



California Subject Examinations for Teachers®

TEST GUIDE

MULTIPLE SUBJECTS SUBTEST III

Subtest Description

This document contains the Multiple Subjects content specifications arranged according to the domains covered by Subtest III of CSET: Multiple Subjects. In parentheses after each named domain is the CCTC-assigned domain code from the Multiple Subjects content specifications.

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CS-TG-SD103X-01

California Subject Examinations for Teachers (CSET®)

Multiple Subjects
Subtest III: Physical Education; Human Development;
Visual and Performing Arts

CONTENT SPECIFICATIONS IN PHYSICAL EDUCATION

Part I: Content Domains for
Subject Matter Understanding and Skill in
Physical Education

0001 Movement Skills and Movement Knowledge (SMR Domain 1)

- 1.1 Basic Movement Skills.** Candidates for Multiple Subject Teaching Credentials can identify movement concepts including body awareness, space awareness, and movement exploration. They can list locomotor skills such as skipping, nonlocomotor skills such as static balancing, and object manipulation such as catching. They can recognize basic concepts of biomechanics that affect movement, such as how the body moves and how such movement is influenced by gravity, friction, and the laws of motion. They can describe critical elements of basic movement skills, such as stepping in opposition when throwing and/or following through when kicking a ball.
- 1.2 Exercise Physiology: Health and Physical Fitness.** Candidates for Multiple Subject Teaching Credentials can identify health and fitness benefits and associated risks, supporting a physically active lifestyle, related to safety and medical factors (e.g., asthma, diabetes). They recognize exercise principles such as frequency, intensity, and time to select activities that promote physical fitness. They can describe physical fitness components, such as flexibility, muscular strength and endurance, cardiorespiratory endurance, and body composition, which are included in comprehensive personal fitness development programs.
- 1.3 Movement Forms: Content Areas.** Candidates for Multiple Subject Teaching Credentials know a variety of traditional and nontraditional games, sports, dance, and other physical activities. They are able to cite basic rules and social etiquette for physical activities. They can select activities for their potential to include all students regardless of gender, race, culture, religion, abilities, or disabilities. They integrate activities with other content areas, such as math and science.

MULTIPLE SUBJECTS
SUBTEST III: PHYSICAL EDUCATION; HUMAN DEVELOPMENT; VISUAL AND PERFORMING ARTS

0002 Self-Image and Personal Development (SMR Domain 2)

- 2.1 Physical Growth and Development.** Candidates for Multiple Subject Teaching Credentials identify the sequential development of fine and gross motor skills in children and young adolescents. They describe the influence of growth spurts (changes in height and weight) and body type on movement and coordination. They recognize the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and general well-being.
- 2.2 Self-Image.** Candidates for Multiple Subject Teaching Credentials describe the role of physical activity in the development of a positive self-image, and how psychological skills such as goal setting are selected to promote lifelong participation in physical activity.

0003 Social Development (SMR Domain 3)

- 3.1 Social Aspects of Physical Education.** Candidates for Multiple Subject Teaching Credentials recognize individual differences such as gender, race, culture, ability, or disability. They describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages. They list activities to provide opportunities for enjoyment, self-expression, and communication.
- 3.2 Cultural and Historical Aspects of Movement Forms.** Candidates for Multiple Subject Teaching Credentials understand the significance of cultural and historical influences on games, sports, dance, and other physical activities.

Part II: Subject Matter Skills and Abilities
Applicable to the Content Domains in Physical Education

Candidates for Multiple Subject Teaching Credentials understand the key factors in the development, analysis, and assessment of basic motor skills. They understand how to structure lessons to promote maximum participation, inclusion, and engagement in a variety of traditional and nontraditional games, sports, dance, and other physical activities. Candidates select lessons and activities based on factors such as the developmental levels of students and individual differences. They can design appropriate exercise programs and activities based on physical fitness concepts and applications that encourage physically active lifestyles. They analyze the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and well being, and can design activities to provide opportunities for enjoyment, self-expression, and communication. Candidates create cooperative and competitive movement activities that require personal and social responsibility. They understand the significance of cultural and historical influences on games, sports, dance, and other physical activities.

CONTENT SPECIFICATIONS IN HUMAN DEVELOPMENT

Part I: Content Domains for Subject Matter Understanding and Skill in Human Development

0004 Cognitive Development from Birth Through Adolescence (SMR Domain 1)

- 1.1 Cognitive Development.** Candidates for Multiple Subject Teaching Credentials define basic concepts of cognitive and moral development (e.g., reasoning, symbol manipulation, and problem solving). They identify stages in cognitive and language development and use them to describe the development of individuals, including persons with special needs. Candidates identify characteristics of play and their influence on cognitive development. They recognize different perspectives on intelligence (i.e., concepts of multiple intelligences) and their implications for identifying and describing individual differences in cognitive development.

