



Perris Union High School District Course of Study

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Military Leadership 11</div> <p> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised </p>	<p>Subject Area:</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 type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other </p> <p> Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p> If yes, which pathway does this course align to? Pathway Name: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> </p> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<p>Grade Level(s)</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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input 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%; margin-top: 5px;"></div>	<p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</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;">9373</td> </tr> </table>		Elective	9373
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<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (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; height: 20px; width: 100%; margin-top: 5px;"></div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><i>Designated Subjects - setting will always produce exception in CalSAAS that requires further investigation for course/credential alignment</i></p> </div> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 12/14/23 Date </td> </tr> </table>		 Signature	12/14/23 Date
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<p>Submitted by: Rebecca Beigle Site: CMI Date: 12/13/2023 Email: Rebecca.Beigle@PUHSD.org</p>	<p>Unit Value/Length of Course:</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>			
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>		
Director of Curriculum & Instruction		DM/E		
Asst. Superintendent of Educational Services		12/15/23		
Governing Board				

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
<p>The content covered within this 5th through 12th grade Military Leadership curriculum is extensive, and discipline-specific skills associated with this subject are equally rigorous. To highlight significant developments, trends, and events related to the subject matter, educators are encouraged to focus on four core topics aligned with the California Cadet Corps (CACC) for their instructional plans. Structuring the curriculum around the CACC values of Leadership, Citizenship, Wellness, and Military Subjects not only facilitates an extensive exploration of the content but also allows students to cultivate a thorough understanding of the subject matter. These four core content areas within the Military Leadership program provide educators the flexibility to prioritize content and emphasize particular skills through students' hands-on application of the topics.</p> <p>Furthermore, a comprehensive practice of firsthand experiences in drill, uniform inspections, ceremonies, etc. enables students to exhibit their learning of the content within the four core themes of Military Subjects, Leadership, Wellness, and Citizenship. These instructional units will feature a cumulative written, verbal, and tactile performance task in the form of promotion assessment each semester that can lead to their advancement to the next rank.</p>

Course Purpose (REQUIRED):
<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>
<p>As students learn about Military Leadership, they should be encouraged to develop leadership, citizenship, wellness, reading, writing, speaking, and listening skills that will enhance their understanding of the content. There are four core topics within Military Leadership that students must learn and exhibit their skills including Military Subjects, Citizenship, Leadership, and Wellness. The main elements within Military Subjects that students will be exposed to are California Cadet Core Basics, Drill, Cadet Uniform, Military Courtesy, and the history of the Armed Services. In the topic of Citizenship students will learn about California History, Self and Community Improvement, Core American Values, and College and Careers. In Leadership students will acquire knowledge on Leadership Roles, Communication, and Profiles in Leadership. Lastly, in the topic of Wellness, students will learn how to incorporate positive habits of nutrition, health, and fitness into their lives.</p>

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Topic 1: Military Subjects

Goal: Students gain identity and belonging as a Cadet while developing self-control, respect, discipline and confidence.

Students will learn about the content related to Military Subjects. They will examine the history, culture, and practices of the California Cadet Corps and the U.S. Armed Forces. This unit will focus on military courtesy, drill, ceremonies, CACC Basics, and survival. Students will engage in a comprehensive exploration of various aspects within the California Cadet Corps (CACC) program. Beginning with CACC Regulations, they will delve into core cadet regulations, staff regulations, and the overarching rules guiding their actions. Cadet Uniform will cover the intricacies of Class B, Class C, and Class A uniforms. Individual Drill involves mastering drill techniques, including individual drill with weapons, and understanding the role of the drill commander. First Aid becomes a critical focus, encompassing general first aid, cardiopulmonary resuscitation (CPR), and the use of automatic external defibrillators. CACC Basics includes an overview of the organization's background, cadet responsibilities, and guiding principles. Maps and Navigation delve into map reading, navigation tools, and activities, progressing to advanced land navigation skills. Unit Drill involves squad, platoon, and company drill practices. Military Courtesy is emphasized through everyday cadet courtesies, impressing courtesies, and special event protocols. Understanding the US Armed Forces involves exploring the purpose, trends, and history of the military branches. Field Skills cover bivouac, outdoor team-building, and skill-building activities. Survival and resilience include preparation, survival care, basic and advanced survival techniques. Ceremonial Drill encompasses battalion and brigade drill, reviews, parades, retreats, and reveilles. Marksmanship covers firearms safety, marksmanship fundamentals, and competitive marksmanship. This comprehensive curriculum ensures a well-rounded education in CACC principles and practical skills. Students will address the following essential question: How can I gain identity and belonging as a Cadet while developing self-control, respect, discipline, and confidence?

