



# Perris Union High School District Course of Study

A. COURSE INFORMATION						
<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">JROTC Competition Drill</div> <p> <input checked="" type="checkbox"/> New  <input type="checkbox"/> Revised         </p>	<p><b>Subject Area:</b></p> <p> <input type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input checked="" type="checkbox"/> Visual or Performing Arts  <input type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>Grade Level(s)</b></p> <p> <input type="checkbox"/> MS  <input type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input type="checkbox"/> 8  <input checked="" type="checkbox"/> 9  <input checked="" type="checkbox"/> 10  <input checked="" type="checkbox"/> 11  <input checked="" type="checkbox"/> 12         </p>				
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p><b>CREDIT TYPE EARNED:</b>     <b>CALPADS CODE:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">9374</td> </tr> </table>		Elective	9374		
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<p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; width: 80%; margin-left: 20px;">F Visual and Performing Arts</div>	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><i>Designated Subjects - Special Subjects: ROTC; Basic Military Drill</i></p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 70%; text-align: center; padding: 5px;"> </td> <td style="border: 1px solid black; width: 30%; text-align: center; padding: 5px;"> <p style="font-size: 1.2em;">1/18/2024</p> </td> </tr> <tr> <td style="text-align: center;"><b>Signature</b></td> <td style="text-align: center;"><b>Date</b></td> </tr> </table>			<p style="font-size: 1.2em;">1/18/2024</p>	<b>Signature</b>	<b>Date</b>
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<p><b>Submitted by: Frank Puebla</b>  <b>Site: Paloma Valley High School</b>  <b>Date: 01/10/24</b>  <b>Email: Frank.Puebla@puhsd.org</b></p>	<p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:         </p>					
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>				
Director of Curriculum & Instruction		01/10/24				
Asst. Superintendent of Educational Services						
Governing Board						



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## A. COURSE INFORMATION

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Director of Curriculum & Instruction						
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<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
Naval Sciences 1 or Naval Sciences 2
<b>Brief Course Description (REQUIRED):</b>
JROTC Competition Drill 1 introduces the basic drill movements and formations to students. Students will learn how to execute all movements in a sharp and precise manner and in response to the leader's commands. The purpose of drill is to enable a leader to move a group from one place to another in an orderly manner; to aid in disciplinary training by instilling habits of precision and response to the leader's orders.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The purpose of Junior Reserve Officers' Training Corps is to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment." (10 USC Sec 2031). The mission of the NJROTC Program is to: "Motivate young people to be better citizens" and to develop citizens of character dedicated to serving their nation and community. The objectives of NJROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in leadership theory and application. The NJROTC program is grounded in the Navy core values of Honor, Courage, and Commitment. The curriculum emphasizes the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. The Course Content includes instruction in Sea Power, National Security, Naval Operations and Support Functions.
<b>Course Outline (REQUIRED):</b> <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples.</i>

*Show examples of how the text is incorporated into the topics covered.*

### **Unit 1: History of Drill and Individual Drill Instruction**

Unit 1 introduces students to the history of drill ceremonial duties that are written deep into our history as a Corps. It will show that among the units famous for ceremonial prowess and spit-and-polish are some of the world's most redoubtable fighting formations. They will learn from the hallmark of the world's fighting organizations, the Roman legions, the Spartans, the Foreign Legion, the British Brigade of Guards and many others that are as good on parade as they are in the field or in the attack. While we no longer use drill and formations to align the ranks as was done for the phalanxes of Rome or the squares of Waterloo, drill and ceremony is still the foundation of instilling and developing discipline in any size unit and the individual.

This unit teaches individual positions and stationary movements which are the basic skills required in drill. In this unit, students will learn these positions and the correct execution of the movements before proceeding to other drill movements such as marching and squad drill. In this learning plan, students will examine and practice the basic individual positions and stationary movements that will be applied in future lessons and in drill.

This unit introduces students to the roles of leaders and followers in drill. It discusses the different types of commands and the importance of command voice. It prepares students for the practical application of drill by explaining the responsibilities of a small unit (team or squad) drill leader. In the Leadership Lab, students will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in your unit, and the chain of command. Students will examine the different types of commands used in drill. Students will also practice using the characteristics of command voice.

Students will learn the terminology used in military drill and ceremony, the commands and the command voice used in military drill and ceremony, and the specific movements required with each command.

To ensure that all students develop satisfactory proficiency during the time allotted, each movement will be presented using three teaching stages: explanation, demonstration, and practice. Students will practice the basic drill movements by incorporating formations and drill movements before students come into class. Students will also conduct drill practice. Students will write a short summary that describes three roles each of leaders and followers.

