say-Yohn") and means 'Let Us Try'.

Q.  What are the symbols on the Cadet Corps patch and what do they mean?  
A.  See below

COLORS:  Blue and Gold are the Official colors of the State of California.

GRIZZLY BEAR:  This represents the State of California because the grizzly bear is the official state animal.

TORCH OF LEARNING:  This represents the Cadet Corps as a school program.

SWORD:  This represents the military part of the Cadet Corps.
Road to Wellness

Wellness involves the application of seven areas involved in health and disease. The degree of impact any one area has on a particular health problem but, they will all have some degree of involvement in the cause, effect, and alleviation of health problems. The following is a brief description of the seven components of wellness:

**Physical** - Good health involves appropriate exercise, body composition, and care of the body. Your body is your temple so, treat it accordingly!

**Mental** - It is important to recognize patterns of thinking, believing, and feeling as well as behavioral factors in all health problems. What you think, feel, and believe dictates what happens to you!

**Spiritual** - Everything happens for a reason and there is an important lesson in all things no matter how severe the problem. Bad cannot exist without good. It is vital to look for the good in all illness!

**Nutritional** - Nutrients are the ingredients in the recipe for life. Make sure that you have plenty of ingredients needed for recovery and optimum health. You are what you eat! A well balanced diet has lots of fruits and vegetables, some meat, bread and dairy products, and very little “junk food”.

**Sleep** - Good sleep hygiene is vital to life and for proper mental and physical health. It is needed to grow, heal, restore energy, prepare the body for future demands, mental function, and most life functions. If you impair sleep, you impair your waking life and health! Teens need about 8-10 hours of sleep per night.

**Environmental** - What you do to your environment, you do to yourself. The environment affects your health through your senses. It is important to monitor and adjust your sensory input (what you watch on TV, listen to on CDs or the radio and the books and magazines you read) so that the environment does not adversely affect your health. By modifying your environment, you change your sensory input which can improve your health!

**Life Skills** - It is important to acquire the skills and have the proper tools to "do" life. Knowing what not to do means little unless you know what to do and how to do it.
Being a Good Listener

Many people neglect this most important communication skill. Do you know that we spend an average of 80% of our waking day communicating? Of this communication time, 9% is spent writing, 16% reading, 30% talking and 45% listening.

Immediately after hearing something, most of us can recall only 50% of what we hear. Within two to eight weeks, we can recall only 25% or less of the original message. Our mental attitudes reduce our ability to retain what we hear.

Some suggestions for being a good listener are mentioned below.

1. First of all stop talking – you can’t listen while you are talking.
2. Ask questions – when you don’t understand, when you need further clarification, when you want them to like you and when you want to show that you are listening.
3. Don’t interrupt – give them time to say what they have to say.
4. Concentrate on what they are saying – actively focus your attention on their words, their ideas and their feelings as they relate to the subject.
5. Look at the prospect – by looking, it gives them confidence that you are, in fact, listening. It helps you to concentrate too.
6. Leave your emotions behind – try to forget your own worries and problems. Leave them outside of the meeting room. They will prevent you from listening well.
7. Understand the main points – concentrate on the main ideas and not the illustrative material.
8. Don’t argue mentally – when you are trying to understand other people, it is a handicap to argue with them mentally as they are speaking. This only sets up a barrier between yourself and the speaker.
9. Use the difference in rate – you can listen faster than you can talk. So use this rate difference to your advantage by staying on the right track, anticipating what they are going to say, thinking back over what they have just said and evaluating the development of their argument. You speak at about 100 to 150 words per minutes, but you think at 250 to 500.
10. Learn to listen and you will achieve a great success in your life.

– Chetan Chopra., Ph.D., Consultant
Seattle, USA
August 25, 2002
"You're A Grand Old Flag"
(or “You're A Grand 'Ole Flag”)

Music and lyrics by George M. Cohan

**Simple Version**

You're a grand old flag,
You're a high flying flag
And forever in peace may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
'neath the Red, White and Blue,
Where there's never a boast or brag.
Should auld acquaintance be forgot,
Keep your eye on the grand old flag.

**Complete Version**

You're a grand old flag,
You're a high flying flag,
And forever in peace may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
'neath the Red, White, and Blue,
Where there's never a boast or brag.
But should auld acquaintance be forgot
Keep your eye on the Grand Old Flag!

There's a feeling comes a-stealing,
And it sets my brain a-reeling,
When I'm listening to the music of a military band.
Any tune like "Yankee Doodle"
Simply sets me off my noodle,
It's that patriotic something that
no one can understand.
"Way down South, in the land of cotton",
Melody untried.
Ain't that inspiring?
Hurrah! Hurrah! We'll join the Jubilee!
And that's going some,
For the Yankees, by gum!
Red, white and blue, I am for you!
Honest, you're a grand old flag!

You're a Grand Old Flag
You're a High Flying Flag
And forever, in peace, may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
'neath the Red, White, and Blue,
Where there's never a boast or brag.
But should auld acquaintance be forgot
Keep your eye on the Grand Old Flag!

Here's a land with a million soldiers,
That's if we should need 'em,
We'll fight for freedom!

Hurrah! Hurrah! For every Yankee tar
And old G.A.R.
Ev'ry stripe, ev'ry star.
Red, white and blue,
Hats off to you
Honest, you're a grand old flag!

You're a Grand Old Flag
You're a High Flying Flag
And forever, in peace, may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
'neath the Red, White, and Blue,
Where there's never a boast or brag.
But should auld acquaintance be forgot
Keep your eye on the Grand Old Flag!

