

Name: _____ Email: _____ ID# _____

These are abbreviated descriptions of each domain that must be met. For the full descriptions, go to page 37 in this CTC Document: https://www.ctc.ca.gov/docs/default-source/educator-prep/files/domains-of-subject-matter-requirements.pdf?sfvrsn=dcd525b1_2

Reading, Language, and Literature			
Subject Matter Requirements	Courses	Met/Not Met	Suggested Courses
Domain 1: Language and Linguistics			
1.1 Language Structure and Linguistics: Fundamental components of human language, including phonology, morphology, syntax, and semantics/linguistic structures/knowledge of phonemic awareness the differences between phoneme awareness and phonics/ sound-symbol and symbol-sound relationships/parts of speech, and their functions/ syntactic components			
1.2 Language Development and Acquisition. Development of a first language and the acquisition of subsequent ones/the major theories/interaction of first languages and other languages/recognize special features that may identify a pupil's language development as exceptional, distinguishing such features from interlanguage effects.			
1.3 Literacy. Understand developing literacy/ Progressive development of phonemic awareness, decoding, comprehension, word recognition, and spelling (including its complexities related to the interaction of phonology, the alphabetic principle, morphology, and etymology)/Interrelationships between decoding, fluency, vocabulary knowledge, and reading comprehension/Factors that affect comprehension			
1.4 Assessment. Apply knowledge of language development/Apply a range of assessment methods and instruments in listening, speaking, reading (decoding and comprehension), writing, vocabulary, and spelling conventions.			
Reading, Language, and Literature Domain 2: Non-Written and Written Communication			
2.1 Conventions of Language. Identify and use the conventions associated with standard English/ understand, and use a range of conventions in both spoken and written English			
2.2 Writing Strategies. demonstrate knowledge of the stages of the writing process/Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach.			
2.3 Writing Applications. Knowledge of principles of composition such as appropriate structure, logical development of ideas, appropriate vocabulary, and context. Candidates compose and/or analyze writing in different genres/ write arguments to support/ Write informative/explanatory texts/write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
2.4 Non-Written Communication. Demonstrate knowledge of non-written genres and traditions and apply understandings of language development stages /Analyze speech in terms of presentation/demonstrate an understanding of the potential impact on non-written presentations of images, sound, and other features from electronic media.			
2.5 Research Strategies. Demonstrate ability to use a variety of research sources, interpret such research, and construct their own reports and narratives/Understand the importance of citing research sources, using recognizable and accepted conventions for doing so.			
Domain 3: Reading Comprehension and Analysis			
3.1 Reading Literature. Analyze works from different literary genres with particular attention to children's lit and diverse literature.			
3.2 Reading Informational Text. Analyze the structure, organization, and purpose of informational texts/ determine the central idea / determine the meaning of words and phrases / structure of informational texts/evaluate multiple sources of information & evaluate the structure and purpose of visual text features such as graphics, illustrations, data, and maps.			
3.3 Text Complexity. Text complexity/structure/language conventionality and clarity, and background knowledge demands/select appropriate texts for supporting student learning goals. match readers to a text and task, applying knowledge of reader variables and of task			

