

**Murrieta Valley Unified School District**  
**High School Course Outline**  
**December 2003**

**Department:** Physical Education  
**Course Title:** Spirit Squad I/Cheerleading  
**Course Number:** 2740  
**Grade Level:** 9-12  
**Length of Course:** 1 Year  
**Prerequisite:** Successful completion of one year of Physical Education and approval of teacher

**UC/CSU (A-F) Requirement:** E

**Course Description:** This course may be taken multiple times for credit.

**I. Goals**

The student will:

1. Develop an awareness of body alignment and balance, and increase strength, flexibility, and endurance.
2. Practice techniques of injury prevention including stretching exercises, warm-up, cool-down, nutrition, and rest.
3. Demonstrate correct dance techniques and execution of advanced choreographic fundamentals.
4. Demonstrate and perform dance and spirit squad as a method to communicate across cultures and compare dance and spirit squad styles from various historical periods and cultures.
5. Demonstrate a sense of relationship to surrounding space, combining spatial concepts with time and energy variables.
6. Choreograph and perform advanced dance sequences communicating personal feeling an idea through movement with originality, individual style and clarity.
7. Self analyze and peer evaluate advanced choreography and dance execution to improve performance.
8. Develop a positive sense of involvement in concentration on, and attention in movement, exploration, expressions and communication.

9. Recognize the skills learned and explored in Spirit Squad as lifelong physical fitness activities.

10. Develop a positive self-esteem through working cooperatively with others.

## **II. Outline of Content for Major Areas of Study**

### Semester I

#### A. Artistic Perception

1. Development of motor skills, technical expertise, and dance movements
  - a. Demonstrate refined physical coordination when performing movement phrases
  - b. Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent

#### B. Creative Expression

1. Application of choreographic principles and processes to creating dance
  - a. Identify and apply basic music elements (e.g. rhythm, meter, tempo, timbre) to construct and perform dances
2. Development of partner and group skills
  - a. Collaborate with peers in the development of choreography in groups (e.g. stunts, dance ensembles, cheering/chanting, etc.)
  - b. Teach movement patterns and phrases to peers

#### C. Connections, Relationships, Applications

1. Connections and applications across disciplines
  - a. Demonstrate effective use of technology for recording, analyzing, and creating dances/routines/cheers
  - b. Apply concepts from anatomy, physiology, and physics to the study and practice of dance/cheer techniques
2. Development of Life Skills and Career Competencies
  - a. Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits
  - b. Explain how participation in dance/cheer/spirit squad develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal

### Semester II

#### A. Artistic Perception

1. Development of motor skills, technical expertise, and dance movements
2. Demonstrate refined physical coordination when performing movement phrases

- a. Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent

**B. Creative Expression**

- 1. Application of choreographic principles and processes to creating dance
  - a. Identify and apply basic music elements (e.g. rhythm, meter, tempo, timbre) to construct and perform dance
- 2. Development of partner and group skills
  - a. Collaborate with peers in the development of choreography in groups (e.g. stunts, dance ensembles, cheering/chanting, etc.)
  - b. Teach movement patterns and phrases to peers

**C. Connections, Relationships, Applications**

- 1. Connections and applications across disciplines
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**D. Accountability Determinants**

- a. Teacher-generated tests
- b. District-wide writing samples
- c. Department common finals
- d. State-mandated tests
- e. Daily work assessments
- f. Projects and presentations

**E. Required Materials:**

Sound System

Uniforms

Props

Teacher- and student-selected music