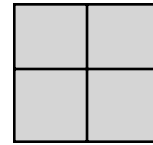


Study Guide for the Florida Teacher Certification Examination



## **Family and Consumer Science 6-12**

(Formerly Home Economics 6-12)



FLORIDA DEPARTMENT OF EDUCATION

[www.fldoe.org](http://www.fldoe.org)

**Second Edition**

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## **1 Test and Study Guide Development**

### **Teacher Certification Testing**

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge that is tested on the Family and Consumer Science 6-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

### **Role of the Study Guide**

The purpose of this study guide is to help candidates taking the Initial Teacher Subject Area Test in Family and Consumer Science 6-12 to prepare effectively for the exam. The guide was designed to familiarize prospective test takers with various aspects of the exam, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This study guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

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College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This study guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The list of references is not exhaustive, and the sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



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## 2 Preparation for the Test

The following outline may help you to prepare for the exam. Adapt these suggestions to suit your own study habits and the time you have available for review.

### Overview

- **Look over the organization of the study guide.**

Section 1 discusses the development of the test and study guide. Section 3 presents information about the content of the test. Section 4 contains an annotated bibliography of review sources. Section 5 lists question formats and includes sample test items. Section 6 offers strategies for taking the test. Section 7 identifies sources of further information.

### Self-assessment

- **Decide which content areas you should review.**

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area. It also cross-references each skill with the review sources found in Section 4.

### Research

- **Choose the study resources you need.**

Section 4 lists sources you can use for a quick review, for specialized study, or for extensive test preparation.

### Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

### Practice

- **Acquaint yourself with the format of the exam.**

Section 5 describes types of questions you may find on the exam.

- **Answer sample test questions.**

Section 5 also gives you an opportunity to test yourself with sample test questions and an answer key.

### Final preparation

- **Review test-taking advice.**

Section 6 includes suggestions for improving your performance on the exam.





### 3 Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Family and Consumer Science 6-12 exam. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The percentage weightings and review sources should help you to organize your review.

The following excerpt illustrates the components of the table:

Competency/Skill	%	Review Sources
<b>1 Knowledge of families</b>	<b>8%</b>	
1 Recognize types and functions of family and household units.		5, 28, 32
2 Identify cultural influences on family life.		5, 28, 30, 32
3 Identify stages and characteristics of the family life cycle, including changes in roles and responsibilities during each stage of the cycle.		5, 28, 32
4 Differentiate the strengths and weaknesses of diverse family structures.		5, 28, 32
5 Analyze factors that influence the quality of family relationships.		5, 28, 32
6 Identify effective communication skills.		5, 28, 32

*Competencies* are areas of content knowledge.

*Skills* identify behaviors that demonstrate the competencies.

*Percentages* indicate the approximate proportion of test items that represent the competencies on the test.

*Review sources* for a particular skill are listed by number. Each number is keyed to a reference listed in Section 4 of this guide.

**Table of Competencies and Skills, Percentages, and Review Sources**

<b>Competency/Skill</b>	<b>%</b>	<b>Review Sources</b>
<b>1 Knowledge of families</b>	<b>8%</b>	
1 Recognize types and functions of family and household units.		5, 28, 32
2 Identify cultural influences on family life.		5, 28, 30, 32
3 Identify stages and characteristics of the family life cycle, including changes in roles and responsibilities during each stage of the cycle.		5, 28, 32
4 Differentiate the strengths and weaknesses of diverse family relationships.		5, 28, 32
5 Analyze factors that influence the quality of family relationships.		5, 28, 32
6 Identify effective communication skills.		5, 28, 32
7 Recognize the needs of and care requirements for elderly family members.		5, 28
<b>2 Knowledge of personality development</b>	<b>4%</b>	
1 Identify heredity and environmental factors that affect individual growth and development.		6, 7
2 Recognize theories of personality development.		6, 7
3 Identify the components of self-esteem and self-concept and strategies for building self-esteem.		6, 7, 28
4 Analyze factors that contribute to a person's understanding of his or her sexuality.		5, 28, 32
5 Recognize the influence of gender and its effect on personality development.		5, 6, 7, 28, 32
<b>3 Knowledge of decision making and problem solving</b>	<b>4%</b>	
1 Apply the decision-making process.		20, 21, 23
2 Analyze the relationship between values, goals, and decision making.		21, 23
3 Identify joint decision-making skills as applied to families and groups.		21, 28
4 Identify the steps in conflict resolution.		5, 23, 32