History and Social Science			
Subject Matter Requirements	Courses	Met	Suggested Courses
Domain 1: World History			
1.1 Ancient Civilizations. (i.e., Mesopotamian, Egyptian, Kush, Hebrew, Greek, Indian, Chinese, and Roman civilizations). Identify the intellectual contributions, artistic forms, and traditions (including the religious beliefs) of these civilizations.			
2 Medieval and Early Modern Times. World History for Medieval and Early Modern (through Magna Carta/Enlightenment)			
Domain 2 United States History			
2.1 Early Exploration, Colonial Era, and the War for Independence. U.S History from European exploration and settlement and the Colonial Era through the American Revolution.			
2 The Development of the Constitution and the Early Republic. U.S. History Class including the political system of the United States, the Articles of Confederation, the U.S. Constitution, including the Bill of Rights. formation of distinct regional identities/ westward movement, expansion of U.S. borders, and government policies toward American Indians and foreign nations during the Early Republic.			
2.3 Civil War and Reconstruction.			
2.4 The Rise of Industrial America. Urban growth in the United States, the impact of successive waves of immigration in the nineteenth century/ impact of major inventions on the Industrial Revolution and the quality of life.			
Domain 3 California History			
3.1 The Pre-Columbian Period through the Gold Rush. geography, economic activities, folklore and religion of California's American Indian peoples/ Spanish exploration and colonization/ Development of the agricultural economy of early California/Mexican rule in California/war between Mexico and the United States/ the discovery of gold effects in California, including its impact on American Indians and Mexican nationals.			
3.2 Economic, Political, and Cultural Development Since the 1850's. California Constitution/ patterns of immigration to California, including the Dust Bowl migration, and discuss their impact on the cultural, economic, social and political development of the state/historical and contemporary perspectives on cultural diversity in the U.S. and in California. Development of California's major economic activities: mining, large-scale agriculture, entertainment, recreation, aerospace, electronics and international trade/ Development of California's water delivery system.			

CSET 2: Math and Science

Mathematics			
Subject Matter Requirements	Courses	Met	Suggested Courses
Domain 1: Number Sense			
1.1 Numbers, Relationships Among Numbers, and Number Systems. place value, number theory concepts (real numbers perform operations on numbers in exponential and scientific notation/algorithms for addition, subtraction, multiplication, and division. They understand properties of number systems and their relationship to the algorithms/ operations with positive, negative, and fractional exponents,			
1.2 Computational Tools, Procedures, and Strategies. standard algorithms for computation and evaluate the correctness of nonstandard algorithms. order of operations/round numbers, estimate / use technology, such as calculators or software, for complex calculations.			
Domain 2: Algebra and Functions			
2.1 Patterns and Functional Relationships			
2.2 Linear and Quadratic Equations and Inequalities.			

Domain 3: Geometry			
3.1 Two- and Three-dimensional Geometric Objects. characteristics of common two- and three- dimensional figures, such as quadrilaterals, and spheres. They identify different forms of symmetry, translations, rotations, and reflections. They understand the Pythagorean theorem and its converse.			
3.2 Representational Systems, Including Concrete Models, Drawings, and Coordinate Geometry. use concrete representations, such as manipulatives, drawings, and coordinate geometry to represent geometric objects. They construct basic geometric			
3.3 Techniques, Tools, and Formulas for Determining Measurements. Candidates estimate and measure time, length, angles, perimeter, area, surface area, volume, weight/mass, and temperature through appropriate units and scales. They calculate perimeters and areas of two-dimensional objects and surface areas and volumes of three-dimensional objects, and use mathematics to solve real-world problems involving the volume of cones, cylinders, and spheres.			
Domain 4: Statistics, Data Analysis, and Probability			
4.1 Collection, Organization, and Representation of Data. Represent a collection of data through graphs, tables, or charts, incorporating technology as appropriate. They understand the mean, median, mode, and range of a collection of data. They have a basic understanding of the design of surveys, such as the role of a random sample.			
4.2 Inferences, Predictions, and Arguments Based on Data.			
4.3 Basic Notions of Chance and Probability.			