### **Unit 1 Scope and Sequence:**

#### **Chapter 1: Introduction to Drill**

- Students will learn the purpose of drill and formations.
- Students will learn and be tested on unit vocabulary. They will learn how to properly apply that vocabulary in context and drill formation.
- Students will learn the proper distance between individuals, vehicles, platoon commanders, guides, and others whose positions in a formation of rank.
- Students will learn the rules for drill, drill instruction procedures, including learning commands and the command voice.

#### **Chapter 2: Individual Instructions Without Arms**

- Students will learn individual instructions without arms, positions, steps and marching.
- Students will learn proper attention, facing moments, and hand salute.
- Students will learn about steps and marching, including terminology and marching in place and halting.

#### **Chapter 5: Sword Manual**

- Students will learn the proper procedures and commands regarding resting, carrying, presenting, passing, and drawing the sword.

#### **Chapter 6: Guidon Manual**

- Students will learn the proper procedures and commands regarding ordering, carrying, and presenting the guidon
- Students will learn the proper procedures and commands regarding the salute from carry or order, at ease, fallout, and rest.

#### **Chapter 7 (Unit II): Change of Command Ceremony**

- Students will learn the proper procedures, formations, and commands for a change of command ceremony.

#### **Chapter 13: Inspections**

- Students will learn the proper commands for inspections.
- Inspection of Personal Field Equipment in Ranks.
- Students will learn the proper protocol for inspection of quarters or camp.

#### **Appendix D: History, Customs and Courtesies, and Traditions of the Mess Night**

- Students will learn the history, function and traditions of the Mess Night.
- Students will learn Officers of the Mess, as well as members and guests of the Mess.
- Students will learn the proper protocols of the Mess.

#### **Unit 2: Regulation Squad and Platoon Drill**

Unit 2 will introduce students to squad and platoon drill. For the most part platoon drill merely provides the procedures for executing drill movements in conjunction with other squads formed in the same formation. Individual movements are executed as previously instructed while performing as a squad member during the conduct of platoon drill. Students will be introduced to the different platoon formations and will learn the proper interval and alignment of elements within the platoon. It prepares students for the practical application of drill by explaining the responsibilities of a small unit drill leader. In Leadership Lab, students will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in your unit, and the chain of command while leading other students through drill. Students will learn how to prepare a platoon for inspection and the correct movements to march in a parade and compete at JROTC drill competitions.

Students will demonstrate proper drill commands and the use of command voice. Students will write a short summary about the roles of leaders and followers. The summary will identify and demonstrate a preparatory

command and command of execution

Students will correctly identify and demonstrate a preparatory command, supplementary command, and command of execution as part of a formation. Students will properly demonstrate the characteristics of command voice: voice control, distinctiveness, and inflection.

## **Unit 2 Scope and Sequence:**

### **Chapter 3: Manual of Arms With the M16 Rifle**

- Students will learn the manual of arms with the M16 rifle. This chapter covers the manual of arms movements for the M16 rifle with both the parade and loosened sling, and the M16 with the M203 grenade launcher attached. Whenever executing any manual of arms movements ensure that the weapon has been cleared and that all weapons handling procedures are followed.

### **Chapter 8: Squad Drill**

- Students will learn the different roles and responsibilities of squad members.
- Students will learn the different commands for squad drill.
- Students will learn the different marching angles and positions of the squad drill.

### **Chapter 9: Platoon Drill**

- Students will learn the elements of platoon drill and how it compares to a squad drill.
- Students will learn how to form a platoon drill.
- Students will learn the proper commands, movements, and procedures of a platoon drill.

### **Chapter 10: Company Drill**

- Students will learn the rules and procedures of a company drill.
- Students will learn how to form the company by officers and noncommissioned officers.
- Students will learn how to align, command, and dismiss the company.
- Students will learn about being in columns.

## **Unit 3: Armed, Exhibition Drill, and Color Guard**

Unit 3 will teach students how to work with movement and embodiment to produce a variety of drill movements. Students will begin their acquisition and development of fundamental skills in the activity; flag handling, rifle movements and spinning and performance. Students will explore drill movements in relationship to time, space, speed, and others. Students will also explore

Embodiment in relation to:

- physical training
- uniform awareness
- cadence

The investigation of both movement and embodiment in relation to the elements listed above will help students develop a multi-dimensional approach to their drill and marching arts studies. The dual focus establishes for students an analytic framework for both their technical development and their study of drill

and marching arts theory. Students will practice and engage in various technical exercises demonstrating beginning mastery of various movement elements.

Students will work collaboratively to develop and execute short performances in accordance to the drill concepts instructed. In the process of composition, students will experiment with various rhythmic, speed and cadence patterns. Students will create a written notation for their developed movements and will teach the choreography as required for the performance of their works. Students will share completed composition exercises with each other. Through the completion of this assignment, students will acquire more control over the creative process by engaging in the composition of drill works.