You're a Grand Old Flag
You're a High Flying Flag
And forever, in peace, may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
'neath the Red, White, and Blue,
Where there's never a boast or brag.
But should auld acquaintance be forgot
Keep your eye on the grand old flag.
# California Cadet Corps

## Rules for Saluting

What is the correct courtesy to show in each situation?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>An officer higher than anyone present walks into a room</td>
<td>First person to see him/her calls room to attention</td>
</tr>
<tr>
<td>An officer higher than anyone present walks into a classroom during instruction</td>
<td>Instructor keeps teaching and greets officer at an appropriate time</td>
</tr>
<tr>
<td>An officer higher than anyone present walks into a restroom</td>
<td>No special courtesy needed</td>
</tr>
<tr>
<td>An officer higher than anyone present walks into a mess hall (dining facility)</td>
<td>No special courtesy needed</td>
</tr>
<tr>
<td>Outdoors in uniform and you pass by an officer</td>
<td>Salute and greet him/her 6 paces away, continue walking without stopping</td>
</tr>
<tr>
<td>Outdoors and in uniform and you pass from behind an officer</td>
<td>Salute and greet with “By your leave, Sir/Ma’am” and continue walking without stopping</td>
</tr>
<tr>
<td>Outdoors and in uniform and the US Flag passes by or is being raised or lowered or Pledge being said or National Anthem being played</td>
<td>Stop, stand at attention and salute until flag is 6 paces away or is finished being raised or lowered or last word of Pledge or last note of music</td>
</tr>
<tr>
<td>Situation</td>
<td>Correct Response</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Outdoors and in uniform and ordered to report to an officer</td>
<td>Salute and say “Sir/Ma’am, Cadet (include your rank and name) reporting as ordered.”</td>
</tr>
<tr>
<td>Outdoors and NOT in uniform and ordered to report to an officer</td>
<td>Salute and say “Sir/Ma’am, Cadet (include your rank and name) reporting as ordered.”</td>
</tr>
<tr>
<td>Outdoors and in uniform and ordered to report to a senior non-commissioned officer</td>
<td>Salute and say “Sergeant (or First Sergeant or Sergeant Major), Cadet (include your rank and name) reporting as ordered.”</td>
</tr>
<tr>
<td>Outdoors NOT in uniform and ordered to report to a senior officer or NCO</td>
<td>Optional salute, but recommended, report as above</td>
</tr>
<tr>
<td>Outdoors NOT in uniform and you pass in front of or behind an officer</td>
<td>Optional salute and greeting as above</td>
</tr>
<tr>
<td>Indoors and in uniform and ordered to report to a senior ranking officer or NCO</td>
<td>Salute and report as above</td>
</tr>
<tr>
<td>Indoors and in uniform and the flag passes by, pledge is being said or National Anthem is being sung</td>
<td>Stand at attention and place your right hand over your heart, unless directed to salute</td>
</tr>
<tr>
<td>Outdoors on an active aircraft flight line, or engaged in marksmanship activities, or other dangerous work and an officer senior to those present enters the area</td>
<td>Carry on, greet the individual as appropriate</td>
</tr>
<tr>
<td>Outdoors in a formation in place or marching</td>
<td>Formation’s leader renders courtesy on behalf of the unit, continues marching without stopping</td>
</tr>
</tbody>
</table>
Katharine Lee Bates wrote the original version in 1893. She wrote the 2nd version in 1904. Her final version was written in 1913.

Here is a note from Katharine Lee Bates:

"One day some of the other teachers and I decided to go on a trip to 14,000-foot Pikes Peak. We hired a prairie wagon. Near the top we had to leave the wagon and go the rest of the way on mules. I was very tired. But when I saw the view, I felt great joy. All the wonder of America seemed displayed there, with the sea-like expanse."

America the Beautiful

O beautiful for spacious skies, For amber waves of grain, For purple mountain majesties Above the fruited plain! America! America! God shed his grace on thee And crown thy good with brotherhood From sea to shining sea!

O beautiful for pilgrim feet Whose stern, impassioned stress A thoroughfare for freedom beat Across the wilderness! America! America! God shed his grace on thee Till souls wax fair as earth and air And music-hearted sea!

O beautiful for heroes proved In liberating strife When once and twice, for man’s avail Men lavished precious life! America! America! God shed his grace on thee Till selfish gain no longer stain The banner of the free!

O beautiful for patriot dream That sees beyond the years Thine alabaster cities gleam Undimmed by human tears! America! America! God shed his grace on thee And crown thy good with brotherhood From sea to shining sea!

CACC Training Aid 7-H-10 Last Modified 6 Jan 06
Insignia of Grade
Non-Commissioned Officer

- COMMAND SGT MAJOR (C/CSM)
- SERGEANT MAJOR (C/SGM)
- FIRST SERGEANT (C/1SG)
- MASTER SERGEANT (C/MSG)
- SERGEANT FIRST CLASS (C/SFC)
- STAFF SERGEANT (C/SSG)
- SERGEANT (C/SGT)
- CORPORAL (CPL)
- CADET FIRST CLASS (CFC)
- CADET (CDT)
- RECRUIT (RCT)
Insignia of Grade Cadet Officers

Field Grade Officers

- Colonel (C/COL) Silver
- Lieutenant Colonel (C/LTC) Silver
- Major (C/MAJ) Gold

Company Grade Officers

- Captain (C/CPT) Silver
- First Lieutenant (C/1LT) Silver
- Second Lieutenant (C/2LT) Gold

Warrant Officers

- Warrant Officer 2 (C/CW2) Black with silver
- Warrant Officer 1 (C/CW1) Black with silver
# Enlisted Military Ranks

