



California Subject Examinations for Teachers®

TEST GUIDE

PHYSICAL EDUCATION General Examination Information

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CS-TG-PEXXGI-02

Test Structure for CSET: Physical Education

CSET: Physical Education consists of three separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

The structure of the examination is shown in the table below.

CSET: Physical Education			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
I	Growth, Motor Development, and Motor Learning	20	1 short (focused)
	The Science of Human Movement	20	1 short (focused)
	Subtest Total	40	2 short (focused)
II	The Sociology and Psychology of Human Movement	10	1 short (focused)
	Movement Concepts and Forms	24	1 short (focused)
	Assessment and Evaluation Principles	6	none
	Subtest Total	40	2 short (focused)
III	Professional Foundations	16	none
	Integration of Concepts	24	1 extended
	Subtest Total	40	1 extended

Annotated List of Resources for CSET: Physical Education

This list identifies some resources that may help candidates prepare to take CSET: Physical Education. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. When available, a brief summary is provided for the reference cited. Resources are organized alphabetically and by content domain in subtest order.

Growth, Motor Development, and Motor Learning

Colvin, A. Vonnie; Markos, Nancy J.; and Walker, Pamela. (2000). *Teaching the Nuts and Bolts of Physical Education: Building Basic Movement Skills*. Champaign, IL: Human Kinetics.

Provides foundational content knowledge in locomotor and manipulative skills. Topics include rolling, throwing, catching, passing, dribbling, striking, and kicking and punting.

Fronske, H. (2001). *Teaching Cues for Sports Skills* (2nd edition). San Francisco, CA: Pearson/Cummings.

Designed to provide verbal teaching cues and alternate teaching cues and point out common errors in a variety of sports.

Graham, George. (1992). *Teaching Children Physical Education: Becoming a Master Teacher*. Champaign, IL: Human Kinetics.

Includes the skills and techniques that successful teachers use to make their classes more interesting and developmentally appropriate. A reference for K–5 teachers and physical education department chairs and administrators.

Lawson, H. A. (1984). *Invitation to Physical Education*. Champaign, IL: Human Kinetics.

Shows students and practitioners how to apply basic business management principles to a variety of health promotion programs.

Pangrazi, Robert. (2004). *Dynamic Physical Education for Elementary School Children* (14th edition). San Francisco, CA: Pearson/Cummings.

Provides step-by-step techniques for teaching physical education while navigating through today's challenging educational terrain.

Powers, S. K., and Howley, E. T. (2003). *Exercise Physiology* (5th edition). New York, NY: McGraw Hill.

Explains theory of exercise science and physical education with application and performance models to increase understanding of classroom learning.

Schmidt, R. A., and Lee, T. D. (1999). *Motor Control and Learning: A Behavioral Emphasis* (3rd edition). Champaign, IL: Human Kinetics.

Addresses many factors that affect the quality of movement behaviors and the ease with which they can be learned.

Sherrill, C. (1998). *Adapted Physical Activity, Recreation and Sport: Cross-disciplinary and Lifespan* (5th edition). Dubuque, IA: WCB McGraw Hill.

Emphasizes attitude change, inclusion, and psychosocial perspectives for understanding individual differences.

Siedentop, D. (1994). *Sport Education*. Champaign, IL: Human Kinetics.

Shows how sport can help students learn fair play, leadership skills, and self-responsibility, in addition to becoming competent players. Also shows physical educators how to implement effective sport education programs to achieve these goals.

Summers, J. J. (1992). *Approaches to the Study of Motor Control and Learning*. Amsterdam: Elsevier Science.

Provides analysis of research with particular emphasis on the methods and paradigms employed and the future direction of their work.

Thomas, Katherine, et al. (2003). *Physical Education Methods for Elementary Teachers*. Champaign, IL: Human Kinetics.

Takes a research approach and offers a user-friendly technique to applicable teaching modalities for physical education for grades K–8.

