

**California Cadet Corps Training**

State of California-Military Department  
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**UNCLASSIFIED**

# ***SUMMARY of CHANGE***

CR 3  
California Cadet Corps Training

\*This is a complete rewrite of the previous edition of CR 3.

## CALIFORNIA CADET CORPS TRAINING

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**History.** This regulation is a major update to reflect changes since the establishment of California Content Standards for the California Cadet Corps Program. It also incorporates the latest in educational research on instruction, assessment, and learning.

**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 membership in the CACC.

**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, 10620 Mather Blvd., Suite 6, Sacramento, CA 95655

**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

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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.

#### 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, Survival bivouacs at which the Red Beret is to be awarded, Summer Training, Mountaineering, Officer Candidate Schools, Non-Commissioned Officer Courses, and Drill Academies.

*b.* The Director of Curriculum, a Special Projects Officer for the Headquarters, California Cadet Corps (HQCACC):

- (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, Survival bivouacs at which the Red Beret is to be awarded, Summer Training, Mountaineering, Officer Candidate Schools, Non-Commissioned Officer Courses, and Drill Academies 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:

- (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 Advisors:

- (1) Assist commandant personnel in their brigade 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.* Assessment – Methods of determining the extent to which a cadet has mastered a particular learning objective.

*b.* Cadet Corps Goals – Ten statements of purpose, spelling out the mnemonic LEADERSHIP which support the Cadet Corps mission.

*c.* Cadet Corps Mission – Overarching statement of the primary purpose of the Cadet program.

*d.* Cadet Corps Objectives – Six statements memorized by all cadets to help them understand the specific reasons the Cadet program exists in California schools.

*e.* CDE – California Department of Education.

*f.* Content Standards – Statements of what students should know and be able to do within a particular subject area (in this case, the CACC).

*g.* Cadet Corps Standards – Eight “Big Ideas” of Cadet Corps instruction.

*h.* Lesson Plan – A written statement of the objective(s) and procedures for a single session of instruction.

*i.* Objectives – Specific statements of what cadets should know and be able to do within the standards; in the CACC Standards document, the objectives are listed with an alpha character such that the standard and objective are referred to in a numeric-alpha combination (e.g. Objective 4c is the third objective listed under CACC Standard 4).

*j.* 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.

*k.* Strands – A “block” or unit of instruction which includes aspects of most or all of the six CACC objectives. Depending on the level of cadets being instructed, a strand can take anywhere from 1-4 weeks to complete.

*l.* Leadership – The process of influencing and directing others in such a manner as to accomplish the mission.

*m.* Leader – A person in a position of responsibility and authority who influences and directs others in such a manner as to accomplish the mission.

## **1-5. California Cadet Corps Mission, Goals, and Objectives.**

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

- a.* Loyalty - To self, others, and civic and government institutions.
- b.* Education - The success of all cadets in academic endeavors, including staying in school and pursuing higher education.
- c.* Ambition – Striving for excellence and lofty goals.
- d.* Duty - Lifelong habits of responsible behavior, excellent attendance, and punctuality.
- e.* Enthusiasm – A zest for life’s challenges.
- f.* 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.
- g.* Service – To others, our state, our nation, and world.
- h.* Health – Fitness and wellness, including avoidance of gangs, illegal drugs, alcohol, and tobacco.
- i.* Integrity - Positive choices by cadets with regards to private and public behavior.
- j.* Personal courage – Say no to that which is wrong and stand up for what is right.

The six CACC Objectives are to:

- a.* Develop LEADERSHIP.
- b.* Engender CITIZENSHIP.
- c.* Encourage PATRIOTISM.
- d.* Foster ACADEMIC EXCELLENCE.
- e.* Teach BASIC MILITARY KNOWLEDGE.
- f.* Promote HEALTH, FITNESS, AND WELLNESS.

## **1-6. Content Standards and Objectives.**

Standard #1: Cadets participate in patriotic activities and develop a spirit of patriotism.

