



California Subject Examinations for Teachers®

TEST GUIDE

WORLD LANGUAGES

(CANTONESE, FRENCH, GERMAN, JAPANESE, KOREAN, MANDARIN, PUNJABI, RUSSIAN,
SPANISH, VIETNAMESE)

SUBTEST II

Subtest Description

This document contains the World Languages subject matter requirements arranged according to the domains covered by Subtest II of the CSET in Cantonese, French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese. In parentheses after each named domain is the domain code from the World Languages subject matter requirements.

Copyright © 2013 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

California Subject Examinations for Teachers, CSET, and the CSET logo are trademarks of the
Commission on Teacher Credentialing and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

CS-TG-SDLOT2-03

California Subject Examinations for Teachers (CSET®)

**World Languages
Subtest II: Literary and Cultural Texts and Traditions;
Cultural Analysis and Comparisons**

**Part I: Content Domains for Subject Matter Understanding and Skill in
World Languages**

LITERARY AND CULTURAL TEXTS AND TRADITIONS (SMR Domain 3)

Candidates demonstrate a broad and deep knowledge of literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are familiar with major literary and intellectual movements, genres, writers, and works. They can analyze, interpret, and synthesize ideas as well as critical issues from a wide range of writers and thinkers across a variety of forms and media. They understand the historical, social, and cultural contexts in which literary and cultural texts were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape the target culture. Finally, candidates use literary and cultural texts to interpret and reflect upon the perspectives of the target culture over time.

0001 Major Movements, Genres, Writers, and Works (SMR 3.1)

- a. Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- b. Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- c. Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- d. Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.

0002 Analysis of Literary and Cultural Texts (SMR 3.2)

- a. Analyze and interpret a wide range of literary and cultural texts (e.g., oral traditions, folk tales, novels, short stories, poetry, drama, history, philosophy, biography, essays, speeches, film, electronic media).

WORLD LANGUAGES
SUBTEST II: LITERARY AND CULTURAL TEXTS AND TRADITIONS; CULTURAL ANALYSIS
AND COMPARISONS

- b. Evaluate the use of language (e.g., register, function) to convey meaning, to inform, to persuade, or to evoke reader response.
- c. Analyze the elements of literary works (e.g., setting, plot, theme, character, tone, style).
- d. Interpret the use of rhetorical and literary techniques (e.g., metaphor, personification).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

CULTURAL ANALYSIS AND COMPARISONS (SMR Domain 4)

Candidates possess a broad and deep knowledge of the cultures associated with the target language and demonstrate an understanding of the interrelationships among the perspectives, practices, and products of those cultures at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of cultures associated with the target language. Candidates recognize important geographical features and analyze the impact of geographical factors on the development of cultures associated with the target language. They exhibit familiarity with contemporary and historical issues, significant works of art, cultural attitudes and priorities, daily living patterns, and social institutions. They are able to identify the roles and contributions of major political figures, artists, and cultural icons, and references made to them in the culture. Candidates are able to interpret ideas, values, and beliefs that represent the target culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in the target culture with those of other cultures.

0003 Cultural Perspectives (SMR 4.1)

- a. Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures (e.g., worldview, core beliefs, values).
- b. Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- c. Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- d. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.

WORLD LANGUAGES
SUBTEST II: LITERARY AND CULTURAL TEXTS AND TRADITIONS; CULTURAL ANALYSIS
AND COMPARISONS

- e. Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures (e.g., traditions, social conventions, social relationships, and social status).

0004 Cultural Practices (SMR 4.2)

- a. Demonstrate an understanding of how cultural practices exemplify cultural perspectives. For example:
- ◆ rituals and traditions
 - ◆ social institutions such as marriage and family
 - ◆ social status and social relationships
 - ◆ holidays and festivals
 - ◆ health practices and traditions
 - ◆ patterns of work and leisure
 - ◆ culinary traditions and practices
- b. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.

0005 Cultural Products (SMR 4.3)

- a. Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives. For example:
- ◆ architecture
 - ◆ works of art (e.g., painting, sculpture, handicrafts)
 - ◆ artistic performance (e.g., music, dance, drama)
 - ◆ literature
 - ◆ technology and media (e.g., Web sites, advertisements)
 - ◆ entertainment
 - ◆ fashion
 - ◆ manufactured goods

(American Council on the Teaching Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)