<table>
<thead>
<tr>
<th>Rank</th>
<th>Army</th>
<th>Navy</th>
<th>Marine Corps</th>
<th>Air Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Private</td>
<td>Seaman Recruit</td>
<td>Private</td>
<td>Airman Basic</td>
</tr>
<tr>
<td></td>
<td>no insignia</td>
<td></td>
<td>no insignia</td>
<td>no insignia</td>
</tr>
<tr>
<td>E2</td>
<td>Private E-2 (PV2)</td>
<td>Seaman Apprentice (SA)</td>
<td>Private First Class (PFC)</td>
<td>Airman (Amn)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3</td>
<td>Private First Class (PFC)</td>
<td>Seaman (SN)</td>
<td>Lance Corporal (LCpl)</td>
<td>Airman First Class (A1C)</td>
</tr>
</tbody>
</table>

CACC Training Aid 2-H-4 Last Modified 6 Jan 06
<table>
<thead>
<tr>
<th>Enlisted Military Ranks</th>
<th>Army</th>
<th>Navy</th>
<th>Marine Corps</th>
<th>Air Force</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E4</strong></td>
<td>Corporal</td>
<td>Petty Officer Third</td>
<td>Corporal</td>
<td>Senior Airman</td>
</tr>
<tr>
<td></td>
<td>(CPL)</td>
<td>Class (PO3)</td>
<td>(Cpl)</td>
<td>(SrA)</td>
</tr>
<tr>
<td></td>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(SPC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E5</strong></td>
<td>Sergeant</td>
<td>Petty Officer Second</td>
<td>Sergeant</td>
<td>Staff Sergeant</td>
</tr>
<tr>
<td></td>
<td>(SGT)</td>
<td>Class (PO2)</td>
<td>(Sgt)</td>
<td>(SSgt)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E6</strong></td>
<td>Staff Sergeant</td>
<td>Petty Officer First</td>
<td>Staff Sergeant</td>
<td>Technical Sergeant</td>
</tr>
<tr>
<td></td>
<td>(SSG)</td>
<td>Class (PO1)</td>
<td>(SSgt)</td>
<td>(TSgt)</td>
</tr>
</tbody>
</table>

CACC Training Aid 2-H-4 Last Modified 6 Jan 06
## Enlisted Military Ranks

<table>
<thead>
<tr>
<th>Army</th>
<th>Navy</th>
<th>Marine Corps</th>
<th>Air Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sergeant First Class (SFC)</td>
<td>Chief Petty Officer (CPO)</td>
<td>Gunner Sergeant (GySgt)</td>
<td>Master Sergeant (MSgt)</td>
</tr>
<tr>
<td><strong>E7</strong></td>
<td></td>
<td></td>
<td>First Sergeant</td>
</tr>
<tr>
<td><img src="image" alt="SFC" /></td>
<td><img src="image" alt="CPO" /></td>
<td><img src="image" alt="GySgt" /></td>
<td><img src="image" alt="MSgt" /></td>
</tr>
</tbody>
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<th>Navy</th>
<th>Marine Corps</th>
<th>Air Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Sergeant (MSG)</td>
<td>First Sergeant (1SG)</td>
<td>Senior Chief Petty Officer Class (PO2)</td>
<td>Master Sergeant (MSgt)</td>
</tr>
<tr>
<td><strong>E8</strong></td>
<td></td>
<td></td>
<td>First Sergeant</td>
</tr>
<tr>
<td><img src="image" alt="MSG" /></td>
<td><img src="image" alt="1SG" /></td>
<td><img src="image" alt="PO2" /></td>
<td><img src="image" alt="MSgt" /></td>
</tr>
</tbody>
</table>

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# Enlisted Military Ranks

<table>
<thead>
<tr>
<th>Army</th>
<th>Navy</th>
<th>Marine Corps</th>
<th>Air Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sergeant Major (SGM)</td>
<td>Command Sergeant Major (CSM)</td>
<td>Master Chief Petty Officer (CPO)</td>
<td>Sergeant Major (SgMaj)</td>
</tr>
<tr>
<td>Sergeant Major of the Army (SMA))</td>
<td>Master Chief Petty Officer of the Navy (MCPON)</td>
<td>Master Gunnery Sergeant (MGySgt)</td>
<td>Chief Master Sergeant (CMSgt)</td>
</tr>
<tr>
<td>First Sergeant</td>
<td>Command Chief Master Sergeant (CCM)</td>
<td>Sergeant Major of the Marine Corps (SgMajMC)</td>
<td>First Sergeant</td>
</tr>
</tbody>
</table>

| E9 Sergeant Major of the Army (SMA)) | E9 Sergeant Major of the Marine Corps (SgMajMC) |

CACC Training Aid 2-H-4 Last Modified 6 Jan 06
## Military Ranks

### Army/Airforce/Marine Corps

<table>
<thead>
<tr>
<th>Rank Titles</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (GEN)</td>
<td>The Army and Air Force is authorized a 5-star</td>
</tr>
<tr>
<td>Lieutenant General (LG)</td>
<td>GENERAL OF THE ARMY</td>
</tr>
<tr>
<td>Major General (MG)</td>
<td>GENERAL OF THE AIR FORCE</td>
</tr>
<tr>
<td>Brigadier General (BG)</td>
<td>The Marine Corps is authorized a 4-star</td>
</tr>
<tr>
<td>Colonel (COL)</td>
<td>COMMANDANT OF THE MARINE CORPS</td>
</tr>
<tr>
<td>Lieutenant Colonel (LTC)</td>
<td>silver</td>
</tr>
<tr>
<td>Major (MAJ)</td>
<td>gold</td>
</tr>
<tr>
<td>Captain (CPT)</td>
<td>silver</td>
</tr>
<tr>
<td>Lieutenant (LT)</td>
<td>silver</td>
</tr>
<tr>
<td>Lieutenant Jr. Grade (LTjg)</td>
<td>silver</td>
</tr>
<tr>
<td>Ensign (ENS)</td>
<td>gold</td>
</tr>
</tbody>
</table>