Winnick, J. P. (2000). *Adapted Physical Education and Sport* (3rd edition). Champaign, IL: Human Kinetics.

Provides a thorough introduction for students preparing to work with individuals with disabilities in a variety of settings.

The Science of Human Movement

Birrell, S., and Cole, C. L. (1994). *Women, Sport, and Culture*. Champaign, IL: Human Kinetics.

A collection of essays that examine the relationship between sport and gender.

Grantham, W. C.; Patton, R. W.; Winick, M. L.; and York, T. D. (1998). *Health Fitness Management*. Champaign, IL: Human Kinetics.

Brings conventional business management principles and operational guidelines to the unconventional business of health and fitness.

Hall, S. (2003). *Basic Biomechanics*. Boston, MA: McGraw-Hill.

Hamill, J., and Knutzen, K. (1995). *Biomechanical Basis of Human Movement*. Hagerstown, MD: Lippincott, Williams & Wilkins.

Integrates aspects of functional anatomy, physics, calculus, and physiology into a comprehensive discussion of human movement.

Hopper, Chris; Fisher, Bruce; and Muniz, Kathy. (1997). *Health-Related Fitness: Grades 1–2, 3–4, 5–6*. Champaign, IL: Human Kinetics.

These three books provide a wealth of health and fitness information and can be a resource for classroom teachers with limited backgrounds in physical education.

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Shows students and practitioners how to apply basic business management principles to a variety of health promotion programs.

Nieman, D. C. (2003). *Exercise Testing and Prescription* (5th edition). New York, NY: McGraw Hill.

Provides coverage of fitness assessment concepts, hands-on prescription applications, and a thorough preparation for ACSM certification exams.

O'Donnell, M. P., and Harris, J. S. (1994). *Health Promotion in the Workplace* (2nd edition). Albany, NY: Delmar.

Presents a framework for studying workplace health promotion and reviews significant work in the field over the last decade.

Sheehan, G. (1978). *Running and Being: The Total Experience*. New York, NY: Warner Books.

Includes specific chapters on playing, learning, and running.

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion. (1996). *Physical Activity and Health: A Report of the Surgeon General*. Atlanta, GA: Centers for Disease Control and Prevention.

Reports on the health and activity level of the nation. Identifies the effect of physical activity on health and disease, as well as trends and patterns in U.S. adults.

Weinberg, R. S., and Gould, D. (2003). *Foundations of Sport and Exercise Psychology*. Champaign, IL: Human Kinetics.

A beginning text for students in physical education and psychology.

Wikgren, Scott (Ed.). (1999). *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*. Champaign, IL: Human Kinetics.

This book presents a framework for implementing health-related fitness education. It is useful for students preparing for careers in physical education as well as for veteran teachers.

Wilmore, J. H., and Costill, D. L. (1999). *Physiology of Sport and Exercise* (2nd edition). Champaign, IL: Human Kinetics.

A textbook for an undergraduate or a graduate course, emphasizing how the body responds to the high physiological demands of physical activity.

The Sociology and Psychology of Human Movement

Coakley, J. J. (1998). *Sport in Society: Issues and Controversies*. Boston, MA: Irwin McGraw-Hill.

Discusses the role of sport in society, encourages discussion of current sports-related controversies, and helps students develop critical-thinking skills.

Eitzen, D. S., and Sage, G. H. (1997). *Sociology of North American Sport*. Madison, WI: Brown and Benchmark.

A sociological, analytical, and critical text focusing on the role of sport in U.S. and Canadian societies.

Fraleigh, W. P. (1984). *Right Actions in Sports: Ethics for Contestants*. Champaign, IL: Human Kinetics.

A guide for ethical behavior in sports contestants. Good for anyone concerned with ethics in sport.

Gerber, E. W. (1971). *Innovators and Institutions in Physical Education*. Philadelphia, PA: Lea & Febiger.

A collection of biographies on key figures in physical education.