Objectives:

- a.* Know the meaning of as well as proper care and display of the American Flag.
- b.* Sing a variety of patriotic songs.
- c.* Participate in a flag detail to raise and lower the flag.
- d.* Participate in Color Guards to present the colors.
- e.* March in parades.
- f.* Know the Pledge of Allegiance and proper honors to the flag and National Anthem.
- g.* Know the significance and history of important American symbols and documents (e.g. U.S. Constitution, Statue of Liberty, Liberty Bell, The White House, Washington Monument, Declaration of Independence, and Medal of Honor).
- h.* Know important events in U.S. and California History, especially as they relate to the California Cadet Corps.
- i.* Know the five democratic values of liberty, equality, justice, majority rule, and minority rights.

Standard #2: Cadets learn strategies to improve school performance and be good citizens.

Objectives:

- a.* Know how to properly take notes.
- b.* Learn “academic vocabulary” that is used across academic disciplines.
- c.* Know test-taking strategies.
- d.* Use the writing process to communicate their ideas.
- e.* Learn conflict resolution and anger management strategies.

- f.* Know strategies to work effectively with others.
- g.* Use a variety of study strategies.
- h.* Learn to take personal responsibility for their actions.
- i.* Know the rights and responsibilities of citizens.
- j.* Know techniques for effective listening.
- k.* Know the different learning styles and how they affect success in the classroom.
- l.* Know the seven citizenship skills of cooperation, patience, fairness, respect, strength, self-improvement, and balance.
- m.* Practice reading comprehension with a variety of texts.
- n.* Know about current local, state, national, and international events.
- o.* Develop their oral speaking skills.
- p.* Know techniques for planning and presenting lessons to other cadets.
- q.* Develop skills of sensitivity to different cultures and gender roles in society.
- r.* Develop skills of personal organization, time management and planning.

Standard #3: Cadets learn basic military subjects.

- a.* Know the history, objectives, and motto of the CACC.
- b.* Use the principles of military courtesy.
- c.* Know the rank structure of the Cadet Corps and all branches of the United States Military
- d.* Know and use the Chain of Command as well as the NCO and Staff Support Channels.
- e.* Know the “Cadet Code” and live by its components.
- f.* Properly wear the Cadet Corps Uniforms.
- g.* Know the General Orders and proper execution of Guard Duty responsibilities.
- h.* Know skills for bivouacking, including shelter set up, food preparation, and field hygiene and sanitation.
- j.* Know techniques of surviving in mountain, desert, ocean, and snow wilderness circumstances.
- K.* Know the contributions of important military and civilian leaders in American History.
- m.* Know rules of Hunter Safety.
- n.* Participate successfully in marksmanship activities.
- o.* Learn about various career options, including all branches of the United States military.

Standard #4: Cadets participate in a variety of fitness and wellness activities.

Objectives:

- a.* Know all the dimensions of personal wellness, monitor their personal wellness, and plan and implement a personal wellness plan.
- b.* Understand the concept of the Healthy Fitness Zone on the Fitnessgram test.
- c.* Know the components of a fitness program (warm-up, conditioning, cool-down), plan and implement a personal fitness regimen.
- d.* Enhance their level of overall flexibility.
- e.* Enhance their level of overall strength.
- f.* Enhance their aerobic capacity and physical endurance.
- g.* Know the rules and proper techniques for playing a variety of team sports.
- h.* Take the California Physical Fitness Test each semester in which they are enrolled in the program.
- i.* Understand the impact of drugs, alcohol, and tobacco on the body and are taught strategies to avoid their use.
- j.* Become critical consumers.
- k.* Understand the impact of various media (e.g. TV, music, advertising) on people
- l.* Able to effectively manage personal and business finances.
- m.* Learn the signs, symptoms, and modes of transmitting sexually transmitted diseases and HIV/AIDS.

Standard #5: Cadets participate in Drill and Ceremonies.

Objectives:

- a.* Know how to use their command voice.
- b.* Know how to teach individual and unit drill to others.
- c.* Properly execute close order drill.
- d.* Properly participate in squad drill.
- e.* Properly participate in platoon drill.
- f.* Properly participate in company drill.
- g.* Properly command a squad.
- h.* Properly command a platoon.
- I.* Properly command a company.
- j.* Correctly participate in a Pass in Review.
- k.* Properly execute the Manual of Arms.
- l.* Properly march with arms.
- m.* Know how to properly form units from the Brigade Level down to the Squad Level.
- n.* Able to march to music and cadences.
- o.* Know how to conduct a military inspection.
- p.* Participate in a variety of competitive drill events.