### Navy/Coast Guard

<table>
<thead>
<tr>
<th>Rank Titles</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admiral (ADM)</td>
<td>The Navy is authorized a 5-star Fleet Admiral</td>
</tr>
<tr>
<td>Vice Admiral (VADM)</td>
<td>ADMIRAL</td>
</tr>
<tr>
<td>Rear Admiral (Upper half)</td>
<td>Rear Admiral (Lower half)</td>
</tr>
<tr>
<td>Captain (CAPT)</td>
<td>silver</td>
</tr>
<tr>
<td>Commander (CDR)</td>
<td>silver</td>
</tr>
<tr>
<td>Lieutenant Commander (LCDR)</td>
<td>gold</td>
</tr>
<tr>
<td>Lieutenant (LT)</td>
<td>silver</td>
</tr>
<tr>
<td>Lieutenant Jr. Grade (LTjg)</td>
<td>silver</td>
</tr>
<tr>
<td>Ensign (ENS)</td>
<td>gold</td>
</tr>
</tbody>
</table>

The Marine Corps is authorized a 4-star Commandant of the Marine Corps.
Chain of Command

Governor
Adjutant General
Executive Officer
School Principal
Commandant of Cadets
Battalion Commander
Company Commander
Platoon Leader
Squad Leader
YOU

Flow of Information

CACC Training Aid 2-H-6 Last Modified 6 Jan 06
Breaking the Chain:

An Explanation of the Various Chains at work in the California Cadet Corps

By Lieutenant Colonel Mark Ryan, California Cadet Corps

I am constantly asked to explain to cadets the difference between the Chain of Command, the Chain of Concern, the NCO Support Channel and the Staff Support Channel. These are complicated questions and I will attempt to make the answers as straightforward as possible.

The formal definition of the Cadet Corps Chain of Command is “the succession of commanding officers from superior to subordinate levels”. It consists of people whom the LAWS OF CALIFORNIA give authority to exercise control over Cadet Corps activities. It starts with the squad leader at the lowest level of command, proceeds to the platoon leader, company commander, and battalion commander, and then brings in the Commandant, Principal of the School, Cadet Corps Executive Officer, Adjutant General of the State, and most importantly, the Governor. The chart looks like this:

```
GOVERNOR
ADJUTANT GENERAL
EXECUTIVE OFFICER
SCHOOL PRINCIPAL
COMMANDANT OF CADETS
CADET BATTALION COMMANDER
CADET COMPANY COMMANDER
CADET PLATOON LEADER
CADET SQUAD LEADER
```

In addition to that formal Chain of Command, there are other individuals with command authority who, at different times, and for different reasons, become part of the chain. Examples include a Cadet Brigade Commander and adult Brigade Advisor in matters relating to the Brigade, a Superintendent of Schools in matter directly involving a school principal, and the Director of Youth Programs, a Colonel in the California National Guard who supervises the work of the Executive Officer. The following charts show what the chain looks like in different situations.
Situation 1: You are at a brigade activity such as a leadership school. Note that the positions on the chain held by the Commandant and Principal are replaced in this case by the cadet Brigade Commander and adult Brigade Advisor respectively because the activity is a regional event instead of a single school activity.

GOVERNOR
ADJUTANT GENERAL
EXECUTIVE OFFICER
BRIGADE ADVISOR
CADET BRIGADE COMMANDER
CADET BATTALION COMMANDER
CADET COMPANY COMMANDER
CADET PLATOON LEADER
CADET SQUAD LEADER

Situation 2: There are matters relating to student discipline, assignment of teachers (commandants) and school district policies and procedures such as field trips that require a modification to the Chain of Command that looks like this:

GOVERNOR
ADJUTANT GENERAL
EXECUTIVE OFFICER
LOCAL BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
SCHOOL PRINCIPAL
COMMANDANT OF CADETS
CADET BATTALION COMMANDER
CADET COMPANY COMMANDER
CADET PLATOON LEADER
CADET SQUAD LEADER

Situation 3: Cadets are participating in a State Drill Competition. In this case, there is direct supervision of the State Military Department over the event. The Chain of Command looks like this:

GOVERNOR
ADJUTANT GENERAL
DIRECTOR OF YOUTH PROGRAMS
EXECUTIVE OFFICER
10TH CORPS CADET COMMANDER
CADET BATTALION COMMANDER
CADET COMPANY COMMANDER
CADET PLATOON LEADER
CADET SQUAD LEADER

The above charts hopefully make it clear that there are times when circumstances “insert”
other people into the Chain of Command of the California Cadet Corps for a variety of
reasons.

To complicate matters even further, there are three other “Chains” to consider. Let’s look
at them one at a time. The first is commonly called the Chain of Concern. This chain is
the chain of “who you see when you have a problem, need a question answered, or need
help with something.” For instance, a squad member might see his/her assistant squad
leader before going to the squad leader. Squad leaders would likely see the platoon
sergeant before going to the platoon leader. Platoon sergeants might ask their company
first sergeant for assistance instead of going through the Platoon Leader. The Chain of
Concern is the path you take to get your questions answered and concerns addressed.
The Chain of Concern is not written down in the same way the Chain of Command is;
however, it might look like this:

- Squad members ask assistant squad leaders or squad leaders
- Squad leaders ask platoon sergeants
- Platoon sergeants ask platoon leaders or company first sergeants
- Platoon leaders ask company commanders
- Company first sergeants ask company commanders or battalion sergeants major
or might ask an NCO in one of the staff sections (S-1, S-3, S4, etc)
- Company commanders ask battalion commanders or one of the Staff Officers (S-
  1, S2, S3, S-4, S5, S6)
- And so on

