



# California Subject Examinations for Teachers®

## TEST GUIDE

### PHYSICAL EDUCATION SUBTEST III

#### Subtest Description

This document contains the Physical Education subject matter requirements arranged according to the domains covered by Subtest III of CSET: Physical Education. In parentheses after each named domain is the domain code from the Physical Education subject matter requirements.

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CS-TG-SD131X-01

**Physical Education**  
**Subtest III: Professional Foundations; Integration of Concepts**

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

**PROFESSIONAL FOUNDATIONS (SMR Domain 1)**

Candidates demonstrate an understanding of the philosophical, historical, and legal/ethical foundations of physical education. To plan and implement programs that are aligned with the approved Physical Education Framework or other approved state documents and the Challenge Standards for Student Success: Physical Education (1998), candidates must have a broad and deep understanding of issues that affect the field, of the professional responsibilities of physical educators, and of the past and present philosophies of physical education and their impact on contemporary programs.

**0001 Philosophies of Physical Education (SMR 1.1)**

- a. Demonstrate knowledge of past and present philosophies of physical education and their impact on the goals, scope, and components of physical education programs.
- b. Demonstrate an understanding of the organization, purposes, and goals of contemporary physical education programs.

**0002 Historical Development (SMR 1.2)**

Demonstrate knowledge of the historical development of physical education, including contributions of noteworthy physical educators of various backgrounds, races, ethnicities, genders, and national origins.

**0003 Current Research, Trends, and Issues (SMR 1.3)**

Analyze current research, trends, and issues that affect physical education (e.g., inclusion, lifelong fitness, the sharp increase in obesity-related diseases among U.S. youth) and their impact on physical education programs and goals.

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**0004 Legal and Ethical Issues (SMR 1.4)**

Demonstrate an understanding of legal and ethical issues in physical education, such as those related to supervision, liability, confidentiality, equity, disability, and diversity.

**0005 Interrelationships of the Subdisciplines of Kinesiology (SMR 1.5)**

Demonstrate an understanding of the interrelationships of the subdisciplines of kinesiology.

**0006 Professional Responsibilities, Organizations, and Resources (SMR 1.6)**

- a. Demonstrate knowledge of professional responsibilities, organizations, and resources that support physical education (e.g., AAHPERD, American College of Sports Medicine, National Council for the Exceptional Individual).
- b. Demonstrate knowledge of current state and national standards for physical education.

**0007 Relationship Between Human Movement Activities and Values (SMR 1.7)**

- a. Demonstrate an understanding of human movement activities as instruments for maintaining traditional values and/or for examining and changing traditional values.
- b. Analyze the role of physical education in promoting equity for diverse groups.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1,2, 3, and 7. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 4, 7, 8, and 9.)

**INTEGRATION OF CONCEPTS (SMR Domain 7)**

Candidates must demonstrate an understanding of the integration of themes and concepts in physical education and the interrelationships between physical education and other subject areas in order to create effective learning environments and experiences that provide students with opportunities to achieve the goals contained in the Challenge Standards for Student Success: Physical Education (1998).

**0008 Interpretation and Application of the Subdisciplines of Kinesiology (SMR 7.1)**

Interpret and apply knowledge of the subdisciplines of kinesiology to facilitate student skill acquisition and performance.

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**0009 Selecting, Adapting, and Modifying Activities (SMR 7.2)**

Use developmental information to appropriately select, adapt, and modify sports and games based on goals, skill levels, individual needs, and disabilities.

**0010 Developmental Progressions (SMR 7.3)**

Demonstrate knowledge of appropriate developmental progressions within and between individual movement skills.

**0011 Learning Concepts and Principles (SMR 7.4)**

Use concepts and principles of learning to analyze observed individual differences.

**0012 Connections Between Physical Education and Other Disciplines (SMR 7.5)**

Demonstrate knowledge of connections between physical education and other subject areas such as life and physical sciences, social science, health, mathematics, language arts, and visual and performing arts.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 2, 3, 4, 6, and 7. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 5, 7, 9, 10, and 11.)

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

Candidates apply knowledge of the theoretical and scientific bases of human movement to design, select, and modify physical activities that reflect students' developmental characteristics and individual differences. They draw upon knowledge of the subdisciplines of kinesiology to ensure that students are able to participate safely and effectively in physical education activities designed to develop and enhance their movement skills and movement knowledge.

Candidates understand significant factors and influences in developing, analyzing, and assessing basic motor skills. They know how to structure developmentally appropriate activities to promote maximum participation, inclusion, and active engagement in a wide range of movement forms, including traditional and nontraditional games, sports, dance, and fitness activities. They select and create cooperative and competitive activities that promote trust building, problem solving, collaboration, leadership, and strategic planning. They design fitness programs and recommend exercises and activities that are based on sound physiological and fitness training principles. Candidates understand the short-term and long-term benefits of a healthy, active lifestyle and know how to demonstrate and communicate these benefits to students.

Candidates apply knowledge of the sociological, psychological, philosophical, historical, and cultural dimensions of physical education to select and develop activities and approaches that promote students' development of positive personal and social behaviors, including social interaction and communication skills. They are aware of the role of movement activities in helping participants develop a sense of individual identity and group member identity. Candidates use knowledge of historical and cultural influences on games, sports, dance, and other physical activities to enhance student awareness and appreciation of cultural and artistic diversity, the role of movement in society, and the use of physical activity for enjoyment and self-expression. They recognize the importance of inclusion, fair play, and etiquette, as well as respect and consideration for self and others. Candidates understand that many factors influence an individual's activity choices and carefully evaluate the appropriateness of activities in terms of participants' age and developmental levels, motor proficiency, gender, cultural background, and physical strengths and limitations. Candidates apply knowledge of student development and learning to select activities and approaches that help students experience the benefits of individual challenges and successes, and they use principles of learning and motivation to spark students' interest in physical activity and their desire to engage in lifelong physical activity.

Candidates use their knowledge of assessment principles and procedures to collect, analyze, interpret, and summarize assessment data. They know physical fitness testing principles, technologies, and techniques and are prepared to administer the state-mandated physical fitness assessment. Candidates are able to interpret and communicate test results, performance profiles, and other types of assessment information in a meaningful and sensitive way.

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Candidates understand connections among the subdisciplines of kinesiology, as well as connections between physical education and other subject areas and use this understanding to provide learning activities that promote student skill acquisition and performance. Candidates select, adapt, and modify activities based on program goals, individual differences, and individual needs so that all students have an opportunity to develop their understanding and application of movement skills and concepts and to use this knowledge in exploring other academic and life skills areas.