Unit Assignments:

Unarmed Platoon Drill: Students perform drills once to twice a week in a platoon of 24-38 students which comprises their class. They are graded on marching, stationary commands, military bearing, and listening. Students will write a reflection at the end of the drill practice explaining their strengths, weaknesses, and what they can improve on.

Class C Uniform One Pager: Students will summarize their understanding of how to wear their Class C uniform. The assignment will include drawings of how the uniform should be worn, a written definition on three components of the uniform they should focus on, and a written summary of what will be their biggest challenge with adhering to the uniform policy.

Promotion Assessment: Students complete a promotion test each semester which incorporates the knowledge they have learned including how to march, uniform appearance, the history of the California Cadet Corps, U.S. Armed Forces history, and ranks. Students at higher levels will also include a written summary of current events happening in the world and what it means to be a leader.

Topic 2: Citizenship

Goal: Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States.

Students will delve into a comprehensive set of learning topics, beginning with a thorough understanding of the State of California. This includes fundamental information, insights into the government's structure and processes, and an exploration of the state's historical development. Moving towards citizenship, the focus shifts to personal growth and responsibility, active community participation, and engagement in actions that positively impact broader societal and global issues. The curriculum extends to college and career exploration, covering higher education opportunities, military and civilian career paths. Diversity and inclusion are emphasized through appreciating diversity, promoting inclusivity, and participating in activities fostering understanding. Emergency preparedness encompasses recognizing hazards, developing family disaster plans, and engaging in community emergency response efforts. The significance of the flag, proper presentation etiquette, and exploring patriotic expressions through music and poetry are also covered. Study skills, such as effective learning preparation, test-taking techniques, and ongoing learning development for college readiness, are integral components. The course concludes by exploring common American values, learning about influential figures in American history, and understanding symbols representing American pride. Students will address the following essential question: What does duty, service, and responsibility as a citizen of my school, community, state, and country look like?

Unit Assignments:

College Research Assignment: Students will engage in comprehensive research about a college or university that aligns with your academic interests and aspirations. Students will select a college or university that piques your curiosity and matches your potential areas of study. Utilize credible sources and explore the following areas: Academic programs, Admissions requirements, Financial aid, and Student life. Organize your research findings into a comprehensive report or presentation. Reflect on your college choices: Based on your research, assess whether the chosen college aligns with your academic goals, personal preferences, and future aspirations. Reflect on the factors that are most important to you in a college experience.

History of California Timeline: Students will construct a visual timeline of significant events in California's history, from the Indigenous era to the present day. Include key dates, historical figures, and important developments. Annotate your timeline with brief descriptions of each event, providing context and historical significance.

Current Events Reading and Writing Prompt: Students will read a primary source relating to events going on in the world today. Once they have read the source, the students will provide a summary and opinion paragraph, then create a presentation for the entire class.

Topic 3: Leadership

Goal: Cadets emerge as experienced leaders ready to succeed in college and career.

Students will embark on a multifaceted journey of character development and leadership skills. In Character Development, they will explore the integral role of character in leadership, emphasizing moral and ethical dimensions. Communications will focus on essential aspects such as listening and cooperating, organizing thoughts effectively, and honing teaching skills. Leadership Roles will be studied at different levels, ranging from school-level responsibilities to broader brigade-level leadership, while also examining the intersection of leadership and management. Leadership Skills & Theories will delve into the acquisition of leadership skills, understanding various styles and theories, and the nuances of senior leadership roles. Planning becomes a crucial aspect, covering planning strategies, conducting After Action Reviews (AAR), and organizational and strategic planning. The course will also feature Profiles in Leadership, exploring historical and contemporary leaders and encouraging reflection on inspirational figures in leadership. Students will address the following essential question: How can I emerge as a leader ready to succeed in college and career.

Unit Assignments:

Assignment 1: Reflective Leadership Essay

Write an essay reflecting on your journey to becoming a leader. Consider how your character and leadership skills have developed during the course. Discuss the importance of moral and ethical leadership, effective communication, and various leadership roles. Explore the learning process of leadership, understand different leadership styles, and emphasize the significance of planning. Conclude by sharing your inspiration from a historical or contemporary leader. Answer the question: "How can I be a leader ready for college and a job?"

Assignment 2: Leadership Styles Presentation

Create a presentation showcasing different leadership styles and their applications in various situations. Highlight examples of successful leaders who embody specific styles. Discuss the importance of leadership, especially in larger roles, emphasizing effective communication and planning. Use visuals, stories, and real-life examples to illustrate your points. Explain how these leadership styles contribute to personal and professional growth. Connect all aspects of your presentation to the question: "How can I be a leader ready for college and a job?"