Science			
Subject Matter Requirements	Courses	Met	Suggested Courses
Domain 1: Physical Science			
1.1 Structure and Properties of Matter. Physical properties of solids, liquids, and gases/ physical changes/ chemical/atoms and molecules/parts of an atom (protons, neutrons, and electrons)/solutions/mixtures may often be separated based on physical or chemical properties.			
1.2 Principles of Motion and Energy. Motion based on position, displacement, speed, velocity, and acceleration. / Simple machines/ Forms of energy, including solar, wind, chemical, electrical, magnetic, nuclear, sound, light, and electromagnetic. / How heat may be transferred by conduction, convection, and radiation (e.g., involving a stove, Earth's mantle, or the sun)/Sources of light and interactions of light with matter/Properties of waves (e.g., wavelength, amplitude, frequency)/Optical properties of waves, especially light and sound, including reflection/ Conservation of energy			
Domain 2: Life Sciences			
2.1 Structure of Living Organisms and Their Function (Cell Biology). Hierarchical organization and related functions in plants and animals, including organ systems (e.g., the digestive system), organs, tissues, cells, and subcellular organelles (e.g., nucleus, chloroplast, mitochondrion). structures and related functions of systems in plants and animals, such as the nervous, reproductive, respiratory, circulatory, and digestive systems/Fundamental principles of chemistry underlying the functioning of biological systems (e.g., carbon's central role in living organisms, water and salt, DNA, the energetics of photosynthesis).			
2.2 Living and Nonliving Components in Environments (Ecology). All living things are made up of cells/Characteristics of many living organisms/basic needs of all living organisms/ environmental adaptations and accommodations/relationships among members of a species and across species/Transfer of energy and the cycling of matter through an ecosystem from sunlight through individual organisms in food chains and food webs/ Resources in an ecosystem and the environmental factors that support the ecosystem/Ways in which human activities and natural processes impact the local and global climate and possible solutions to reduce adverse impacts.			

<p>2.3 Life Cycle, Reproduction, and Evolution (Genetics and Evolution). Life cycles of familiar organisms (e.g., butterfly, frog, mouse)/ Factors that affect the growth and development of plants, such as light, gravity, and stress/ Sexual and asexual reproduction, the process of cell division (mitosis), the types of cells and their functions, and the replication of plants and animals/ Environmental and genetic sources of variation, and the principles of natural and artificial selection/ How the fossil record, comparative anatomy, and DNA sequences support the theory that life gradually evolved on earth over billions of years. They understand the basis of Darwin's theory and process of natural selection.</p>			
Domain 3: Earth and Space Science			
<p>3.1 The Solar System and the Universe (Astronomy). The components of the solar system (e.g., planets, comets, asteroids) and their predictable patterns of motion around the sun/time zones in terms of longitude and the rotation of Earth/Changes in the observed position of the sun, moon, and stars in the sky during the course of the day and from season to season/ Bodies in the universe (e.g., sun, stars, galaxies) in terms of apparent brightness and/or relative size.</p>			
<p>3.2 The Structure and Composition of the Earth (Geology). The formation and observable physical characteristics of minerals and different types of rocks (i.e., sedimentary, igneous, and metamorphic)/ Landforms, such as mountains, rivers, deserts/Oceans/Chemical and physical weathering, erosion, deposition, and other rock-forming and soil-changing processes /Formation and properties of different types of soils and rocks/layers of the earth (crust, lithosphere, mantle, and core) and plate tectonics/ How mountains are created/ Factors that cause volcanoes and earthquakes to occur and the effect of these phenomena on the earth's surface, ecosystems, and human society/ Plate tectonics and effects of plate tectonic motion Potential technological solutions to reduce the impact of these natural Earth processes on humans and society</p>			
<p>3.3 The Earth's Atmosphere (Meteorology). Influence and role of the sun and oceans in weather and climate and the role of the water cycle. air movements and ocean currents (on daily and seasonal weather and on climate/ The importance of technology with regard to predicting and mitigating the impact of severe weather and other natural hazards.</p>			
<p>3.4 The Earth's Water (Oceanography). Bodies of water, such as rivers, lakes, oceans, and estuaries/ Tides and the mechanisms causing and modifying them such as the gravitational attraction of the moon, sun, and coastal topography/The water cycle, including the properties of water and how changes in the form of water are driven by energy from the sun and gravity. Earth's hydrosphere and interaction with Earth's other major.</p>			

CSET 3: VAPA, PE, and Human Development

Visual and Performing Arts			
Subject Matter Requirements	Courses	Met	Suggested Courses
Domain 1: Dance			
<p>Identify the components of the <i>State Curriculum Framework</i> and the strands of the <i>California Student Academic Content Standards</i> 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, Connections, Relationships, Applications</p>			
<p>Identify the components and strands of dance education found in the <i>Visual and Performing Arts Framework and Student Academic Content Standards</i>. 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.</p>			
<p>Candidates, while grounded in the elements of dance, identify and explain styles of dance from a variety of times, places, and cultures. Make judgments about dance works based on the elements of dance.</p>			
Domain 2: Music			
<p>Identify the components of the <i>State Curriculum Framework</i> and the strands of the <i>California Student Academic Content Standards</i> 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, Connections, Relationships, Applications</p>			
<p>Understand the components and strands of music education found in the <i>Visual and Performing Arts Framework and Student Academic Content Standards</i>. They demonstrate a</p>			

