



California Subject Examinations for Teachers®

TEST GUIDE

PHYSICAL EDUCATION SUBTEST II

Subtest Description

This document contains the Physical Education subject matter requirements arranged according to the domains covered by Subtest II 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-SD130X-01

Physical Education
Subtest II: The Sociology and Psychology of Human Movement;
Movement Concepts and Forms; Assessment and
Evaluation Principles

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

THE SOCIOLOGY AND PSYCHOLOGY OF HUMAN MOVEMENT (SMR Domain 4)

Candidates demonstrate an understanding of the sociology and psychology of human movement. Physical activity provides a context for a broad range of experiences that can be used to promote the personal and social developmental concepts and skills contained in the Challenge Standards for Student Success: Physical Education (1998). A broad and deep understanding of the sociological and psychological aspects of movement activities helps ensure that candidates are prepared to promote students' motivation for physical activity, regardless of students' abilities, and their development of positive, responsible personal and social behaviors that encourage lifelong physical activity.

0001 Personal Development (SMR 4.1)

Analyze the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression, and body image.

0002 Theories Related to Motivation (SMR 4.2)

Demonstrate an understanding of contemporary theories such as attribution, social learning, competence, learned helplessness, self-efficacy, and other social/psychological theories as they relate to motivation in physical activities.

0003 Social Development (SMR 4.3)

- a. Analyze the relationship of movement to social interaction and the development of group member identity through physical education activities.
- b. Identify strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, trust building, and risk taking.

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0004 Role of Movement Activities in Society (SMR 4.4)

- a. Demonstrate knowledge of the role of movement activities in society and the relationship of movement activities to social norms, ethics, values, and institutions.
- b. Demonstrate knowledge of the role of movement activities in the development of social interaction skills, a sense of group identity, and a sense of productive participation with others.
- c. Demonstrate knowledge of the role of movement activities in promoting positive social behaviors and traits (e.g., loyalty; compassion; fairness; understanding and appreciation of similarities, differences, and abilities).

0005 Factors Influencing Activity Choices (SMR 4.5)

Analyze factors that influence an individual's activity choices (e.g., gender, age, ethnicity, culture, disability).

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 4, 5, and 6. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 4 and 8.)

MOVEMENT CONCEPTS AND FORMS (SMR Domain 5)

Candidates demonstrate an understanding of the movement concepts and forms contained in the Challenge Standards for Student Success: Physical Education (1998). These include but are not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual, and team sports; nontraditional activities and games; outdoor education activities; and gymnastics. To develop a balanced program that will address a variety of ability levels and create challenging, appropriate tasks in a variety of movement forms, candidates must have a broad and deep understanding of movement and fitness activities as well as an ability to integrate and apply movement concepts to a broad range of physical education activities and environments.

0006 Fundamental and Creative Movement Skills (SMR 5.1)

- a. Demonstrate knowledge of fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills, and basic rhythmic movement, as well as knowledge of elements and qualities of movement (e.g., space, time, force, flow, level).
- b. Demonstrate knowledge of creative movement such as exploration, improvisation, and problem solving.

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0007 Dance Concepts and Forms (SMR 5.2)

- a. Demonstrate knowledge of skills used in rhythmic activities, creative dance, and structured dance forms (e.g., modern, ballet, jazz, tap, social, folk, country, ethnic, classical).
- b. Demonstrate an understanding of the use of dance to express perceptions, feelings, images, and thoughts.
- c. Demonstrate an understanding of dance concepts, forms, and basic vocabulary.

0008 Gymnastic Movements (SMR 5.3)

- a. Demonstrate knowledge of gymnastic forms such as rhythmic gymnastics and educational gymnastics.
- b. Demonstrate knowledge of gymnastic movements such as stunts, tumbling, apparatus work, and floor exercise.

0009 Aquatic Skills (SMR 5.4)

Demonstrate knowledge of aquatic skills such as water safety, swimming strokes, diving, and water fitness activities and games.