Assignment 3: Leadership Action Plan

Develop a comprehensive action plan outlining steps to enhance your leadership skills in school and beyond. Consider lessons from the course and set achievable goals for character, communication, and leadership improvement. Plan how you'll apply these skills in both school and broader leadership roles. Include strategies for effective planning, review processes, and setting larger goals with clear timelines. Discuss leaders from the course who inspire your plan. Present your action plan in an engaging format, such as a poster or digital presentation, addressing the question: "How can I be a leader ready for college and a job?"

Topic 4 Wellness

Goal: Cadets are healthy, well-rounded and prepared for the physical and stress demands of college, career, and life.

Students will engage in a comprehensive exploration of various learning topics. Under Finances, they will acquire essential skills in money management, critical consumer decision-making, and building personal wealth. Health and Wellness will focus on developing a well-rounded understanding of individual well-being, encompassing the role of a well cadet, wellness techniques, and identifying obstacles to wellness. The curriculum extends to Individual Fitness, covering aspects of fitness testing, physical training, and essential facts about fitness. Nutrition becomes a key area of study, with a focus on tailored nutrition plans for students, cadets, and athletes in both everyday and field settings. The program concludes with Fitness Training, delving into Army Physical Training, effective home training methods, and specialized field training to ensure a holistic approach to physical fitness and well-being. Students will address the following essential question: How can I become a healthy, well-rounded, and prepared for the physical and stress demands of college, career, and life.

Unit Assignments:

Assignment 1: Personal Budgeting Project*

Task: Create a personal budget that includes income, expenses, and savings goals. Consider the principles learned under Finances, focusing on money management, critical consumer decisions, and building personal wealth. Outline how you will allocate funds for everyday needs, savings, and future goals. Reflect on the importance of making informed financial decisions. Present your budget in a visually engaging format, such as a chart or graph, and include a brief explanation of your financial choices. *(Depending on the grade level, the teacher can give students a budget to work with and modify the parameters elsewhere as necessary)

Assignment 2: Wellness Journey Journal

Task: Keep a wellness journal for a week, documenting your daily activities related to health and well-being. Apply concepts from Health and Wellness, noting your experiences as a well cadet, incorporating wellness techniques, and identifying any obstacles to your well-being. Reflect on how these activities contribute to your overall health and happiness. Share your insights, challenges, and any adjustments you make to improve your well-being. Consider using a mix of writing, drawings, and photos in your journal.

Assignment 3: Fitness Training Plan

Task: Develop a fitness training plan that aligns with the principles learned in Individual Fitness, Nutrition, and Fitness Training. Outline specific fitness goals, incorporating elements of fitness testing, physical training, and nutrition. Consider both everyday and field settings, tailoring your plan to your individual needs and preferences. Include details on how you will integrate Army Physical Training, home training methods, and specialized field training into your routine. Present your plan in a clear and organized format,

demonstrating a holistic approach to physical fitness and well-being.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Topic 1 Assignments: Military Leadership

Unarmed Platoon Drill: Students perform drills once to twice a week in a platoon of 24-38 students which comprises their class. They are graded on marching, stationary commands, military bearing, and listening. Students will write a reflection at the end of the drill practice explaining their strengths, weaknesses, and what they can improve on.

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Promotion Assessment: Students complete a promotion test each semester which incorporates the knowledge they have learned including how to march, uniform appearance, the history of the California Cadet Corps, U.S. Armed Forces history, and ranks. Students at higher levels will also include a written summary of current events happening in the world and what it means to be a leader.

Topic 2 Assignments: Citizenship

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Topic 3 Assignments: Leadership

Reflective Leadership Essay

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Leadership Action Plan

Develop a comprehensive action plan outlining steps to enhance your leadership skills in school and beyond. Consider lessons from the course and set achievable goals for character, communication, and leadership improvement. Plan how you'll apply these skills in both school and broader leadership roles. Include strategies for effective planning, review processes, and setting larger goals with clear timelines. Discuss leaders from the course who inspire your plan. Present your action plan in an engaging format, such as a poster or digital presentation, addressing the question: "How can I be a leader ready for college and a job?"

