



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Army JROTC Competition Drill</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> Elective or VAPA 9374 </div>	<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 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? <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; margin-bottom: 5px;"></div></p> <p>CTE CDE Code: <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div></p>	<p>Grade Level(s)</p> <p><input checked="" type="checkbox"/> MS <input checked="" 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>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; padding: 2px; margin-top: 5px;">F Visual and Performing Arts</div>	<p style="text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="font-style: italic;">Designed Subjects - Special Subjects: ROTC; Basic Military Drill</p> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;"> <p style="text-align: center;">Signature</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>4/29/2024</p> <p>Date</p> </div> </div>	
<p>Submitted by: Site: Date: Email:</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>
<p>Director of Curriculum & Instruction</p>		<p>5/2/24</p>
<p>Asst. Superintendent of Educational Services</p>	<p style="font-style: italic;">Lindy Lee Macdonel</p>	<p>5/2/24</p>
<p>Governing Board</p>		

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
Army JROTC 1, JROTC 2, JROTC 3 or JROTC 4
Brief Course Description (REQUIRED):
Army JROTC Competition Drill 1 introduces the basic drill movements and formations to students. Students will learn how to execute all movements in a synchronized 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

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>
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 Army JROTC 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 Army JROTC are to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self discipline. The Army JROTC program is grounded on the seven Army Values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage. 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 based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques.
Course Outline (REQUIRED): <i>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.</i>

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.

This unit teaches individual positions and stationary movements which are the basic skills required in individual 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 vocabulary and specific 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 and History of 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, squads, company commanders, guidon bearers and formation leaders.
- Students will learn the rules for drill, to include learning verbal commands, voice inflection and the difference between the preparatory command and command of execution.

Chapter 2: Drill Instructions

- Instructional Methods; Explanation, Demonstration and Practice
- Students will learn including terminology and vocabulary for both stationary and marching movements.
- Students learn different types of Formations to include: Line formation, U-Formation, Extended Rectangular Formation, and Circular Formation.
- Students learn marching cadence counting.

Chapter 3 & 4: Command and the Command Voice and Individual Drill Instructions

- Students will learn stationary movements: the command of falling in, the position of attention, facing moments (left face, right face and about face), resting positions and the hand salute.
- Students will learn marching movements: The 30 inch step, forward march, columns to the left/ right, rear

- march, halt, double time, flanking movements.
- Students learn combined commands and supplementary commands.

Appendix F: Manual of the Guidon

- 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 10: Reviews

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

Chapter 7 (Section III): Inspections

- Students will learn the proper commands for basic inspections.
- In ranks inspection of personnel.
- Students will learn the proper protocol for the basic in ranks squad and platoon inspection.

Unit 2: Regulation Squad and Platoon Drill

Unit 2 will introduce students to squad and platoon drill. Platoon drill 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 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 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 5: Individual Drill with Weapons

- Students will learn the manual of arms with the M1903 drill rifle. This chapter covers the manual of arms movements for the M1903 drill rifle.
- Basic procedures include: Order Arms, Rest Position, Port Arms, Present Arms, Inspection Arms, Right Shoulder Arms, Left, Shoulder Arms and 15 Count Manual Arms.

Chapter 6: 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 7: 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 8: 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.

Appendix E : Manual of Arms - Saber and Sword.

- Students will learn the proper procedures and commands regarding resting, carrying, presenting, passing, and drawing the saber. Students will use the model 1902 saber or an equivalent.

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 11 (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.
- 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 12 (Part II): Honor Guard

- Students will learn about the history of the honor guard and the current purpose.
- Students will learn about prescribed honors, rendering honors to personages arriving for official visits and conducting ceremonial duties for the flag.

Chapter 13 (Part II): Retreat and Reveilles

- Students will learn about the history of retreat
- Students will learn about the sequence of retreat.
- Students will learn about the history of reveille
- Students will learn about the sequence of events during reveille.

Chapter 14 (Part II): Funerals

- Students will learn the history of military funerals
- Students will learn the conduct of funerals, to include the presentation of the flag and personal conduct during the ceremony.
- Students will learn the types of honors and classes of military funerals.
- Students will learn additional funeral considerations such as rules for ceremonial firing, the duties of the officer in charge and non commissioned officer in charge and floral tributes.

Chapter 15 and Appendix I (Part II): Flags and Colors

- Students will learn the history of the color guard
- Students will learn how to case and uncase the colors.
- Students will post and retire the colors
- Students will understand the movement of a four and five student color guard team.
- Students will be able to identify the duties of all positions within the colorguard team.
- Students will learn how to carry and order the colors.
- Students will learn the proper formation of the colors.

Appendix D: Manual of Arms of Arms M1903 and M1917 Rifle.

This appendix is designed to provide detailed instructions for the manual of arms for the M1903 drill service rifle for those units and organizations that use this weapon for ceremonial purposes.

- Students will learn the history of the M1903 rifle and its significance in the US Army as a service rifle and a preferred rifle for ceremonies.
- Students will learn commands that include: Order Arms, Port Arms, Left and Right Shoulder Arms, Inspection Arms, and Present Arms.

Writing Assignments (REQUIRED):

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

Writing Assignments:

Students will have multiple writing assignments during each lesson. Students will respond to most essential questions with quick writes and will subsequently reflect on each lesson in their digital journals named Cadet Portfolio: Examples include:

- **Quick Write:** Students will respond to the essential question and turn it in as an exit ticket: What sports practice synchronization and discipline? Students will quick write a response.
- **Quick Write:** Students will respond to the essential question and turn it in as an exit ticket: How was drill important in America's past and how can it impact your life today? Students will quick write the response.
- **Quick Write:** Students will respond to the essential question and turn it in as an exit ticket: Why is teamwork important in drill? Students will quick write the response.
- **Process:** Students will write a 200 word essay on how drill competence relates to a disciplined sports team.

Students will utilize the presentation given and the textbook provided to complete the essay.

- **Process:** Students will define "Drill," and list non-military drills (such as a football team practicing plays, arithmetic tables, memorization activities) on a flip chart.
- **Process:** In teams students will use their student text to gather information about one of the five questions and the meaning of their team name. They will each write out the response to the question individually and then share ideas as a team and as a class. Each team will be named: 1) Discipline Team: Why did General Washington ask for assistance for his troops? 2) Drill Team: Who was Baron Friedrich von Steuben and what was his background before he came to the United States? 3) Maneuver Team: What measures did Baron Friedrich von Steuben take when he saw the condition of the troops and what impact did it have? 4) Precision Team: How have Baron von Steuben's methods continued to influence drill? 5) Unison Team: What are the benefits of drill today? Teams will record their research and turn in their individual writings.
- **Process:** Students will write a 300 word essay minimum as a major assignment during Unit 1. The prompt will be: Write about the history of drill and ceremony in the United States Army and how drill is still relevant today in school, sports and our community. The top three essay winners will receive the "Superior Cadet Award," an award that recognizes excellence.
- **Reflect:** As a reflection question: What is the role of drill in developing teamwork and everyday life skills? This will be a quick write and can be used as an exit ticket.
- **Reflect:** In the students Cadet Portfolio (Journal), the student will answer: What excites you about getting involved in drill?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in 50 words: Why do you participate in drill?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer: What is the purpose of the guidon bearer?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in 50 words: What was the M1903 used for historically?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in two or more sentences: What is the position of authority or privilege when marching in a formation?
- **Reflect:** In the student's Cadet Portfolio (Digital Journal), the student will answer in two or more sentences: What is the historical significance of the military funeral?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in two or more sentences: What is the purpose of retreat?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in two or more sentences: What is the purpose of reveille?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in 100 or more words: What are some courtesies rendered in a funeral?
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in 100 words or more: What is the purpose of basic inspection? And describe how it is conducted.
- **Reflect:** In the students Cadet Portfolio (Digital Journal), the student will answer in two or more sentences: What is the significance of the saber used by officers and the sword used by NCO's?
- **Reflect:** In the student's Cadet Portfolio (Digital Journal), the student will answer in 100 or more words: What is the historical significance of the honor guard in the Army?

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Training Circular 3-21.5, Drill and Ceremonies

Edition:

Author:	ISBN:
Publisher: Headquarters, Department of the Army	Publication Date: May 2021
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

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

Cadetportfolio.com

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: \$0	Description of Additional Costs: The Army will be paying for all textbook materials.
Additional costs:\$0	
Total cost per class set of instructional materials:	\$0

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

- Students key assignments include participating in drill competitions and colorguards.
- There are over 15 color guards, two parades, and at least three drill team competitions that are scheduled throughout the year. Students are required to participate in two color guards, one drill competition and both parades.
 - During unit 2, students will be required to compete in several drill competitions against other JROTC programs throughout the Inland Empire to include competing in the Golden Bear West Coast Nationals typically held every year in April.
 - Students will also compete in drill events during local community parades such as the Perris City Veterans Day parade and the Perris City Christmas Day parade. Participation in these events are a major part of the students participation grade as it directly incorporates real world concrete experiences in competition drill.

- Students will also be given weekly formative assessments that will include prescriptive feedback on the execution and performance of drill commands and overall synchronization as a team.

Formative assessments will be in the form of verbal feedback in a positive and encouraging manner to ensure proper technique and procedures are followed in each command.

Examples of a checklist formative assessment that is used includes:

Checklist for the stationary movements drill lesson:

1) Student properly conducted the command "Attention"	Go or No Go	Feedback:
2) Student properly conducted the command "Parade Rest"	Go or No Go	Feedback:
3) Student properly conducted the command "Present Arms"	Go or No Go	Feedback:
4) Students properly conducted the command "Left face".	Go or No Go	Feedback:
5) Students properly conducted the command "Right Face".	Go or No Go	Feedback:
6) Students properly conducted the command "Rest".	Go or No Go	Feedback:
7) Students properly conducted the command "At Ease".	Go or No Go	Feedback:
8) Students properly conducted the command "About Face".	Go or No Go	Feedback:
9) Students properly conducted the command "Half Right Face".	Go or No Go	Feedback:
10) Students properly conducted the command "Half Left Face".	Go or No Go	Feedback:

There are two major summative assessments that will be completed during each semester.

One is a 32 question multiple choice test with two short essay questions. And the second is a hands on commands test that each student must complete individually.

Questions for the first semester multiple choice test include:

12. What are three commands when leading a squad in Drill and Ceremony?

- Fall in, Rear Face, Fall out
- Fall in, About Face, Half left Step March
- Fall in, Parade Rest, Squad Counter Column
- Fall in, Parade Rest, Squad Attention

13. What is the definition of the term "command of execution"?

- A part of a drill command that tells when the movement is to be carried out.
- A properly given command said in a tone that is understood by everyone.
- A series of steps followed in a regular, definite order.
- The act or process of making something ready for use or service.

14. When marching forward from a stationary position what foot do you step off with?

- Left
- Right
- Both
- Neither

15. What is the definition of the term "preparatory command"?

- A part of a drill command that tells when the movement is to be carried out.
- A series of steps followed in a regular, definite order.
- A properly given command said in a tone that is understood by everyone.
- An alert command meant to prepare everyone for a command of execution.

The two short essay questions may include:

- 1) What is the historical purpose of drill and ceremony? How is it relevant in the present day?
- 2) If you are assigned as a squad leader, describe how you would march a squad of eight students. Ensure you describe the commands that will be used, the position and description of each command given.

The second summative assessment is the "hand on test", where students must demonstrate all marching commands learned throughout the unit. The test will consist of a checklist with a rubric that will be given to each student at least two weeks prior to the final assessment. Students will be given a command by the instructor and

will be required to demonstrate that command to correctly and to standard. Each command will be given a score of 2-5 depending on the quality of the command according to the established rubric.

The rubric will include the following:

- 5 Performs the command to a high standard in a precise and sharp manner.
- 4 Performs the command with the required elements to standard. No errors
- 3 Missing one or more parts of the required command. Minor error.
- 2 Does not recall the command or demonstrates the wrong command.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

Instructional strategies range from:

- 1) Explanation, demonstration and practice (Army preferred for drill practice)
- 2) Differentiated instruction
- 3) Ability groups/ group work
- 4) Modeling
- 5) Lecture
- 6) Peer Instruction
- 7) Cooperative learning
- 8) Individual and group reading
- 9) Formative assessments
- 10) Technology (Cadetportfolio.com, videos, powerpoint presentations)

Assessment Methods and/or Tools (REQUIRED):

Students will be assessed using district approved grading standards.

Students will be given weekly formative assessments that will include prescriptive feedback on the execution and performance of drill commands and overall synchronization as a team.

Formative assessments will be in the form of verbal prescriptive feedback to ensure proper technique and procedures are followed in each command.

Formative assessments include a checklist of commands such as Go or No Go for each command that is conducted.

For example:

- 1) Student properly conducted the command "Attention" Go or No Go Feedback:
- 2) Student properly conducted the command "Parade Rest" Go or No Go Feedback:
- 3) Student properly steps off with left foot at command "March". Go or No Go Feedback:

There are two major summative assessments that will be completed during each unit.

One is a 32 question written (digital) test that is multiple choice with two short essay questions. And the other a "hand on test" that will assess the students ability to perform each command correctly. The student will be given a rubric with each command in advance to ensure a clear understanding of the intent is given.

Please list different methods of assessments that will be used.

Assessments will include a combination of formative assessments, oral assessments, performance assessments and discussion assessments.