



# California Subject Examinations for Teachers®

## TEST GUIDE

### MULTIPLE SUBJECTS SUBTEST III (Test Code 225)

### 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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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.

**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**

**0007 Dance (SMR Domain 1)**

- 1.1 Movement.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of movement, including exploring movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences). They demonstrate knowledge of the use of movement to guide the improvisation of a dance phrase with a beginning, a middle, and a clear end. They demonstrate knowledge of choreographic devices (e.g., use of space, time/tempo, repetition, energy) to create simple movement patterns. [1.DA:Cr1a/b–6.DA:Cr1a/b, 2.DA:Cr2, 3.DA:Cr2, 1.DA:Cr3–6.DA:Cr3, 1.DA:Pr4a/b–6.DA:Pr4a/b, 1.DA:Pr5a/b/c–6.DA:Pr5a/b/c, 1.DA:Pr6a/b–6.DA:Pr6a/b]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Dance [2018]: CREATING—Anchor Standards 1, 3; PERFORMING—Anchor Standards 4, 5, 6)*

- 1.2 Technical Skills.** Candidates for Multiple Subject Teaching Credentials recognize and identify technical dance skills (e.g., coordination, balance, kinesthetic awareness, spatial relationships, rhythm, tempo). [1.DA:Pr4a/b–6.DA:Pr4a/b, 1.DA:Pr5a/b/c–6.DA:Pr5a/b/c]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Dance [2018]: CREATING—Anchor Standards 2, 3; PERFORMING—Anchor Standards 4, 5, 6)*

## MULTIPLE SUBJECTS

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

- 1.3** **Analysis.** Candidates for Multiple Subject Teaching Credentials perceive and analyze dance, interpret its intent and meaning, and apply criteria to evaluate individual dance works. They demonstrate knowledge of a broad range of regional, community, and cultural styles and genres connected to historical contexts. [1.DA:Re7b–6.DA:Re7b, 1.DA:Re8–6.DA:Re8, 1.DA:Re9–6.DA:Re9, 1.DA:Cn10a/b–6.DA:Cn10a/b, 1.DA:Cn11–6.DA:Cn11]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Dance [2018]: RESPONDING—Anchor Standards 7, 8, 9; CONNECTING—Anchor Standards 10, 11)*

#### 0008 Music (SMR Domain 2)

- 2.1** **Elements of Music.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of elements of music (e.g., pitch, rhythm, harmony). They demonstrate knowledge of how to improvise rhythmic and melodic ideas and describe connections to a specific purpose and context. They demonstrate knowledge of how to perform or create musical ideas within a given tonality and/or meter. [1.MU:Cr1a/b–6.MU:Cr1a/b, 3.MU:Cr2a–8.MU:Cr2a, 1.MU:Pr6a/b–6.MU:Pr6a/b, 1.MU:Re7.2–6.MU:Re7.2]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Music [2018]: CREATING—Anchor Standard 1; PERFORMING—Anchor Standards 4, 6; RESPONDING—Anchor Standard 7)*

- 2.2** **Musical Ideas and Connections.** Candidates for Multiple Subject Teaching Credentials use prior knowledge and experiences to develop new musical ideas. They analyze and explain connections between music and varied societal, cultural, and historical contexts when creating, performing, and responding to music. [1.MU:Cr2a/b–6.MU:Cr2a/b, 1.MU:Cr3.1–6.MU:Cr3.1, 1.MU:Pr4.2a/b, 2.MU:Pr4.2a/b, 3.MU:Pr4.2a/b/c–6.MU:Pr4.2a/b/c, 1.MU:Cn10–6.MU:Cn10, 1.MU:Cn11–6.MU:Cn11]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Music [2018]: CREATING—Anchor Standards 2, 3; PERFORMING—Anchor Standards 4, 6; CONNECTING—Anchor Standards 10, 11)*

- 2.3** **Selecting Music.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of what influences the selection and creation of musical works as determined by personal influence, interests, and experiences, for various purposes. [1.MU:Cr3.2–6.MU:Cr3.2, 1.MU:Pr4.1–6.MU:Pr4.1, 1.MU:Pr5–6.MU:Pr5, 1.MU:Re7.1–6.MU:Re7.1, 1.MU:Re8–6.MU:Re8, 1.MU:Re9–6.MU:Re9]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Music [2018]: CREATING—Anchor Standard 3; PERFORMING—Anchor Standards 4, 5, 6; RESPONDING—Anchor Standards 7, 8, 9)*

