

PE - 234AB - Pep Squad and Cheer Competition

COURSE OUTLINE OF RECORD

VIII. General Course Information

Subject:*

PE

Course Number:* 234AB

Descriptive Title:* Pep Squad and Cheer Competition

Course Disciplines:*

Coaching

Physical Education

Division:

Health Sciences and Athletics

Department:*

Athletics

Catalog Description:*

This cheerleading course is designed for preparation for intercollegiate competition against other community colleges. Students work on personal and team skill development and choreograph cheers, dance and stunting routines. Physical fitness is implemented to enhance competition routines and to reduce the risk of injury.

Note: Course offered spring semester only.

Conditions of Enrollment:

Prerequisite:

Physical Education 233 with a minimum grade of C or equivalent

Co-requisite:

Recommended

**Enrollment
Limitation:**

Course Length: Full Term

**Hours Lecture (per
week):** 0

**Hours Laboratory (per
week):** 3

Outside Study Hours:* 1

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 1995

**General Education
ECC:**

Term:

Other:

CSU GE:

Area E - Lifelong Understanding and Self-Development

Term: Fall 2009

Other:

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 Competitive Strategies

Identify offensive and defensive strategies as practiced within competitive situations.

SLO #3 Collaborative Work

Demonstrate collaborative work with partner team mates in competitive situations.

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

Course Objectives:

1. Choreograph and execute offensive, defensive and general cheers.
2. Evaluate movement techniques and group synchronization through viewing of videotaped performances.
3. Demonstrate safety factors relating to cheer, dancing and stunting.
4. Categorize stunts into levels best suited to meet the needs of team members.
5. Choreograph dance and gymnastic movements with cheer routines.
6. Create and perform competition routines.
7. Appraise team's cheerleading performance and formulate a plan for improvement.
8. Demonstrate physical conditioning exercises that correspond to one's physical needs related to their level of fitness and cheerleading role.
9. Analyze the physical demands and skill requirements of building a pyramid during a cheerleading routine.

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

Major Topics:

I. Choreograph Dance Routines (12 hours, lab)

1. Rhythm (eight counts)
2. Synchronization
3. Communication
4. Clean arm and leg motions
5. Facial expression

II. Safety Techniques (4 hours, lab)

1. Spotting for gymnastic maneuvers
2. Gymnastic maneuvers

III. Choreograph Cheer Routines (14 hours, lab)

1. Rhythm (eight counts)
2. Synchronization
3. Communication
4. Clean arm and leg motions
5. Facial expression
6. Voice inflection

IV. Stunting and Tumbling Skills (14 hours, lab)

1. Individual and partner stunts
2. Pyramid building
3. Back Tuck
4. Standing back hand springs

V. Physical Conditioning and Training (10 hours, lab)

1. Cardiovascular
2. Strength training
3. Flexibility
4. Agility and coordination
5. Specificity of training
6. Progression and intensity level

Total Lecture Hours: 0

Total Laboratory Hours: 54

Total Hours: 54

A. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Demonstrate in cheer competition, a two and one-half minute routine that exhibits advanced tumbling, choreograph dance, stunting, and pyramid building.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Analyze videotaped performances of other competitive groups, and verbally discuss with classmates and instructor their strengths and weakness in their routine.

Critical Thinking Assignment 2: Demonstrate to instructor the various levels of proper stunting technique and arrange those stunts in order of difficulty.

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: Competitions

XIII. Work Outside of Class

Work Outside of Class

If Other: Observation of or participation in an activity related to course content

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: 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: Physical Education-233

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

Students with knowledge and experience with choreographed sport related cheers and having fundamental dance and stunting ability coupled with physical fitness relative to cheerleading routines are more likely to succeed in the course.

Demonstrate knowledge, skills, and a level of physical fitness relative to an intermediate level of cheering, dance, tumbling, and stunts.

PE 233 - Demonstrate choreographed sport related cheers.

PE 233 - Identify appropriate cheers for sporting events that relate to the action flow of the game and fans.

PE 233 - Demonstrate safety factors relating to cheer, dancing and stunting.

PE 233 - Differentiate between beginning, intermediate, advanced and elite level stunts through students' knowledge of technical terms.

PE 233 - Demonstrate conditioning exercises to enhance physical fitness relative to one's role and participation in cheerleading routines

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:

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: 09/01/1989

Board Approval Date:

**Last Board Approval
Date:**

**Last Reviewed and/or
Revised by:** Le Valley Pattison

Date: 01/2020