

PE - 233A - Beginning Pep Squad and Cheer

COURSE OUTLINE OF RECORD

VIII. General Course Information

Subject:*

PE

Course Number:* 233A

Descriptive Title:* Beginning Pep Squad and Cheer

Course Disciplines:*

Physical Education

Division:

Health Sciences and Athletics

Department:*

Physical Education

Catalog Description:*

This course is designed as an entry-level skill development for the aspiring cheerleaders who will perform choreographed sport-related cheers, dance and stunting routines. Synchronization of technical dance and gymnastic skills associated with cheerleading will be performed in class. Physical conditioning and spotting techniques will enhance skills and promote safety.

Note: Course offered fall semester only.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation:

high school varsity cheerleading experience or equivalent skill

Enrollment
Limitation:

Course Length: Full Term

Hours Lecture (per
week): 0

Hours Laboratory (per
week): 3

Outside Study Hours:* 0

Total Hours:* 54

Course Units:* 1

Grading Method:

Letter Grade only

Credit Status:

Credit, degree applicable

Transfer CSU: Yes
 No

Effective Date: Prior to July 1992

Transfer UC: Yes
 No

Effective Date: Fall 2018

General Education
ECC:

Area 5 - Health and Physical Education

Term:

Other: Approved

CSU GE:

Area E - Lifelong Understanding and Self-Development

Term:

Other: Approved

IGETC:

Term:

Other:

IX. Outcomes and Objectives

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1 Basic Cheer Motions

Students will demonstrate basic cheer motions with proper form jumps and performance skills.

SLO #2 Conditioning

Students will demonstrate improvements in muscular endurance and flexibility.

SLO #3 Routines

Students will identify and demonstrate appropriate half time routines, timeout cheers, and band dances.

B. Course Objectives (The major learning objectives for this course are listed below.)

Course Objectives:

1. Demonstrate choreographed sport related cheers.
2. Evaluate movement techniques through viewing of videotaped performances.
3. Identify appropriate cheers for sporting events that relate to the action flow of the game and fans.
4. Demonstrate safety factors relating to cheer, dancing and stunting.
5. Demonstrate conditioning exercises to enhance physical fitness relative to one's role and participation in cheerleading routines.

X. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

- I. Main Topic (3 hours, lecture)
 - A. Sub topics
 - B. Sub topics
 1. Super sub topic
 2. Super sub topic

Major Topics:

I. Choreograph Cheer Routines (12 hours, lab)

1. Arm and leg movements
2. Facial expression
3. Voice inflections
4. Synchronization
5. Sport related cheers

II. Choreograph Dance Routines (6 hours, lab)

1. Rhythmic eight count movements
2. Synchronization

III. Conditioning (8 hours, lab)

1. Cardiovascular
2. Strength training
3. Flexibility
4. Specificity of training

IV. Safety Techniques (8 hours, lab)

1. Spotting for gymnastic maneuvers
2. Fundamental gymnastic maneuvers

V. Skill Practice (20 hours, lab)

1. Cheer Routines
2. Dance Routines
3. Fundamental Stunting
4. Fundamental Gymnastics

Total Lecture Hours: 0

Total Laboratory Hours: 54

Total Hours: 54

XI. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation

3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Demonstrate to instructor a typical offensive cheer or dance routine utilizing appropriate arm motions, facials, voice inflections and synchronization during the cheer or dance move.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Students will demonstrate during class the specific training methods that correspond to the physical demands of the cheer or dance routine.

Critical Thinking Assignment 2: Choreograph and demonstrate to instructor the appropriate cheer and dance routine that meets the skill level of the individual participant or participants within the team.

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods:

If Other:

XII. Instructional Methods

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

Instructional Methods:

If other:

XIII. Work Outside of Class

Work Outside of Class

If Other:

XIV. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Up-To-Date Representative Textbooks:

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Alternative
Textbooks:

C. Required Supplementary Readings

Required
Supplementary
Readings:

D. Other Required Materials

Other Required
Materials: Pep squad uniform and accessories

XV. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite

Category

Requisite course:

Requisite and
Matching skill(s):
Bold the requisite
skill. List the
corresponding course
objective under each
skill(s).

B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and
Matching skill(s):
Bold the requisite
skill. List the
corresponding course
objective under each
skill(s). if applicable

C. Recommended Preparations (Course) (Skills with which a student’s ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite: high school varsity cheerleading experience or equivalent skill

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Sharon Collins-Heads

Date: 09/05/1989

Board Approval Date:

Last Board Approval Date:

Last Reviewed and/or Revised by: Le Valley Pattison

Date: 2/10/2020