Gorn, E., and Goldstein, W. (1993). *A Brief History of American Sports*. New York, NY: Hill & Wang.

The origins of our games and pastimes, how they developed, and what they have meant to Americans.

Graham, George. (1992). *Teaching Children Physical Education: Becoming a Master Teacher*. Champaign, IL: Human Kinetics.

Includes the skills and techniques that successful teachers use to make their classes more interesting and developmentally appropriate. A reference for K–5 teachers and physical education department chairs and administrators.

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Brings conventional business management principles and operational guidelines to the unconventional business of health and fitness.

Hellison, D. (1995). *Teaching Responsibility Through Physical Activity*. Champaign, IL: Human Kinetics.

This text guides teachers in using physical activity to foster personal and social responsibility.

Horn, T. S. (2002). *Advances in Sport Psychology* (2nd edition). Champaign, IL: Human Kinetics.

Gives a comprehensive and up-to-date review of the major trends in sport psychology.

Kretchmar, R. S. (1994). *Practical Philosophy of Sport*. Champaign, IL: Human Kinetics.

A guide to help students and professionals develop a personal philosophy of sport.

Mechikoff, R. A., and Estes, S. G. (2002). *A History and Philosophy of Sport and Physical Education*. Boston, MA: McGraw Hill.

Explains how play, games, sport, and physical education evolved in western civilization.

Morgan, W. J., and Meier, K. V. (1995). *Philosophic Inquiry in Sport*. Champaign, IL: Human Kinetics.

This text is geared for upper-division undergraduate and graduate students and covers a variety of sport philosophy issues.

Pangrazi, Robert. (2004). *Dynamic Physical Education for Elementary School Children* (14th edition). San Francisco, CA: Pearson/Cummings.

Provides step-by-step techniques for teaching physical education while navigating through today's challenging educational terrain.

Rader, B. G. (1990). *American Sports: From the Age of Folk Games to the Age of Televised Sports*. Englewood Cliffs, NJ: Prentice Hall.

An analytic history of American sports from the colonial era to the present.

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Shows how sport can help students learn fair play, leadership skills, and self-responsibility, in addition to becoming competent players. Also shows physical educators how to implement effective sport education programs to achieve these goals.

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Reports on the health and activity level of the nation. Identifies the effect of physical activity on health and disease, as well as trends and patterns in U.S. adults.

Vanderwerken, D. L., and Wertz, S. (1995). *Sport Inside Out*. Fort Worth, TX: Christian University Press.

This text addresses sports philosophy and provides a good literary criticism of general recreation.

Wikgren, Scott (Ed.). (1999). *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*. Champaign, IL: Human Kinetics.

This book presents a framework for implementing health-related fitness education. It is useful for students preparing for careers in physical education as well as for veteran teachers.

Williams, J. M. (1998). *Applied Sport Psychology: From Personal Growth to Peak Performance*. Mountain View, CA: Mayfield.

Strategies and techniques designed to help future coaches and sport psychologists cultivate peak performances through recent advances in sport psychology.

Wilmore, J. H., and Costill, D. L. (1999). *Physiology of Sport and Exercise* (2nd edition). Champaign, IL: Human Kinetics.

A textbook for an undergraduate or a graduate course, emphasizing how the body responds to the high physiological demands of physical activity.

Movement Concepts and Forms

Birrell, S., and Cole, C. L. (1994). *Women, Sport, and Culture*. Champaign, IL: Human Kinetics.

A collection of essays that examine the relationship between sport and gender.

Colvin, A. Vonnie; Markos, Nancy J.; and Walker, Pamela. (2000). *Teaching the Nuts and Bolts of Physical Education: Building Basic Movement Skills*. Champaign, IL: Human Kinetics.

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This text provides an in-depth approach to the theory base of physical education. A great reference for skill analysis and lesson creation, applicable to grades K–12.

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Assessment and Evaluation Principles

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Professional Foundations

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A collection of essays that examine the relationship between sport and gender.

