

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE California Cadet Corps 1			
DISTRICT COURSE NUMBER 0912		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 9373	
Rationale:	The Applied Leadership /California Cadet Corps class is designed to be an applied leadership class aimed to teach leadership skills and hierarchical governmental structure, which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government, private organizations and business. The class will focus on standards and objectives designed by the California Association of Directors of Activities, California Cadet Corps, and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, personal and social development, physical and emotional well-being, goal setting, group dynamics, marketing, finance accounting, advertising, the bidding process and purchase within the constructs of the state procurement system. The course is designed to start at an entry-level rank of the California Cadet Corps.		
Course Description that will be in the Course Directory:	This course is designed for students to learn leadership fundamentals exploring the qualities of a good leader, assessing leadership qualities within themselves, and analyze and evaluate the leadership qualities. Students will explore leadership attributes and core leader competencies in the context of practical, hands on and interactive exercises. Illustrate how a leader leads, develops, and achieves. Explain how values impact leadership and develop a personal mission statement with goals. This course will also emphasis American military history focusing on the use of military force in terms of strategy and tactics and as an element in the nations diplomatic, political, social, economic, and intellectual life. The military considers physical fitness an essential aspect of leadership. The habits of self- discipline required to gain and maintain a high level of physical fitness are inherent to the way of life and must be a part of the character of every student. Students will do a variety of physical fitness activities once a week, and be tested quarterly with an established physical fitness test. Through the school year, students will work on personal development, developing a growth mindset and cultivating resiliency. This course will be conducted in an interactive manner; students will participate in a variety of survival preparedness activities within small groups. Everyone will be responsible for contributing to the success of their learning experience.		
How Does this Course align with or meet State and District content standards?	This course follows the standards and curriculum of the California Cadet Corps.		
Core Subjects:	<i>Select up to two that apply:</i> ☐ Arts ☐ Economics ☐ English ☐ Foreign Language ☐ Geography ☐ Civics and Government ☐ History ☐ Mathematics ☐ Reading / Language Arts ☐ Science ☒ Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS ☐ Tech Prep (32) (Higher Ed) ☐ Tech Prep & ROP(33) (Higher Ed) ☐ ROP (30) ☐ N/A	CTE COURSE CONTENT CODE ☐ CTE Introductory (01) ☐ CTE Concentrator (02) ☐ CTE Completer (03) ☐ Voc Subject _____ ☐ N/A	INSTRUCTIONAL LEVEL CODE ☐ Remedial (35) ☐ Honors UC-Certified (39) ☐ Honors Non UC-Certified (34) ☐ College (40) ☐ N/A
Length of Course:	☒ Year ☐ Semester		

Grade Level(s):	☒ 9 ☒ 10 ☒ 11 ☒ 12	
Credit:	☐ Number of credits: 10 ☐ Meets graduation requirements (subject _____) ☒ Request for UC "a–g" requirements CSU/UC requirement G	☐ College Prep
Prerequisites:	None	
Department(s):	Military	
District Sites:	Union Mine High School	
Board of Trustees COS Adoption Date:		
Textbooks / Instructional Materials:		
Funding Source:		
Board of Trustees Textbook Adoption Date:		

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: California Cadet Corps 1

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EDUCATIONAL SERVICES

Department: **Military Leadership**

Course Title: **California Cadet Corps 1**

Course Number: _____

Unit Title: **Communication**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

B1.1 Know multiple ways of extracting ideas and materials from research and library resources.

B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B1.3 Use recognized patterns of discourse, rhetorical skills, images and figures of speech, and knowledge of situations and audiences to prepare and deliver compelling arguments regarding issues or proposals.

B1.4 Understand the characteristics of effective media presentations.

B2.0 Students understand methods to gain consensus for the resolution of differing opinions and positions and gain support for new policies or policy changes:

B2.1 Understand sources of conflict among constituents, constituent groups, and governing-body peers.

B2.2 Understand the importance of respect for ethical principles to encourage mutual regard.