### **Unit 3 Scope and Sequence:**

#### **Chapter 7: National and Organizational Flags**

- Students will learn the proper procedures and commands for color salutes.
- Students will learn hoisting, lowering, and folding the National Ensign.
- Students will learn the salutes and honors to the National Flag.
- Students will learn the composition of the Color Guard.
- Students will learn synchronizing the Manual of Arms for the Color Guards armed with rifles.

#### **Chapter 2 (Part II): Organizational and Parade Staff**

- Students will learn about forming the parade staff, movements of the staff, staff salutes, and dismissing of the staff.

#### **Chapter 3 (Part II): General Information**

- Students will learn the arrangement of units in formation.
- Students will learn the place of formations.
- Students will learn organizations and the strength of units.
- Students will learn commands, drill movements, and unit formations.
- Students will learn about uniforms and equipment.
- Students will learn about ceremonies conducted indoors.
- Students will learn about marking parade fields, key personnel and rehearsals, and seating guidance.

#### **Chapter 4 (Part II): Reviews**

- Students will learn when reviews are appropriate, the elements of a review and the differences between a parade and a review.
- Students will learn about the command of troops, preparations, formations, forming for the review, the reviewing party, and sequences for the review.

#### **Chapter 5 (Part II): Parades**

The appearance and movement of troops in formation are the primary considerations of a ceremonial parade. The preparation, organization of troops, and the conduct of a ceremonial parade require familiarity with those chapters for platoon, company, battalion, and regimental drill as well as organizational and parade staff.

- Students will learn the command of the troops, preparation, sequence of events, pre-parade serenade

through the adjutant taking post, sequence of events for forming a battalion and larger units, sequence of events for presentation of the command, sequence of events to march in review in Battalion Column, Companies in Mass, Battalion and Regimental Formations

#### **Chapter 6 (Part II): Presentation of Decorations and Individual Retirement**

- Students will learn formation and sequence of events for the presentation of awards.
- Students will learn the sequence of events for retirements.
- Students will learn the sequence of events for decorating unit colors.
- Students will learn about combined ceremonies and battle colors ceremony

#### **Chapter 10 (Part II): Honors**

- Students will learn about prescribed honors, rendering honors to personages arriving for official visits ashore, rendering honors to personages departing after official visits ashore, and escorts of honor.
- Students will learn about gun salute, the position of gun salute, the conduct of the gun salute, jams and misfires.
- Students will learn about honors for official visits of United States Officers.

#### **Chapter 13 (Part II): Funerals and Memorial Services**

- Students will learn the duties of the officer in charge of the ceremony, receiving the remains, procession, at the grave, and memorial service honors.
- Students will learn the conduct of funerals when military personnel are limited, unit outdoor memorial services when remains are interred at deceased home of record, and unit indoor memorial services when remains are interred at deceased home of record.

#### **Chapter 14 (Part II): Loading and Ceremonial Firing of the Service Rifle**

- Students will learn the proper procedures and terminology for the ceremonial firing of the rifle.

#### **Appendix A: Manual of Arms with the M1 Service Rifle**

The purpose of this appendix is to provide detailed instructions for the manual of arms for the M1 service rifle for those units and organizations that use this weapon for ceremonial purposes.

- Students will learn the proper procedures for the order of arms.
- Students will learn the order of arms, trails arms from order arms, fixing bayonets, sling arms, how to present arms from order arms, order arms from present and port arms, inspection arms from order arms, port arms from inspection arms.

#### **Appendix B: Manual of Arms with the M14 Service Rifle**

This appendix is designed to provide detailed instructions for the manual of arms for the M14 service rifle for those units and organizations that use this weapon for ceremonial purposes.

- Students will learn order of arms and positions of the rifle.



<p><b>Writing Assignments (REQUIRED):</b>  <i>Give examples of the writing assignments and the use of critical analysis within the writing assignments.</i></p>
<p>Unit 1 Writing Assignments:</p> <ul style="list-style-type: none"> <li>Students will write a short summary that describes three roles each of leaders and followers.</li> </ul>

INSTRUCTIONAL MATERIALS (REQUIRED)	
<b>Textbook #1</b>	
Title: <u>MARINE CORPS DRILL AND CEREMONIES MANUAL</u>	Edition:
Author:	ISBN:
Publisher: Commandant of the Marine Corps	Publication Date: May 2019
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<p><b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i>            If more space is needed than what is provided, please attach a backup as applicable.</p>	

Cost for a class set of textbooks: \$0	Description of Additional Costs: The Navy will be paying for all textbook materials
Additional costs:\$0	
<b>Total cost per class set of instructional materials:</b>	\$0

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be use.
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.