## MULTIPLE SUBJECTS

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

#### 0009 Theatre (SMR Domain 3)

- 3.1 Creating a Story.** Candidates for Multiple Subject Teaching Credentials demonstrate understanding of dramatic play or guided drama experience, including identifying potential choices characters could make. They demonstrate knowledge of ways that voice and gestures are used to create or retell a story, and they are able to suggest design ideas that support the story and given circumstances in a drama/theatre work. They are familiar with elements of technical theatre and design and how these affect the staging and performance of a given work. [1.TH:Cr1a/b/c–6.TH:Cr1a/b/c, 1.TH:Cr2a/b–6.TH:Cr2a/b, 1.TH:Cr3a/b/c–6.TH:Cr3a/b/c, 1.TH:Pr4a/b–6.TH:Pr4a/b, 1.TH:Pr5a/b–6.TH:Pr5a/b]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Theatre [2018]: CREATING—Anchor Standards 1, 2, 3; PERFORMING—Anchor Standards 4, 5)*

- 3.2 Improvisation and Design.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of various forms of improvisation that support given circumstances (e.g., poem, song, storytelling, idea, theatre work, joke, spoken word). They apply their knowledge of technical theatre elements (e.g., lighting, sound, depth, height) and design, including demonstrating how to use non-representational materials (e.g., general supplies, cardboard, paper, fabrics, recycled materials) to create props, puppets, and costume pieces for dramatic play or a guided drama experience. [1.TH:Pr5b–6.TH:Pr5b, 1.TH:Pr6–6.TH:Pr6, 1.TH:Re7–6.TH:Re7, 1.TH:Re8a/b/c–6.TH:Re8a/b/c, 1.TH:Re9a/b/c–6.TH:Re9a/b/c]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Theatre [2018]: PERFORMING—Anchor Standards 5, 6; RESPONDING—Anchor Standards 7, 8, 9)*

- 3.3 Contextual Analysis.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of how to analyze multiple perspectives (e.g., cultural, historical, global, social) expressed in a drama/theatre work. [1.TH:Cn10–6.TH:Cn10, 1.TH:Cn11.1a–6.TH:Cn11.1a, 1.TH:Cn11.2a/b–6.TH:Cn11.2a/b]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Theatre [2018]: CONNECTING—Anchor Standards 10, 11)*

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

**0010 Visual Art (SMR Domain 4)**

- 4.1 Tools, Materials, and Techniques.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of art-making tools, materials, and techniques. They apply knowledge of exploring and inventing art-making techniques and approaches, and they demonstrate knowledge of safe, accessible, and age-appropriate art materials, tools, and equipment. They demonstrate knowledge of formal and conceptual vocabularies of art and design (e.g., color, balance, line, composition). [1.VA:Cr1.1–6.VA:Cr1.1, 1.VA:Cr2.1–6.VA:Cr2.1, 1.VA:Cr2.2–6.VA:Cr2.2]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Visual Arts [2018]: CREATING—Anchor Standards 1, 2)*

- 4.2 Connections and Value.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of the connections between art and daily life. They select and describe works of art that illustrate daily life experiences from a wide range of backgrounds and cultures. They identify and interpret works of art or design that reveal how people live around the world and what they value, including how art tells stories about life and how art is used for the expression of many complex ideas and experiences. They understand ways in which artists and others present and preserve works of art in varied contexts. [1.VA:Cr2.3–6.VA:Cr2.3, 1.VA:Cr3–6.VA:Cr3, 1.VA:Pr4–6.VA:Pr4, 1.VA:Pr5–6.VA:Pr5, 1.VA:Pr6–6.VA:Pr6, 1.VA:Re7.1–6.VA:Re7.1, 1.VA:Re8–6.VA:Re8, 1.VA:Re9–6.VA:Re9]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Visual Arts [2018]: CREATING—Anchor Standards 2, 3; PRESENTING—Anchor Standards 4, 5, 6; RESPONDING—Anchor Standards 7, 8, 9)*

- 4.3 Purposes.** Candidates for Multiple Subject Teaching Credentials demonstrate understanding that art has many purposes, including the understanding that people from varied places, cultures, and historical contexts make and have made art for a multitude of reasons. [1.VA:Cr1.2–6.VA:Cr1.2, 1.VA:Re7.2–6.VA:Re7.2, 1.VA:Cn10–6.VA:Cn10, 1.VA:Cn11–6.VA:Cn11]

*(California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve: Visual Arts [2018]: CREATING—Anchor Standard 1; RESPONDING—Anchor Standard 7; CONNECTING—Anchor Standards 10, 11)*