0005 Social and Physical Development from Birth Through Adolescence (SMR Domain 2)

- 2.1 Social Development.** Candidates for Multiple Subject Teaching Credentials define concepts related to the development of personality and temperament (e.g., attachment, self-concept, autonomy, identity). They describe the social development of children and young adolescents, including persons with special needs. They identify characteristics of play and their impact on social development, and they describe influences on the development of prosocial behavior.
- 2.2 Physical Development.** Candidates describe the scope of physical development at different ages. They identify individual differences in physical development, including the development of persons with special needs.

0006 Influences on Development from Birth Through Adolescence (SMR Domain 3)

- 3.1 Influences on Development.** Candidates for Multiple Subject Teaching Credentials identify potential impacts on the development of children and young adolescents from genetic or organic causes, sociocultural factors (e.g., family, race, cultural perspective), socioeconomic factors (e.g., poverty, class), and sex and gender. They also identify sources of possible abuse and neglect (e.g., physical, emotional and substance abuse and neglect) and describe their impact on development.

MULTIPLE SUBJECTS
SUBTEST III: PHYSICAL EDUCATION; HUMAN DEVELOPMENT; VISUAL AND PERFORMING ARTS

Part II: Subject Matter Skills and Abilities
Applicable to the Content Domains in Human Development

Candidates for Multiple Subject Teaching Credentials apply knowledge of cognitive, social and physical development to understanding differences between individual children. They interpret similarities and differences in children's behavior with reference to concepts of human development. They use developmental concepts and principles to explain children's behavior (as described anecdotally or viewed in naturalistic settings, on videotape, etc.).

CONTENT SPECIFICATIONS IN VISUAL AND PERFORMING ARTS

Part I: Content Domains for
Subject Matter Understanding and Skill in
Visual and Performing Arts

In the visual and performing arts, candidates for the Multiple Subject Teaching Credential identify the components of the *State Curriculum Framework* and the strands of the *California Student Academic Content Standards* in the Visual and Performing Arts:

1. Artistic Perception - processing sensory information
2. Creative Expression - producing works in the arts
3. Historical and Cultural Context - the time and place of creation of works of art
4. Aesthetic Valuing - pursuing meaning in the arts
5. Connections, Relationships, Applications

0007 Dance (SMR Domain 1)

Candidates for Multiple Subject Teaching Credentials identify the components and strands of dance education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency with the elements of dance such as space, time, levels, and force/energy. They use basic techniques to create dance/movement with children.

Candidates, while grounded in the elements of dance, are able to identify and explain styles of dance from a variety of times, places, and cultures. They are able to make judgments about dance works based on the elements of dance.

MULTIPLE SUBJECTS
SUBTEST III: PHYSICAL EDUCATION; HUMAN DEVELOPMENT; VISUAL AND PERFORMING ARTS

0008 Music (SMR Domain 2)

Candidates for Multiple Subject Teaching Credentials understand the components and strands of music education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency with the elements of music such as pitch, rhythm, and timbre and music concepts, including music notation. They use basic techniques to create vocal and instrumental music with children.

Candidates are able to identify and explain styles and types of music and instruments from a variety of times, places, and cultures. They are able to make judgments about musical works based on the elements and concepts of music.

0009 Theatre (SMR Domain 3)

Candidates for Multiple Subject Teaching Credentials identify the components and strands of theatre education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency in acting, directing, design, and scriptwriting (plot and action). They can apply these elements and principles in order to create dramatic activities with children including improvisation and character development.

Candidates are able to identify and explain styles of theatre from a variety of times, places, and cultures. They are able to make judgments about dramatic works based on the elements of theatre.

0010 Visual Art (SMR Domain 4)

Candidates for Multiple Subject Teaching Credentials identify the components and strands of visual arts education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency with the principles of art such as balance, repetition, contrast, emphasis, and unity and are able to explain how works of art are organized in terms of line, color, value, space, texture, shape, and form.

Candidates are able to identify and explain styles of visual arts from a variety of times, places, and cultures. They interpret works of art to derive meaning and are able to make judgments based on the principles of art as they are used to organize line, color, value, space, texture, shape, and form in works of art.

Part II: Subject Matter Skills and Abilities
Applicable to the Content Domains in the Visual and Performing Arts

- (A) Candidates for Multiple Subject Teaching Credentials are able to make informed judgments about the quality of works in the arts based on the elements, principles, and/or concepts of the art form. They develop criteria for their judgments and justify their interpretations with plausible reasoning.
- (B) Candidates analyze the components and strands of the *Visual and Performing Arts Framework and Student Academic Content Standards*, and examine the connections among them.
- (C) Candidates consider the origins, meaning, and significance of works in the visual and performing arts; raise questions that have been asked by people, past and present; and determine how their responses have varied in significant ways over the years.
- (D) Candidates are able to consider, weigh, and express ideas about aesthetic issues in the visual and performing arts.