ANNEX A

CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

Developmental Period (DP)	Developmental Period 1(DP1)		Developmental Period 2 (DP2)		Developmental Period 3(DP3)
Ages	**12 - 14**		**15 - 16**		**17 - 18**
Years	**Y1**	**Y2**	**Y3**	**Y4**	**Y5+**
DP Overview	*Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.*				
Age-Appropriate Learning	**Experience-based**		**Developmental**		**Competency**
DP Description	*The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.*		*The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.*		*The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.*
Assessment Expectation	**Participatory**		**Baseline Proficiency**		**Enhanced Proficiency**
Assessment Purpose	• Stimulation and maintenance of an enhanced interest in the CP NOTE: Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this. • Exposure to a broad knowledge base and skill set NOTE: CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.		• Development of a broad knowledge base and skill set as well as introducing reasoning proficiency • Ongoing determination and development of specific specialty areas of interest and capability • Recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP		• Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP requirements • Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency • Ongoing recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP

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