Then there is the NCO support channel. There is a formal chain of non-commissioned
officers who support the commanders they work for. As a general rule, these NCOs
communicate with each other through this separate chain as they perform their daily
duties. That chain looks like this:

BRIGADE COMMAND SERGEANT MAJOR
BATTALION COMMAND SERGEANT MAJOR
COMPANY FIRST SERGEANT
PLATOON SERGEANT

Finally, there is the Staff Support Channel. While the Commanders and NCOs are doing
their various jobs, there are Staff NCOs and Officers who perform the functions of
personnel and administration management, training and operations planning, supply and
logistics support, and public and government affairs work. That “Chain” looks
something like this:

- At the company level, this includes clerks, a supply sergeant, sometimes a
  personnel/administration sergeant, and sometimes a training sergeant
At the battalion level, this includes an S-1, S-3, S-4, and S-5 and various assistants and NCOs who work in those staff sections.

At the brigade level, this includes another layer of S-1s, S2s, S-3s, S-4s, S5s, and S-6s and even more assistants and NCOs who work in those departments.

To put it all together, the chart on the following page shows the Chain of Command in the center and the NCO and Staff Support Channels on each side. Even though there are only a few people who have formal command authority and are represented in the center of the chart, you can see a great many people who work with those commanders to support the many responsibilities of command.

<table>
<thead>
<tr>
<th>NCO SUPPORT CHANNEL (Part of the Chain of Concern)</th>
<th>CHAIN OF COMMAND</th>
<th>STAFF SUPPORT CHANNEL (Part of the Chain of Concern)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Corps Command Sergeant Major</td>
<td>Governor Adjutant General Executive Officer</td>
<td>10th Corps S-1,2,3,4,5,6</td>
</tr>
<tr>
<td></td>
<td>10th Corps Cadet Commander (At State Events)</td>
<td></td>
</tr>
<tr>
<td>Brigade Command Sergeant Major</td>
<td>Brigade Advisor Cadet Brigade Commander</td>
<td>Brigade S-1,2,3,4,5,6</td>
</tr>
<tr>
<td>Battalion Command Sergeant Major</td>
<td>Principal Commandant of Cadets Battalion Commander</td>
<td>Battalion S-1, S-3, S-4, S-5</td>
</tr>
<tr>
<td>Company First Sergeant</td>
<td>Company Commander</td>
<td>Company Clerk Supply Sergeant Training Sergeant</td>
</tr>
<tr>
<td>Platoon Sergeant</td>
<td>Platoon Leader</td>
<td>Generally none</td>
</tr>
<tr>
<td>Assistant Squad Leader</td>
<td>Squad Leader</td>
<td>None</td>
</tr>
</tbody>
</table>
# California Cadet Corps
## Personal Wellness Journal

<table>
<thead>
<tr>
<th></th>
<th>Morning Meal</th>
<th>Afternoon Meal</th>
<th>Evening Meal</th>
<th>Snacks</th>
<th>Fitness Activities</th>
<th>Hours Sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
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</tbody>
</table>

CACC Training Aid 2-H-8 Last Modified 6 Jan 06
BEING PREPARED...

Come to class with:

• A good attitude
• Lots of sleep
• A good breakfast
• Your notebook or paper to write on
• Your textbook
• Your uniform or other required items
• A pencil or other writing utensil
• Homework or assigned preparation
• An attentive energy

And arrive on time
1. **LOYALTY** - Cadets bear true faith and allegiance to the United States Constitution, the State of California Constitution, the California Cadet Corps, and the units to which they belong. They exhibit a patriotic spirit and pride in our American way of life and heritage.

2. **EDUCATION** - Cadets do their best at school, they follow school rules, and know the current events going on in their city, the State of California, the United States and the world. They learn as much as they can about being a good cadet and they know the importance of high school graduation and attending college.

3. **AMBITION** -Cadets try to earn as many ribbons and as much rank as possible. They strive to attain the highest cadet position possible. They set high goals for themselves and make long range plans for college and employment that will make the world a better place.

4. **DUTY** - Cadets fulfill their obligations. They can be counted on to get the job done. They are trustworthy and hard-working. They take their duty assignments seriously by following their general orders and obeying all lawful orders they receive from superior officers and non-commissioned officers.

5. **ENTHUSIASM** - Cadets are passionate about their jobs as students and as cadets. They share their excitement about life with others, especially subordinates. Even tasks that seem boring are taken seriously and accomplished according to expectation.

6. **RESPECT** - Cadets live the “Golden Rule” to treat others the way they would like to be treated. They are good sports on the athletic field, appreciative of the diversity and contributions of the many people in our society. They are friendly, tactful and courteous.

7. **SERVICE** - Cadets give of their time, talents, and other resources to help others, especially the less fortunate. They do so selfishly and with a positive spirit. Cadets willingly participate in regular and meaningful service to their school and communities.

8. **HEALTH** - Cadets strive for high levels of health, wellness, and fitness. They get enough sleep, they eat healthy food, they participate in a variety of fitness activities, both individually and in groups, and they look out for their emotional well-being. They strive to be well-rounded individuals.

9. **INTEGRITY** - Cadets do what is right, both legally and morally. They are clean-minded and they set an example for others to follow. They do no lie, cheat, or steal, nor do they tolerate those who do these things. Cadets place a high value on honesty.

10. **PERSONAL COURAGE** - Cadets face physical and moral danger with confidence. That does not mean they are not afraid; rather it means they face their fears and are able to be heroic in situations of physical danger and remain faithful to their values in situations requiring moral courage. They know when to say “no” to something they know to be wrong.
The Fitnessgram uses criterion-referenced standards to evaluate fitness performance. These standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living.