B2.3 Know methods of articulating progress to various audiences to sustain support for present activities and future plans.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1. Students will focus on subtopics including, but not limited to: Written Communication, Interviewing Skills, Public Speaking, Crowd Control, Conflict Resolution, Creative Thinking, Evaluation, and Interpersonal Skills.

Assignment examples are embedded in the description of each course unit.

3. Units within the California Cadet Course that apply to this standard include: Your Future, Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Dependable (Resume, Cover Letters, Mock Interviews), Positive attitude, Leaving a legacy..

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Monthly Progress and Major Event Planning Meetings - Group collaboration and goal setting

Standing committee work - Reports, discussion, and evaluation of progress.

Writing a detailed circular that is distributed to the unit and the community - Direct instruction, modeling, and individual practice.

Development and implementation a lesson plan to the class - individual and group work, individual and group presentation.

Assignment – Monthly Progress and Major Event Planning Meetings. Students are required every month to hold a formal leadership and staff training meetings to cover topics of events, finances, and progress. Students in their second and third year are required to type up a formal report that encompass the following: Job Description(what was accomplished within the past month), standing committee work (what was completed within the past month of a committee that will exist all year long), special committee (what was done within the past month on a committee that is short term), a valid concern regarding the class and its effectiveness, a positive regarding a person's work ethic or class effort, and a change that the student would like to see within the program and/or classroom to improve our purpose. Within each section of the report, students are critically thinking about what they have

accomplished and the level of success present within a period of time.

Assignment- All students in the course are required to write a detailed circular that is distributed to the unit and the community. Each circular must be written in the correct format, and include key information for the event, such as participants, location, supplies required, point of contact, purpose, standards being taught, etc.

Assignment- All cadets are required to develop and implement a lesson plan to the class. Additionally, all cadets are required to plan and execute a group lesson plan.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Units within the California Cadet Course that apply to this standard include: Your Future, Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Dependable (Resume, Cover Letters, Mock Interviews), Positive attitude, Leaving a legacy.

Formative and summative assessments will be given on the above units in the form of written, oral, and project bases assessments in individual and group formats depending on the unit.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Students will strive to improve from their baseline achievement. Students will receive coaching as needed from peers and staff to improve in each skill area.

EDUCATIONAL SERVICES

Department: **Military Leadership**

Course Title: **California cadet Corps 1**

Course Number: _____

Unit Title: **Service Learning**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

B3.0 Students understand how to formulate plans and policies to meet social, economic, and physical needs:

B3.1 Know methods for partnering with citizens, interest groups, and public officials to develop a vision and generate standards, policies, and plans to meet specific needs.

B3.2 Understand planning principles to make job growth, population, revenue, and other projections.

B5.0 Students understand how to maximize the potential of an organization to meet its vision, goals, and mission:

B5.1 Know economic, political, and social trends likely to affect an agency or department.

B5.2 Understand the value of seeking diverse opinion from all stakeholders.

B5.3 Know the techniques and tools for facilitating the most effective use of human resources, including strategies for recruiting and hiring a diverse workforce.

B5.4 Understand the departmental budget and allocation processes to ensure that resources are applied in a manner that is consistent with the department's vision, mission, and goals.

B5.5 Understand the use of tables of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Service learning includes Presentation Skills, Community Service and Citizenship. Assignment examples are embedded in the description of each course unit.

- Presentation skills include the practice of organizing a presentation into a well thought-out development of ideas and designing a lesson that addresses the appropriate audience. Students practice this aspect when designing proposals for change to occur on their campus or delivering lessons, topics designed by the instructor, to the class. If order to be fully prepared, students must use research skills, interpersonal skills, and communicative skills to be successful.
- During Community Service, students are given an opportunity to have an understanding of what it is like to serve other people for the benefit of another. Students have had the ability to work with various different school and community groups developing the skills to give back to others. Students come to understand the effect serving their school or community has on others. Students have also worked on their own campus taking on beautification projects making their campus a welcoming environment. Additionally, cadets have created and maintain a campus Lending Locker that provides food, clothing and supplies for students in need.
- Through Citizenship, students have the experience of giving without receiving anything in return; have the compassion to other people's challenges, accepting people for who they are, and understanding differences. Students are required to complete a minimum of four hours of community service per semester where they help another person/group without being paid for that service.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Service Learning Project