0010 Individual, Dual, and Team Sports and Games (SMR 5.5)

- a. Demonstrate knowledge of techniques, skills, critical elements, scientific principles, and equipment for individual, dual, and team sports and games.
- b. Apply knowledge of developmental progressions for sports activities.
- c. Demonstrate an understanding of principles of game strategies.
- d. Demonstrate knowledge of safety, etiquette, fair play, and fair competition.
- e. Apply knowledge of how to promote critical-thinking, decision-making, problem-solving, collaboration, communication, leadership, conflict-resolution, and teamwork skills through participation in sports and games.
- f. Demonstrate knowledge of the application of motor learning principles (e.g., transfer, game-like conditions) in instruction for sports and games.

0011 Outdoor Education (SMR 5.6)

- a. Demonstrate knowledge of techniques, skills, and safety issues for outdoor education activities.
- b. Identify long-term psychological, physiological, and lifestyle benefits of participation in outdoor education activities.

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0012 Nontraditional and Cooperative Activities (SMR 5.7)

- a. Identify examples of nontraditional, global, and cooperative games and activities (e.g., Pickle ball, bocce ball, team juggling).
- b. Apply knowledge of how to promote critical thinking, decision making, problem solving, collaboration, cooperation, leadership, and communication through participation in non-traditional and cooperative activities.

0013 Combative Activities (SMR 5.8)

Demonstrate knowledge of one or more basic combative activities (e.g., fencing, wrestling, self-defense) and related safety issues.

0014 Fitness Activities (SMR 5.9)

Demonstrate an understanding of fitness activities such as aerobic conditioning, resistance and weight training, and stretching that increase cardiovascular efficiency, muscular strength and endurance, and flexibility.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, 3, and 4. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standard 5.)

ASSESSMENT AND EVALUATION PRINCIPLES (SMR Domain 6)

Candidates must demonstrate an understanding of assessment principles and procedures in order to be able to evaluate the effectiveness of physical education strategies and activities in promoting student achievement of the goals presented in the Challenge Standards for Student Success: Physical Education (1998). A rigorous knowledge of assessment helps ensure that candidates can determine whether individuals, including those with diverse backgrounds, varying abilities, and special needs, have progressed and achieved specified goals in physical education. Candidates must be able to select, adapt, and develop appropriate assessment instruments and strategies based on sound research principles related to physical, motor, and fitness attributes and needs of individuals and classes.

0015 Evaluation Methods in Physical Education (SMR 6.1)

Demonstrate knowledge of evaluation methods used for the various domains of learning in physical education (e.g., physical, psychomotor, cognitive, social, affective).

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0016 Techniques of Test Construction, Evaluation, and Administration (SMR 6.2)

Demonstrate knowledge of basic strategies of test construction, evaluation, and administration for traditional, holistic, and authentic assessments such as developing and using criteria to assess attainment of goals and objectives.

0017 Test Characteristics (SMR 6.3)

Apply knowledge of test characteristics such as validity, reliability, and objectivity.

0018 Assessment Techniques and Tools (SMR 6.4)

Apply knowledge of assessment strategies and instruments, including technology, that are appropriate for individuals with diverse backgrounds, special needs, and disabilities.

0019 Types of Evaluation (SMR 6.5)

- a. Demonstrate an understanding of types of evaluation such as norm-referenced, criterion-referenced, content-referenced, and authentic assessment.
- b. Demonstrate knowledge of formative and summative evaluation strategies.

0020 Basic Statistical Applications (SMR 6.6)

Demonstrate knowledge of basic statistical applications, including central tendency and variability, standard scores, norms, and correlations.

0021 Interpretation and Communication of Assessment Data (SMR 6.7)

Apply skills for interpreting assessment data and for communicating test results, performance profiles, and assessment data to various audiences (e.g., students, parents, school board members).

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, and 5. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 6, 10, and 11.)

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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.