### FEMALES

<table>
<thead>
<tr>
<th>Age</th>
<th>One Mile min:sec</th>
<th>PACER # laps</th>
<th>VO\textsubscript{2max} ml/kg/min</th>
<th>Percent Fat</th>
<th>Body Mass Index</th>
<th>Curl-up # completed</th>
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<tbody>
<tr>
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<td>12:30 - 9:30</td>
<td>15 - 41</td>
<td>40 - 48</td>
<td>32 - 17</td>
<td>23.5 - 16.6</td>
<td>12 - 26</td>
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<tr>
<td>11</td>
<td>12:00 - 9:00</td>
<td>15 - 41</td>
<td>39 - 47</td>
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<td>12</td>
<td>12:00 - 9:00</td>
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<td>24.5 - 16.9</td>
<td>18 - 32</td>
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<td>13</td>
<td>11:30 - 9:00</td>
<td>23 - 51</td>
<td>37 - 45</td>
<td>32 - 17</td>
<td>24.5 - 17.5</td>
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<tr>
<td>14</td>
<td>11:00 - 8:30</td>
<td>23 - 51</td>
<td>36 - 44</td>
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<td>35 - 43</td>
<td>32 - 17</td>
<td>25 - 17.5</td>
<td>18 - 35</td>
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<td>16</td>
<td>10:00 - 8:00</td>
<td>32 - 61</td>
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<td>25 - 17.5</td>
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<table>
<thead>
<tr>
<th>Age</th>
<th>Trunk Lift inches</th>
<th>Push-up # completed</th>
<th>Modified Pull-up # completed</th>
<th>Pull-up # completed</th>
<th>Flexed Arm Hang seconds</th>
<th>Back Saver Sit &amp; Reach ** inches</th>
<th>Shoulder Stretch</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td>9 - 12</td>
<td>7 - 15</td>
<td>4 - 13</td>
<td>1 - 2</td>
<td>4 - 10</td>
<td>9</td>
<td>Passing = Touching the fingertips together behind the back.</td>
</tr>
<tr>
<td>11</td>
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<td>1 - 2</td>
<td>6 - 12</td>
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</tbody>
</table>

* Number on left is lower end of HFZ; number on right is upper end of HFZ.
** Test scored Pass/Fail; must reach this distance to pass.
***Aerobic capacity (VO\textsubscript{2max}) reflects the maximum rate that oxygen can be taken up and utilized by the body during exercise. Aerobic capacity is estimated by age, gender, weight, mile walk time and heart rate at the end of the walk using the Rockport Fitness Walking Test equation.
California PFT Content Explanation

The *Fitnessgram* was developed by the Cooper Institute for Aerobics Research in Dallas, Texas and endorsed by the American Alliance for Health, Physical Education, Recreation, and Dance. The primary goal of the *Fitnessgram test* is to assist students in establishing physical activity as part of their daily lives. Because of this goal, *Fitnessgram* provides a number of options for each performance task so that all students, including those with special needs, have the maximum opportunity to complete the test.

A brief description of the major areas of *Fitnessgram* and the alternative tasks are included here.

**Aerobic Capacity.** This is perhaps the most important indicator of physical fitness and assesses the capacity of the cardiorespiratory system by measuring endurance. You must do

1. **The Pacer (Progressive Aerobic Cardiovascular Endurance Run).** This is a multi-stage fitness test set to music, which provides a valid, engaging alternative to the customary distance run. It is strongly encouraged for students K - 3 but may be used for all ages. The objective is to run as long as possible back and forth across a 20-meter distance at a specified pace that increases each minute.

2. **One Mile Walk/Run.** The objective is to walk and/or run a mile distance at the fastest pace possible (this is most common in cadet classes)

3. **Walk Test.** The objective is to walk a one mile distance as quickly as possible while maintaining a constant walking pace the entire distance. This test is for students ages 13 and older. It is scored in minutes, seconds, and heart rate.

**Body Composition.** Body composition results provide an estimate of the percent of a student's weight that is fat in contrast to the "fat-free" body mass made up of muscles, bones, and organs. **Body Mass Index.** This test provides an indication of a student's weight relative to his or her height. Height and weight measurements are used to calculate a body mass index number. See the chart in 3-T-2 for an easy way to calculate BMI.

**Abdominal Strength and Endurance.** Abdominal strength and endurance are important in promoting good posture and correct pelvic alignment. Strength and endurance of the abdominal muscles are important in maintaining lower back health. You must complete the Curl-up Test by completing as many curl-ups as possible, up to a maximum of 75, at a specified pace.
Trunk Extensor and Flexibility. This test is related to lower back health and alignment. You must complete the Trunk Lift test. The objective of this test is to lift the upper body 12 inches off the floor using the muscles of the back and to hold the position to allow

Upper Body Strength and Endurance. This test measures the strength and endurance of the upper body and is related to maintenance of correct posture. It is important to have strong muscles that can work forcefully and/or over a period of time. You must complete ONE of the following four tests.

1. Push-up. The objective of this test is to complete as many push-ups as possible.

2. Modified Pull-up. The objective of this test is to successfully complete as many modified pull-ups as possible.

3. Pull-up. The objective of this test is to correctly complete as many pull-ups as possible.

4. Flexed Arm Hang. The objective of this test is to hang with the chin above a bar as long as possible.

Overall Flexibility. This Test measures joint flexibility which is important to functional health. You must complete one of the TWO tests that follows:

1. Back Saver Sit and Reach. The objective is to assess the flexibility of the lower back and posterior thigh. The student should be able to reach a specified distance while sitting at a sit-and-reach box. Both the right and left side of the body are measured.