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.			
Identify and explain styles and types of music and instruments from a variety of times, places, and cultures. Make judgments about musical works based on the elements and concepts of music.			
Domain 3: Theatre			
Identify the components of the <i>State Curriculum Framework</i> and the strands of the <i>California Student Academic Content Standards</i> 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, Connections, Relationships, Applications			
Identify the components and strands of theatre education found in the <i>Visual and Performing Arts Framework and Student Academic Content Standards</i> . 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.			
Identify and explain styles of theatre from a variety of times, places, and cultures/They make judgments about dramatic works based on the elements of theatre.			
Domain 4: Visual Arts			
Identify the components of the <i>State Curriculum Framework</i> and the strands of the <i>California Student Academic Content Standards</i> 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, Connections, Relationships, Applications			
Identify the components and strands of visual arts education found in the <i>Visual and Performing Arts Framework and Academic Content Standards</i> . They demonstrate a basic fluency with the principles of art such as balance, repetition, contrast, emphasis, and unity and explain how works of art are organized in terms of line, color, value, space, texture, shape, and form.			
Identify and explain styles of visual arts from a variety of times, places, and cultures. They interpret works of art to derive meaning and 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.			

Physical Education			
Subject Matter Requirements	Courses	Met	Suggested Courses
Domain 1: Movement Skills and Movement Knowledge			
1.1 Basic Movement Skills. Movement concepts including body awareness, space awareness, and movement exploration/ Locomotor skills/basic concepts of biomechanics that affect movement/ Critical elements of basic movement skills			
1.2 Exercise Physiology: Health and Physical Fitness. Health and fitness benefits and associated risks, supporting a physically active lifestyle, related to safety and medical factors (e.g., asthma, diabetes) /Exercise principles such as frequency, intensity, and time to select activities that promote physical fitness/ Physical fitness components, such as flexibility, muscular strength and endurance, cardiorespiratory endurance, and body composition.			
1.3 Movement Forms: Content Areas. Know a variety of traditional and nontraditional games, sports, dance, and other physical activities. /Cite basic rules and social etiquette for physical activities/ Select activities for their potential to include all students regardless of gender, race, culture, religion, abilities, or disabilities/ Integrate activities with other content areas, such as math and science.			
Domain 2: Self-Image and Personal Development			
2.1 Physical Growth and Development. Sequential development of fine and gross motor skills in children and young adolescents/Influence of growth spurts (changes in height and weight) and body type on movement and coordination/ 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 discover 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.			

Domain 3: Social Development			
3.1 Social Aspects of Physical Education. Recognize individual differences such as gender, race, culture, ability, or disability/ Describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages/Activities to provide opportunities for enjoyment, self-expression, and communication.			
3.2 Cultural and Historical Aspects of Movement Forms. Cultural and historical influences on games, sports, dance, and other physical activities.			

Human Development			
Subject Matter Requirements	Courses	Met	Suggested
Domain 1: Cognitive Development from Birth Through Adolescence			
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.			
Domain 2: Social and Physical Development from Birth Through Adolescence			
2.1 Social Development. Concepts related to the development of personality and temperament (e.g., attachment, self-concept, autonomy, identity)/ Social development of children and young adolescents, including persons with special needs/Characteristics of play/ Influences on the development of prosocial behavior.			
2. 2 Physical Development. Physical development at different ages. individual differences in physical development, including the development of persons with special needs.			
Domain 3: Influences on Development from Birth Through Adolescence			
3.1 Influences on Development. 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/ Identify sources of possible abuse and neglect (e.g., physical, emotional and substance abuse and neglect) and impact on development.			