- Students will work in groups to develop a service project that will benefit others, their school, community or the world. Students will plan and implement the service project and follow through to learn of its value. They will write a media release to bring attention to their project. This will be an ongoing unit throughout the course. Units within Leadership course that apply to this standard include: Time Management, Conflict Resolution, Effective Communicator, Strong Work Ethic, Team Work, Positive Attitude, Leaving a Legacy.
- Students are required to document and track a minimum of 4 hours of service per semester.
- Cadets will complete one community service project per year through a beautification project that includes but not limited to: improving the yard of a senior citizen, improving school farm, or mentorship of an elementary or

middle school student.

- Students will continue to stock the Lending Locker, maintaining accountability of inventory, and distribute these supplies as needed throughout the school and community.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Units within Leadership course that apply to this standard include: Time Management, Conflict Resolution, Effective Communicator, Strong Work Ethic, Team Work, Positive Attitude, Leaving a Legacy.

Formative and summative assessments will be given on the above units in the form of written, oral, and project bases assessments in individual and group formats depending on the unit.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Stunets will have the opportunity to show mastery of the content by choosing a variety of assessment choices. Additional instruction and re-teach will be provided as needed.

EDUCATIONAL SERVICES

Department: **Military Leadership**

Course Title: **California Cadet Corps 1**

Course Number: _____

Unit Title: **Government**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

B4.0 Students understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:

B4.1 Understand specialized investigative techniques, devices, and equipment to enhance investigation regarding compliance with laws and regulations.

B4.2 Understand important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives. 338 Legal and Government Services Pathway

B4.3 Understand laws, legal interpretations, rules, or standards that apply to given situations in the specialty area of interest in legal and government services.

B8.0 Students understand the application of laws and policies to protect or disclose information, as appropriate:

B8.1 Understand the policy background and rationale for protecting or disclosing information.

B8.2 Understand the importance of a secure records environment.

B8.3 Understand the rationale for equal opportunity for public access to open records and how to allow access in various practical situations.

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.

B9.2 Know the basic elements of all aspects of trial procedures.

B9.3 Understand various historical legal defenses and prosecutions.

B9.4 Understand the structure of California state law.

B9.5 Use state and federal legal codes to research issues.

B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

This unit includes Government Hierarchy, Procedures, Elections, Organizations, and Effective Meetings.

Assignment examples are embedded in the description of each course unit.

- Through Government hierarchy, students understand the importance of following chain of command, understand the importance of following procedures, take part in committees and understand how the smaller group contributes to the good of the whole, and are familiar with the formation of a government consisting of representatives and appointed leaders.
- Through procedures, students understand the legal implications of not following procedures and the importance of rules and regulations and experience creating them. Cash box requests, budgets, and fundraising forms must be completed yearly/for each event.
- Through organizations, students are introduced to various student, school, parent, and community groups and their importance to the work of the whole school, and will have an understanding of the financial restrictions and guidelines of such organizations.
- During effective meetings, students will understand group dynamics, experience and obtain a working knowledge of Parliamentary Procedure, and understand the importance of accurate agendas and minutes for meetings. Parliamentary Procedure developed analytical thought through the process of professional report presentations and relating to the opinions and directives of other students involved.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Assignment - Formal Business Meeting

- Students participate in weekly debrief meetings where a full description of the status of an upcoming event is presented in front of the entire class. The goal is to practice public speaking skills, be attuned to the planning and status of the event, and to practice on the spot questions asked by the group.
- Students participate in monthly formal meetings where position leaders, committee leaders, and leaders and staff members speak about the status of their job and events. Students also discuss old business and new business (concerns raised monthly) along with financial budget reports and reimbursements that include motions as exhibited in parliamentary procedure.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Units within Leadership course that apply to this standard include: Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Positive attitude, and Leaving a Legacy.