2. Shoulder Stretch. This is a simple test of upper body flexibility. The student should be able to touch the fingertips together behind the back by reaching over the shoulder and under the elbow.
Well, in eighteen and fourteen we took a little trip along with Colonel Jackson down the mighty Mississip. We took a little bacon and we took a little beans, And we caught the bloody British near the town of New Orleans.

We fired our guns and the British kept a'comin. There wasn't nigh as many as there was a while ago. We fired once more and they began to runnin' down the Mississippi to the Gulf of Mexico.

Well, I see'd Mars Jackson walkin down the street talkin' to a pirate by the name of Jean Lafayette [pronounced La-feet] He gave Jean a drink that he brung from Tennessee and the pirate said he'd help us drive the British in the sea.

The French said Andrew, you'd better run, for Packingham's a comin' with a bullet in his gun. Old Hickory said he didn't give a dang, he's gonna whip the britches off of Colonel Packingham.

We fired our guns and the British kept a'comin. There wasn't nigh as many as there was a while ago. We fired once more and they began to runnin' down the Mississippi to the Gulf of Mexico.
Well, we looked down the river and we see'd the British come, and there must have been a hundred of 'em beatin' on the drum. They stepped so high and they made their bugles ring while we stood by our cotton bales and didn't say a thing.

Old Hickory said we could take 'em by surprise if we didn't fire a musket til we looked 'em in the eyes. We held our fire til we see'd their faces well, then we opened up with squirrel guns and really gave a yell.

We fired our guns and the British kept a'comin. There wasn't nigh as many as there was a while ago. We fired once more and they began to runnin' down the Mississippi to the Gulf of Mexico. Well, we fired our cannon til the barrel melted down, so we grabbed an alligator and we fought another round. We filled his head with cannon balls and powdered his behind, and when they tetch the powder off, the gator lost his mind.

We'll march back home but we'll never be content till we make Old Hickory the people's President. And every time we think about the bacon and the beans, we'll think about the fun we had way down in New Orleans.

We fired our guns and the British kept a'comin, But there wasn't nigh as many as there was a while ago. We fired once more and they began to runnin' down the Mississippi to the Gulf of Mexico.

Well, they ran through the briars and they ran through the brambles And they ran through the bushes where a rabbit couldn't go. They ran so fast the hounds couldn't catch 'em down the Mississippi to the Gulf of Mexico.

We fired our guns and the British kept a'comin. But there wasn't nigh as many as there was a while ago. We fired once more and they began to runnin' down the Mississippi to the Gulf of Mexico.
THE CADET CLASS "B" UNIFORM

Garrison cap worn centered on your head with the flap facing forward two fingers from the bridge of your nose.

Plain white crew neck t-shirt with no writing on it.

Brigade or unit patch, if worn, is worn on the wearer’s right, 1/2 inch from the seam, centered.

Creases on each sleeve WITHOUT going through the patch.

CAL insignia worn 1 inch from the bottom edge of the collar, centered, perpendicular to the ground, and shined.

Black name tag with the cadet’s last name is worn on the right pocket flap just below the seam and centered. Unit awards (only 2 of them) can be worn above the right pocket flap, centered.

One crease down the center of each pocket from the epaulet seam to the shirt tail. Shirt is clean and pressed with no wrinkles.

Pants are clean and pressed with creases from the belt line to the pant bottoms.

Hair is combed neatly. For young ladies, the hair is pinned up off the collar.

Cadets should be clean shaven and have clean faces and hands.

Rank insignia worn in accordance with regulations.

CORPS insignia worn 1 inch from the bottom edge of the collar, centered, perpendicular to the ground, and shined.

Cadet Corps patch is worn on the wearer’s left, 1/2 inch from the seam and centered.

Ribbons are worn in the correct order, with the darker color to the wearer’s right. No space is worn between rows. Cardboard supports the ribbons from behind the shirt to make the ribbons stable.

The web belt is worn with the buckle and tip shined to a high polish. The tip extends to the wearer’s left so that no black part of the web belt will be exposed between the buckle and the belt tip. The GIG LINE is straight (shirt edge, buckle edge, and edge of the pant “fly”)

Black dress shoes are shined and worn with black dress socks.

Note: The Drill Team, Color Guard or other “membership” shoulder cords may be worn while actively participating as a member of those units. The Superior Uniform Inspection and other “recognition” cords may be worn for specific periods outlined in CR 1-1.
Cornell Notes

to help me take organized notes
to help me identify keywords and concepts from a lecture
to help me skim my notes to locate important information

Divide the paper into two sections.

Draw a vertical line from top to bottom that is a few inches from the left margin.

Document

Write your name, course, and date at the top of each page

Write a general title for the lecture
REVIEW and clarity (after lecture)

Review the notes soon after the lecture

Make sure your notes are clear; that the information makes sense

Pull out main ideas, topics, terms, places, dates, etc.

The main ideas and information from the right column of your notes

Write the main ideas in the left column, matching it with the details.

Questions are a good thing to include in the REVIEW section.

Review and Clarity

Pull Out Main Ideas

CACC Training Aid 4-H-2 Last Modified 6 Jan 06
Summarize

Write a summary at the bottom of your page

Mention all key points

Study

Use both columns of your notes to study for tests

Key Points

Notes

About

In Sri Lanka sprayed for mosquitos which lowered death rate

Death rate can be lowered with simple steps

Lower birth rate is more difficult to do

It is easier to lower death rate with health measures than it to lower birth rate with birth control. Population control is a big problem that needs to be solved.