California Department of Education. (1994). *Physical Education Framework*. Sacramento, CA: California Department of Education.

Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board. Can be found at <http://www.cde.ca.gov/cfir/index.aspl>.

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Brings conventional business management principles and operational guidelines to the unconventional business of health and fitness.

Hellison, D. (1995). *Teaching Responsibility Through Physical Activity*. Champaign, IL: Human Kinetics.

This text guides teachers in using physical activity to foster personal and social responsibility.

Hoffman, S. J., and Harris, J. C. (Eds.). (2000). *Introduction to Kinesiology: Studying Physical Activity*. Champaign, IL: Human Kinetics.

An introductory text for undergraduate students of the study of physical activity.

Hopper, Chris; Fisher, Bruce; and Muniz, Kathy. (1997). *Health-Related Fitness: Grades 1–2, 3–4, 5–6*. Champaign, IL: Human Kinetics.

These three books provide a wealth of health and fitness information and can be a resource for classroom teachers with limited backgrounds in physical education.

Kretchmar, R. S. (1994). *Practical Philosophy of Sport*. Champaign, IL: Human Kinetics.

A guide to help students and professionals develop a personal philosophy of sport.

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Rader, B. G. (1990). *American Sports: From the Age of Folk Games to the Age of Televised Sports*. Englewood Cliffs, NJ: Prentice Hall.

An analytic history of American sports from the colonial era to the present.

Ryan, T. (1986) *Wellness, Spirituality and Sport*. New York, NY: St. Paulist Press.

Examines the idea of wellness extending beyond just physical health.

Siedentop, D. (1994). *Sport Education*. Champaign, IL: Human Kinetics.

Shows how sport can help students learn fair play, leadership skills, and self-responsibility, in addition to becoming competent players. Also shows physical educators how to implement effective sport education programs to achieve these goals.

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Vanderwerken, D. L., and Wertz, S. (1995). *Sport Inside Out*. Fort Worth, TX: Christian University Press.

This text addresses sports philosophy and provides a good literary criticism of general recreation.

Wilson, B. R., and Glaros, T. E. (1994). *Managing Health Promotion Programs*. Champaign, IL: Human Kinetics.

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Explains how play, games, sport, and physical education evolved in western civilization.

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Summers, J. J. (1992). *Approaches to the Study of Motor Control and Learning*. Amsterdam: Elsevier Science.

Provides analysis of research with particular emphasis on the methods and paradigms employed and the future direction of their work.

Swanson, R. A., and Spears, B. (1995). *History of Sport and Physical Education in the United States*. Madison, WI: Brown & Benchmark.

A history of the study of sport and physical education.

Thomas, Katherine, et al. (2003). *Physical Education Methods for Elementary Teachers*. Champaign, IL: Human Kinetics.

Takes a research approach and offers a user-friendly technique to applicable teaching modalities for physical education for grades K–8.

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Strategies and techniques designed to help future coaches and sport psychologists cultivate peak performances through recent advances in sport psychology.

Winnick, J. P. (2000). *Adapted Physical Education and Sport* (3rd edition). Champaign, IL: Human Kinetics.

Provides a thorough introduction for students preparing to work with individuals with disabilities in a variety of settings.

Other Resources of Interest

Carr, G. (2004). *Sport Mechanics for Coaches* (2nd edition). Champaign, IL: Human Kinetics.

Carron, A.; Hasenblas, H.; and Estabrooks, P. (2003). *The Psychology of Physical Activity*. Boston, MA: McGraw-Hill.

Corbin, C.; Welk, G.; Corbin, W.; and Welk, K. (2005). *Concepts of Physical Fitness: Active Lifestyles for Wellness* (12th edition). Boston, MA: McGraw-Hill.

Haywood, K., and Getchell, N. (2001). *Lifespan Motor Development* (3rd edition). Champaign, IL: Human Kinetics.

McGill, R. (2004). *Motor Learning* (7th edition). Boston, MA: McGraw-Hill.

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