Formative and summative assessments will be given on the above units in the form of written, oral, and project bases assessments in individual and group formats depending on the unit.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Students will have the opportunity to practice the assignment many times before implementation. They will also receive additional direct instruction from the teacher and/ or squadron leader if needed.

EDUCATIONAL SERVICES

Department: **Military Leadership**

Course Title: **California Cadet Corps 1**

Course Number: _____

Unit Title: **Business**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

B5.0 Students understand how to maximize the potential of an organization to meet its vision, goals, and mission:
B5.1 Know economic, political, and social trends likely to affect an agency or department.
B5.2 Understand the value of seeking diverse opinion from all stakeholders.
B5.3 Know the techniques and tools for facilitating the most effective use of human resources, including strategies for recruiting and hiring a diverse workforce.
B5.4 Understand the departmental budget and allocation processes to ensure that resources are applied in a manner that is consistent with the department's vision, mission, and goals.
B5.5 Understand the use of tables of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.

B7.0 Students understand the use of analysis, planning, and fiscal services to prioritize and fund activities:
B7.1 Understand the process for estimating costs according to standards for government accounting.
B7.2 Know multiple ways of researching possibilities for new or increased funding of programs.
B7.3 Understand how to prepare budgets and financial reports and contract for audits.
B7.4 Know the operation of accounting systems to maintain compliance with standards for government agency accounting.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

The Business unit includes sections of Marketing, Finance Accounting, Advertising, Customer Service, Communication and Business law.

- Marketing includes practicing different advertising techniques, recognizing the correlation between price and unit sold experimentation with different product displays to create optimal sales and selling a variety of items evaluating the better sellers. Finance Accounting includes creating and tracking a working budget, projection of income, understanding the concept of profit and loss, and ordering merchandise for sales and class use. Students will work closely with the Bookkeeper to evaluate budgets, costs, deposits, and more. Interpersonal and professional speaking skills are an absolute in this area.
- Advertising includes evaluating a target audience and how it affects sales, using a variety of ways to get their message out to the population, learning creative ways to make posters, making sure customers know all they need to know about the product or activity. Social Media is a form of advertising used within our campus.
- Customer Service includes students recognizing customer satisfaction is in the best interest of the group, discussion and practice ways of controlling a crowd in an appropriate manner, practicing ways to communicate with others effectively, and discussing and practicing communicating with the public so they are aware of the goings-on of the group.
- Communication includes the opportunity to utilize an assortment of written communications, and an opportunity to use various forms of oral communication. Refer back to the Communication Standard.
- Business Law includes understanding what items need to be taxed and which do not; understanding employment laws and minors, being exposed to Senate bills which might affect the activities students produce, and understand why monies are spent the way they are and the laws that dictate these procedures.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Fund Raising. Students are required to plan, organize and conduct multiple fundraisers within each class based on the five major activities held throughout the year: not limited clothing sales, fund raising dinner, cadet ball, etc. Students, along with their head advisor must complete a fund raising form and turn it in for the necessary formal approval route. From there it is given to the supply and logistics officer to keep on file until the fundraiser is complete. The students are required to take the data of funds raised, calculate the expenses of the event, and balance out the profit of the actual event. From there students must assess whether the fundraiser was productive and beneficial to their budget in order to be able to purchase items for future events. Students learn marketing techniques, accounting, communication, the importance of working within a budget for positive sale outcomes, and how all deposits are important for a working budget.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Units within California Cadet Course I that apply to this standard include Your Future, Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Dependable (Resume, Cover Letters, Mock Interviews), Team Oriented, Positive attitude, Leaving a legacy.

Formative and summative assessments will be given on the above units in the form of written, oral, and project bases assessments in individual and group formats depending on the unit.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students in need of more assistance will have the opportunity to work in partner sets or small groups as well as experience the projects in a learn by doing manner.