



# California Subject Examinations for Teachers®

## TEST GUIDE

### WORLD LANGUAGES

### SUBTEST V

### Subject Matter Requirements

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**World Languages**  
**Subtest V: Geographic and Historical Contexts;**  
**Sociopolitical and Sociocultural Contexts**

**DOMAIN 1: GEOGRAPHIC AND HISTORICAL CONTEXTS**

**001 The Geographic and Demographic Contexts**

- Demonstrate knowledge of significant geographic and demographic features of the country or countries of origin.
- Demonstrate understanding of the effect of geographic factors on language variations within the culture of emphasis.
- Demonstrate understanding of immigration to and migration patterns within the United States (e.g., push/pull factors, refugee/immigrant issues, legal status), including the influence of economic globalization on immigration and migration patterns.
- Describe and explain settlement and/or resettlement patterns among members of the culture of emphasis in the country or countries of origin and in the United States.
- Analyze ways in which immigration and migration by members of the culture of emphasis have influenced historical and contemporary demographics in the United States.

**002 The Historical Context**

- Identify major historical eras, movements, and developments of the country or countries of origin (e.g., the rise and decline of indigenous civilizations, periods of vigorous artistic and intellectual activity, colonization by foreign nations, war, struggles for independence) and analyze the influence of those historical events on different groups within the culture of emphasis.
- Recognize the primary social and political structures within the country or countries of origin and demonstrate understanding of the contributions of various groups, including indigenous populations, to the culture of emphasis.
- Demonstrate understanding of the beliefs and values of different groups, including indigenous groups, in the country or countries of origin.
- Demonstrate knowledge of the effects of various historical factors (e.g., economic, political, educational, social) on the language and culture of the country or countries of origin and recognize contemporary influences in the United States on the language and culture of members of the culture of emphasis.
- Analyze how historical developments in the United States (e.g., immigration patterns, civil rights movements) and contemporary features of U.S. society (e.g., youth culture, marriage laws, immigration legislation) have influenced the experience of members of the culture of emphasis within the United States.

**WORLD LANGUAGES**  
**SUBTEST V: GEOGRAPHIC AND HISTORICAL CONTEXTS; SOCIOPOLITICAL AND**  
**SOCIOCULTURAL CONTEXTS**

**DOMAIN 2: SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS**

**003 The Sociopolitical Context**

- Compare governmental systems (e.g., democratic, totalitarian, theocratic) and legal systems (e.g., judicial systems, civil liberties, due process rights) of the country or countries of origin and the United States.
- Demonstrate understanding of the distribution of political power and the nature of citizen participation in the country or countries of origin and analyze the ways in which this political tradition has influenced the involvement of members of the culture of emphasis in U.S. civic life.
- Demonstrate understanding of how the sociopolitical context of the country or countries of origin interacts with and affects demographics, roles, and status in those countries and analyze the influence of such factors on members of the culture of emphasis in the United States (e.g., transnationalism, dual citizenship, repatriation).
- Demonstrate knowledge of economic systems (e.g., agrarian, industrial, capitalist, socialist), workforce composition, class structure, and access to economic opportunities in the country or countries of origin and analyze the ways in which these systems and structures have influenced the experience of members of the culture of emphasis in the United States.
- Demonstrate understanding of the religious traditions and institutions within the country or countries of origin and the influence of these traditions and institutions in immigrant and ethnic communities in the United States.
- Demonstrate knowledge of the educational system of the country or countries of origin (e.g., school structures, compulsory education laws, access and availability), recognize how cultural and social traditions affect educational practices in the country or countries of origin (e.g., oral tradition, rote learning), and analyze the influence of those systems and practices on the educational experience of members of the culture of emphasis in the United States.

**WORLD LANGUAGES**  
**SUBTEST V: GEOGRAPHIC AND HISTORICAL CONTEXTS; SOCIOPOLITICAL AND**  
**SOCIOCULTURAL CONTEXTS**

**004 The Sociocultural Context**

- Demonstrate and apply knowledge of verbal and nonverbal elements of communicative competence (e.g., register, discourse patterns, forms of address, respect, greetings, turn-taking, eye contact, kinesthetic cues and proxemics) among members of the culture of emphasis and analyze how traditional patterns of communication have been maintained and/or modified in the United States.
- Compare socialization patterns and practices (e.g., family, school, peer groups, mass media) in the country or countries of origin and in the United States and analyze how traditional patterns of socialization have been preserved and/or modified in the United States.
- Demonstrate understanding of how roles and status of individuals (e.g., economic, racial, gender, ethnic, social class, age, educational level) influence social relationships in the country or countries of origin and how those factors affect the process of acculturation in the United States.
- Demonstrate understanding of features and practices of daily life in the country or countries of origin (e.g., shelter, work, food, marriage and family life, leisure activities, rites and celebrations, health and medical practices) and describe how these practices have been preserved and/or modified in the United States.
- Demonstrate knowledge of the humanities and arts (e.g., literature, visual/performing arts, folk and oral traditions, popular culture) in the country or countries of origin and their influence on the arts and popular culture of the United States.

**005 Crosscultural, Intercultural, and Intracultural Contexts**

- Demonstrate knowledge of diversity (e.g., language, social class, education, traditions) within the culture of emphasis in the country or countries of origin and in the United States.
- Demonstrate understanding of crosscultural, intercultural, and intracultural interactions (e.g., conflict, harmony, interdependence) in the country or countries of origin and between members of the culture of emphasis and other groups in the United States.
- Demonstrate understanding of sociopolitical and sociocultural factors (e.g., nationalism, legislation, ethnic pride, physical characteristics, stereotypes, xenophobia, marginalization) that influence the development of cultural, bicultural, and multicultural identity among members of the culture of emphasis in the United States.
- Demonstrate knowledge of the contributions of members of the culture of emphasis to the social, economic, artistic, intellectual, and political life of the United States.