Rapid increase in pop is big problem
Pop doubled in 25 years
Mostly in poor countries
What are the 2 ways to solve pop problem? Not more babies - lower birth rate
Pub health is better
Which is easier? Lowered death rate
Implementation? Death rate can be lowered with simple steps
Why? Lower birth rate is more difficult to do
“My Country 'Tis of Thee” (America)

Written by Samuel Francis Smith

(The tune used for this song is "God Save the Queen", the British National Anthem)

First Two Verses

My country tis of thee,
Sweet land of liberty,
Of thee I sing.
Land where my fathers died!
Land of the Pilgrims' pride!
From every mountain side,
Let freedom ring!

My native country, thee,
Land of the noble free,
Thy name I love.
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture fills
Like that above.

Remaining Verses

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song.
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our father's God to, Thee,
Author of liberty,
To Thee we sing.
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King!
First General Order

I will guard everything within the limits of my post and quit my post only when properly relieved.

What it Means:
- I will do everything I am assigned.
- I will keep working until told to stop.
- I will not leave my post without permission.

Second General Order

I will obey my special orders and perform all my duties in a military manner.

What it Means:
- I will follow all special directions.
- I will behave properly while working.
- I will wear a sharp uniform, show military courtesy, and avoid the taboos.

Third General Order

I will report violations of my special orders, emergencies, or anything not covered in my instructions to the commander of the relief.

What it Means:
- I will ask questions when I have them.
- I will let my superiors know of problems I experience while I am on post.
Star Spangled Banner

Oh, say, can you see, by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming? Whose broad stripes and bright stars, thro’ the perilous fight’ O’er the ramparts we watched, were so gallantly streaming. And the rockets red glare, the bombs bursting in air, Gave proof through the night that our flag was still there.
Oh, say, does that star-spangled banner yet wave O’er the land of the free and the home of the brave?
Studying for Tests

Tests are a way for you and your teacher to measure how well you have learned the material covered by the class. Think of them as a challenge! Here are some tips for studying for tests.

Before the Test

1. Be sure to find out ahead of time.
   a. what material the test will cover
   b. what type of test it will be (multiple choice, true false, short answer, essay)
   c. how the test will be graded
   d. how much the test will count toward the final grade

2. Study in a place that is free of distractions. Have ready all the things you will need, such as paper, pens, or a calculator.

3. Study at a time when you are alert and not hungry or sleepy.

4. Don't wait until the last minute to study! Short daily study sessions are better than one long session the night before the test.

5. Set a goal for each study period. If you are being tested on three chapters, set up four study sessions, one for each chapter and one for a review of the main ideas in all three chapters.

6. Repetition is key! Read and reread your class notes and the relevant chapters in the textbook.

7. While you are reviewing your notes, cover them up periodically and summarize them out loud. Pretend that you are explaining the material to someone else.

8. Create your own study aids.
   a. Make an outline from your notes of just the main ideas.
   b. Make a timeline of important dates or the order of events.
   c. Make flash cards for studying vocabulary or events and important dates.
   d. Make up your own quiz or test based on your notes and have a friend, parent or sibling test you.

9. Do any practice exams or study sheets provided by the teacher. These will help you focus your study session and give you confidence.

10. Get help from the teacher if you do not understand something.
Studying for Tests
(continued)

Studying in a Group

Experts say that studying in a group can be more effective than studying alone. Students say it can be more fun, too! Here are a few tips for organizing a study group.

1. It often works best to have just three to five people in a study group. That way, each person gets the time to talk and make sure she understands the material.

2. Schedule a few study sessions. Whether studying alone or in a group, a few short sessions are much more useful than one long “cram” session.

3. Have one person act as the leader. This can help a group to run smoothly. The main goal of the leader is to keep everyone focused on studying so that things don’t become too social.

4. Be prepared! A study group is a place to share your understanding of a subject. The other people in the group aren’t there to teach you facts you should already know. The more you can offer the group, the more you’ll get out of it.

Sticking to an agenda is important. Here is one plan for organizing you group time.

1. First, compare your notes and review old homework. If there is something you have had trouble understanding, write down your questions about it before meeting with your study group.

2. Next, drill each other on facts you need to memorize. For example, “What are the four stages of a butterfly’s life cycle?” You might want to give each other practice quizzes.

3. Lastly, take the time to discuss “why” questions. For example, “Why do monarch butterflies migrate?”

One way to handle “Why” questions is to make a list of the important ones you will want to review. Then divide the questions among the group. At your next meeting, have each person present a lesson about her question.
Ten Tips for Taking Tests

1. Read the instructions carefully. Never assume you will know what they will say! Ask the teacher if you are unsure about anything.

2. Read the entire test through before starting. Notice the point value of each section. This will help you to pace yourself.

3. Answer the easiest questions first, then the ones with the highest point value. You don't want to spend 20 minutes trying to figure out a two-point problem!

4. Keep busy! If you get stuck on a question, come back to it later. The answer might come to you while you are working on another part of the test.

5. If you aren't sure how to answer a question fully, try to answer at least part of it. You might get partial credit.

6. Need to guess on a multiple-choice test? First, eliminate the answers that you know are wrong. Then take a guess. Because your first guess is mostly likely correct, you shouldn't go back and change an answer later unless you are certain you were wrong.

7. On an essay test, take a moment to plan your writing. First, jot down the important points you want to make. Then number these points in the order you will cover them.

8. Keep it neat! If your teacher can't read your writing, you might lose points.

9. Don't waste time doing things for which you will not receive credit, such as rewriting test questions.

10. Leave time at the end to look over your work. Did you answer every question? Did you proofread for errors? It is easy to make careless mistakes while taking a test.

After the Test

1. When the test is returned, read the teacher's comments carefully and try to learn from your mistakes.

2. Save tests so you can later review for end-of-term tests.
Pledge of Allegiance

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands - one nation, under God, indivisible, with liberty and justice for all.