<b>Competency/Skill</b>	<b>%</b>	<b>Review Sources</b>
<b>4 Knowledge of marriage</b>	<b>4%</b>	
1 Identify principles and factors, including marriage laws and customs, involved in preparation for marriage.		5, 32
2 Assess the effects of multiple roles on marital relationships.		5, 28
3 Determine factors affecting marital relationships.		5, 28, 32
4 Analyze consequences of divorce and remarriage.		5, 28, 32
<b>5 Knowledge of preparation for parenthood</b>	<b>6%</b>	
1 Identify factors that determine readiness for parenthood.		8, 10, 30
2 Analyze economic, physical, genetic, and psychological consequences of deciding whether or not to become parents.		8, 10, 28, 30
3 Identify the process of conception, including functions of the male and female reproductive systems.		5, 10, 28, 32
4 Evaluate economic, social, and cultural factors as related to family planning.		7, 8, 10
5 Identify procedures, cost, effectiveness, and side effects of various methods of birth control.		5, 10, 28, 32
6 Identify alternatives for dealing with infertility.		5, 6, 7, 10, 28, 32
<b>6 Knowledge of prenatal care, fetal development, and childbirth</b>	<b>6%</b>	
1 Identify terms related to pregnancy.		6, 7, 10, 35
2 Identify factors affecting the development of the fetus.		6, 7, 8, 10, 35
3 Identify elements of a plan for adequate prenatal care that includes the physical and nutritional needs of the expectant mother.		6, 7, 8, 10, 35
4 Identify possible complications of pregnancy, including those associated with adolescents and women over age 40.		6, 7, 8, 10, 35
5 Identify stages of labor and methods of childbirth.		6, 7, 8, 10, 35
6 Recognize the characteristics of a healthy newborn baby.		6, 7, 8, 10, 35
7 Identify the aspects of postnatal care for both mother and child.		6, 10, 35

**Table of Competencies and Skills, Percentages, and Review Sources**

Competency/Skill	%	Review Sources
8 Relate common birth defects to their causes.		6, 7, 35
<b>7 Knowledge of social, emotional, physical, and intellectual development</b>	<b>6%</b>	
1 Identify the stages and characteristics of the physical development and motor control of infants.		6, 7, 10, 35
2 Identify the stages and characteristics of brain development in infants.		6, 7, 10, 30, 35
3 Identify the stages and characteristics of social and emotional development of infants.		6, 7, 10, 11, 35
4 Identify the physical development and motor control of toddlers, including activities appropriate for their developmental levels.		6, 7, 10, 35
5 Identify the stages and characteristics of cognitive development of toddlers and activities for promoting intellectual development.		6, 7, 10, 35
6 Identify the stages and characteristics of social and emotional development of toddlers and methods of promoting social and emotional development.		6, 7, 10, 11, 35
7 Analyze techniques for specific aspects of toddler care, such as feeding, toileting, disciplining, and safety.		6, 7, 8, 10, 35
8 Identify the stages and characteristics of the physical development and motor control of preschoolers and activities appropriate to their developmental levels.		6, 7, 10, 35
9 Identify the stages and characteristics of cognitive development of preschoolers and activities for promoting intellectual development.		6, 7, 10, 35
10 Identify the stages and characteristics of social and emotional development of preschoolers and methods of promoting social and emotional development.		6, 7, 10, 11, 35
11 Analyze techniques for specific aspects of preschooler care, such as guidance and safety.		6, 7, 8, 10, 35
12 Identify the stages and characteristics of the physical development and motor control of school-aged children and activities appropriate to their developmental levels.		6, 7, 10, 35