Topic 4 Assignments: Wellness

Personal Budgeting Project*

Task: Create a personal budget that includes income, expenses, and savings goals. Consider the principles learned under Finances, focusing on money management, critical consumer decisions, and building personal wealth. Outline how you will allocate funds for everyday needs, savings, and future goals. Reflect on the importance of making informed financial decisions. Present your budget in a visually engaging format, such as a chart or graph, and include a brief explanation of your financial choices. *(Depending on the grade level, the teacher can give students a budget to work with and modify the parameters elsewhere as necessary)

Wellness Journey Journal

Task: Keep a wellness journal for a week, documenting your daily activities related to health and well-being. Apply concepts from Health and Wellness, noting your experiences as a well cadet, incorporating wellness techniques, and identifying any obstacles to your well-being. Reflect on how these activities contribute to your overall health and happiness. Share your insights, challenges, and any adjustments you make to improve your well-being. Consider using a mix of writing, drawings, and photos in your journal.

Fitness Training Plan

Task: Develop a fitness training plan that aligns with the principles learned in Individual Fitness, Nutrition, and Fitness Training. Outline specific fitness goals, incorporating elements of fitness testing, physical training, and nutrition. Consider both everyday and field settings, tailoring your plan to your individual needs and preferences. Include details on how you will integrate Army Physical Training, home training methods, and specialized field training into your routine. Present your plan in a clear and organized format, demonstrating a holistic approach to physical fitness and well-being.

Textbook #1 No Textbook Required. Course Materials are at CACadets.org

Title: **N/A**

Edition: **N/A**

Author: **N/A**

ISBN: **N/A**

Publisher: **N/A**

Publication Date: **N/A**

Usage:

- Primary Text
- Read in entirety or near

Textbook #2 **N/A**

Title: **N/A**

Edition: **N/A**

Author: **N/A**

ISBN: **N/A**

Publisher: **N/A**

Publication Date: **N/A**

Usage:

- Primary Text
- Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

California Cadet Corps Curriculum is found at their website under the "Curriculum" link

California Cadet Corps

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
 If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$ **N/A**

Description of Additional Costs: **N/A**

Additional costs:\$ **N/A**

Total cost per class set of instructional materials: \$ **N/A**

Key Assignments (REQUIRED):

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

Topic 1-3: Promotion Test Part I: Curriculum

All students will be assessed based on their knowledge of Military Subjects, Leadership, and Citizenship that have been taught through the curriculum in the form of short answer, written response, and multiple choice.

Topic 1: Promotion Test Part 2: Performance Test Assessment

Students will be assessed on their performance of the Unarmed Platoon Drill Card found in Military Subjects. It is a hands-on performance task in which each command must be listened to and followed correctly for students at the rank of Recruit to Corporal. Students at Sergeant level and above will be assessed on their giving of commands and leadership.

Topic 1: Pass in Review Ceremony

The "Pass in Review" ceremony is a formal and ceremonial event where the student units in formation, march in front of high-ranking officers, dignitaries, or other officials for inspection. During the ceremony, the cadets/students move in a prescribed manner, typically in a parade formation, displaying precision and discipline in their movements. The purpose of the Pass in Review is to showcase the unit's readiness, discipline, and military bearing. It is a tradition observed in many armed forces around the world and is often associated with significant events such as military parades, official inspections, or ceremonial occasions.

Topic 1: Annual General Inspection

The Annual General Inspection (AGI) will check how well the unit is doing in different areas. Inspectors from CACC headquarters and other State units, will look at how involved the unit is in school and community service activities, how disciplined the cadets are during inspections and drills, the leadership opportunities given to cadets, how effective the training program is, and if the cadets know and follow the Cadet Corps rules. The inspection will also check how well supplies are managed and if administrative tasks are done correctly. The headquarters may add specific areas to focus on, and right now, they are interested in how the unit deals with civil and media affairs, and their interactions with government officials. This inspection is a thorough check to see if the unit is meeting the standards set by the California Cadet Corps.

Topic 4: Wellness Journey Journal

Students will keep a wellness journal for a week, documenting your daily activities related to health and well-being. Apply concepts from Health and Wellness, noting your experiences as a well cadet, incorporating wellness techniques, and identifying any obstacles to your well-being. Reflect on how these activities contribute to your overall health and happiness. Share your insights, challenges, and any adjustments you make to improve your well-being. Consider using a mix of writing, drawings, and photos in your journal.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Instruction will include a combination of hands-on, tactile learning, lecture, group work, modeling, project-based project based learning, inquiry learning, think-pair-share, collaboration, and presentation.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Assessments will include a combination of performance tasks, writing, project-based, essay writing, collaborative projects, and end-of-semester promotion tests.

Day(s)	Objective	Standard(s)	Chapter(s)	Reference

Indicate how much this honors course is different from the standard course.

Context for course (optional)
History of Course Development (optional)