Standard #6: Cadets know principles of First Aid and Cardiopulmonary Resuscitation (CPR).

Objectives:

- a.* Know general principles of triage, head-to-toe exams, standard precautions and body substance isolation.
- b.* Know how to stop bleeding.
- c.* Know how to perform CPR on infants, children, and adults.
- d.* Help conscious and unconscious choking victims.
- e.* Know the signs and symptoms and how to treat for shock.
- f.* Know how to properly care for burns.
- g.* Provide appropriate first aid treatment for sprains, strains, and broken bones.
- h.* Know how to treat head, neck, and spinal injuries.
- i.* Know how to treat asthma attacks, diabetic emergencies, allergic reactions, stroke, poisoning, bites, stings, and food-borne illness.
- j.* Know how to treat heat and cold injuries.
- k.* Know how to use an Automatic External Defibrillator (AED).
- l.* Know how to correctly activate the Emergency Medical System.
- m.* Receive certification by the American Heart Association and/or American Red Cross at Basic First Aid and Infant, Child, and Adult CPR.
- n.* Know strategies to prepare themselves and their families for natural disasters and public emergencies.

Standard #7: Cadets know how to read and use a variety of maps and compasses.

Objectives:

- a.* Know how to read road maps.
- b.* Know the marginal information on a map, including the symbols and colors used on topographic maps.
- c.* Read six and eight digit coordinates on a topographic map.
- d.* Know how to use the scales on topographic maps to measure distances.
- e.* Know how to use magnetic and lensatic compasses.
- f.* Know the three types of north and how to calculate and use the differences between them using declination diagrams.
- g.* Know how to measure direction using an azimuth.



- h.* Know how to identify the major and minor terrain features on topographic maps and can read contour lines and elevation markings.
- i.* Know how to read an orienteering map.
- j.* Successfully complete an orienteering course.

Standard #8: Cadets know and apply theories of leadership.

Objectives:

- a.* Know the definition of the traits, principles and indicators of leadership.
- b.* Know the conditions of followership necessary to be an effective leader.
- c.* Know the definition of a leader and leadership and know the Cadet Leader's Code from memory.
- d.* Experience a variety of practical leadership scenarios.
- e.* Know the responsibilities of Cadet Staff members.
- f.* Know the roles and responsibilities of non-commissioned officers.
- g.* Know the roles and responsibilities of officers.
- h.* Properly utilize Cadet Corps regulations.
- i.* Correctly perform a variety of cadet staff functions.
- j.* Experience the responsibilities of command.
- k.* Employ leadership counseling techniques.
- l.* Use problem-solving strategies with their peers.
- m.* Know the leader's code and apply its principles.

### **1-7. 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 A 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.

### **1-8. Training Schedules.**

Appendix B 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.

### **1-9. The Cadet Corps Training Concept.**

*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) Training and Operations.
- (c) Supply and Logistics.
- (d) 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 cadet 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 Personnel.* Adult commissioned officers 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.

**APPENDIX A**  
**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: Patriotism
- Standard 2: Academics
- Standard 3: Basic Military Subjects
- Standard 4: Fitness
- Standard 5: Drill/Ceremonies
- Standard 6: Map Reading
- Standard 7: First Aid
- Standard 8: Leadership

Which objective(s) will you be teaching (from the listing of CACC Standards and Objectives)? Write the objective(s) here: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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:

<input type="checkbox"/> Quiz / test	<input type="checkbox"/> Worksheet	<input type="checkbox"/> Oral questions	<input type="checkbox"/> Game	<input type="checkbox"/> Essay/Paragraph
<input type="checkbox"/> Performance task	<input type="checkbox"/> Art activity	<input type="checkbox"/> Singing / song	<input type="checkbox"/> Marching	<input type="checkbox"/> Team Sport
<input type="checkbox"/> Fitness activity	<input type="checkbox"/> Group project	<input type="checkbox"/> Group (squad) quiz	<input type="checkbox"/> Discussion	<input type="checkbox"/> 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? \_\_\_\_\_  
\_\_\_\_\_

**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 B**  
**Cadet Corps Training Schedule Template**

Date(s):

WHO	WHAT	TRAINER	UNIT	NOTES, Sources and Supplies	LOCATION	CAC Std/

NOTES:

Trng Off: Cdt Cdr: Commandant: