

A. Course Information

Grade Level: 9-12

Length of Course: One semester. Upon educator and counselor approval, this course may be repeated for credit.

Type: College Prep. This course counts toward meeting the Oxnard Union High School District's graduation requirement in Visual and Performing Arts.

Recommendation for Enrollment: Audition with director.

B. Brief Description of the Course:

This course is designed for the purpose of team building emphasizing physical conditioning, endurance and motor skills in relation to color guard technique through the use of tall flags, short flags, rifles, saber, shields/banners and dance for performances at civic events, parades, field shows and winter guard competitions. Required rehearsals and performances may be scheduled outside of the school day. Students may have to provide their own equipment (flags, rifles and sabers).

C. Board-adopted Textbook: None

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Educator-designed supplementary material

E. Brief Outline of Course Content:

1. Marching and maneuvering (both parade and field show/winter guard.)
2. Study and perform visual routines in relation to traditional marches and various musical literature.
3. Varied musical performances (civic events, parades, field shows and/or winter guard performances.)
4. Stretching and warm-up techniques.

F. Content Standards for Color Guard:

1. Subject Area Content Standards

The student will demonstrate an acceptable level of understanding of the following key concepts:

- a. Learn and execute color guard technique including angles, drop spins, double-time, tosses, etc.)
- b. Use of various equipment and props including tall flag, short flag, rifle/saber, banner/shield, etc.
- c. Dance movement and technique including lunges, jazz runs, etc.
- d. Visual realization of melodic line to coordination of elements.
- e. The correlation and execution between music and routines.
- f. Learn and execute accurate marching techniques including eight to five stride.
- g. Learn and demonstrate performance showmanship.
- h. Create a routine or portion of a routine to be used within a performance.
- i. Demonstrate knowledge of proper warm-up/stretching prior to rehearsal to include the following: leg and arm stretches, pushups, running, etc.
- j. Demonstrate knowledge of proper stretching, body placement, and warm-up techniques through a variety of warm-up sequences.

2. Preparation for the *High School Exit Exam*

- a. The California language arts standards for grades 9-10, which are to be assessed on the *High School Exit Exam*, will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

Reading:

Vocabulary and Concept Development

1.1 *Identify and use the literal and figurative meanings of words and understand word derivations*

Reading Comprehension

2.1 *Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.*

2.2 *Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.*

F. Content Standards for Color Guard: (Continued)

- b. The math content standards outlined below, which are adopted by the SBE and which will be assessed on the *High School Exit Exam*, will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

Number Sense:

2.2 Add and subtract fractions by using factoring to find common denominators.

Algebra and Functions

4.2 Solve multi-step problems involving rate, average speed, distance and time.

Mathematical Reasoning:

1.1 Analyze problems by identifying relationships

1.3 Determine when and how to break a problem into simpler parts.

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

3. **Workplace Skills**

Students will demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for this level of coursework:

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills

F. Content Standards for Color Guard: (Continued)

- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures:

The following is a list of techniques that may be used in assessing student progress and/or achievement:

1. Participation in performances/rehearsals
2. Class participation
3. Educator-designed tests
4. Educator observations
5. Marching and maneuvering exams