Competency/Skill	%	Review Sources
<p>13 Identify stages and characteristics of cognitive development of school-aged children and activities for promoting intellectual development.</p> <p>14 Identify the stages and characteristics of the social and emotional development of school-aged children.</p> <p>15 Assess techniques for the care, guidance, and safety of school-aged children.</p> <p>16 Recognize the stages and characteristics of the physical, emotional, social, and intellectual development of adolescents.</p> <p>17 Assess the interpersonal relationships of adolescents, including dating, friendships, and family.</p>		<p>6, 7, 10, 35</p> <p>6, 7, 10, 11, 35</p> <p>6, 7, 8, 10, 35</p> <p>7, 35</p> <p>7, 8, 35</p>
<b>8 Knowledge of parenting</b>	<b>6%</b>	
<p>1 Identify various parenting styles and their effects on the growth and development of the child.</p> <p>2 Differentiate the roles and responsibilities of one- and two-parent families.</p> <p>3 Identify characteristics of a quality childcare facility.</p> <p>4 Identify communication patterns that affect parent-child relationships.</p> <p>5 Analyze techniques promoting social competence in children.</p> <p>6 Identify appropriate methods of recognizing and working with children who have special needs.</p>		<p>8, 10, 11, 30</p> <p>8, 10, 11, 30</p> <p>10, 11</p> <p>8, 10, 11, 30</p> <p>6, 8, 10, 11, 30</p> <p>6, 8, 10, 30</p>
<b>9 Knowledge of stress and crises</b>	<b>6%</b>	
<p>1 Identify types of family crises brought about by events such as birth, aging, long-term illness, and death.</p> <p>2 Interpret consequences of various crises.</p> <p>3 Recognize coping skills in dealing with crises.</p> <p>4 Identify causes and consequences of substance abuse.</p> <p>5 Recognize types and causes of family violence.</p> <p>6 Identify signs of suicidal behavior and preventative techniques.</p>		<p>5, 8, 28, 30, 32</p> <p>5, 8, 28, 30, 32</p> <p>6, 32</p> <p>8, 11, 30</p> <p>5, 8, 11, 28, 30, 32</p> <p>7, 8</p>

**Table of Competencies and Skills, Percentages, and Review Sources**

Competency/Skill	%	Review Sources
7 Identify support systems and agencies for crisis assistance.		11, 28, 32
8 Apply stress management techniques.		6, 23, 28, 32
<b>10 Knowledge of clothing selection</b>	<b>3%</b>	
1 Identify cultural, social, and economic factors that influence the selection of clothing.		13, 25
2 Apply the principles of design to garment and textile selection.		13, 40
3 Analyze the psychological effects of color, design, and other factors on the selection of clothing and accessories.		13, 25, 40
<b>11 Knowledge of clothing, textiles, and technology</b>	<b>5%</b>	
1 Evaluate properties and characteristics of textiles in relation to use and care.		24, 39, 40
2 Identify the effects of different types of fibers, yarns, construction, and finishes on fabrics.		24, 39, 40
3 Interpret labels on clothing and textile products.		24, 39
4 Identify federal laws regarding clothing and textile products.		24, 39
5 Identify guidelines for the selection, use, and care of sewing equipment.		37, 40
6 Identify factors to consider when selecting patterns and fabrics.		13, 37, 40
7 Analyze techniques of pattern alteration, fabric preparation, layout, cutting, marking, construction, and pressing compatible with fabric and garment design.		37, 40
8 Assess methods for care, repair, and storage of garments.		24, 39, 40
9 Evaluate garments according to standards of construction.		37, 40

<b>Competency/Skill</b>	<b>%</b>	<b>Review Sources</b>
<b>12 Knowledge of the American economic system</b>	<b>2%</b>	
1 Analyze the American economic system as it relates to the consumer.		20, 43
2 Identify factors that influence pricing, including the costs of production, distribution, and selling of goods and services.		20, 43
3 Identify the purposes and sources of taxation.		20, 21
<b>13 Knowledge of money and resource management</b>	<b>4%</b>	
1 Identify the elements of budgeting, including factors in estimating income and expenses.		21, 26, 43
2 Identify sources and procedures for establishing, using, and protecting credit.		21, 26, 43
3 Compare services provided by financial institutions.		21, 26
4 Identify types of insurance coverage, benefits, and retirement programs.		20, 21, 26, 43
5 Identify resource management principles, techniques, and processes appropriate to various stages of the life cycle.		21, 23, 43
6 Analyze the use of computers in money and resource management.		21, 23, 26
<b>14 Knowledge of consumerism</b>	<b>3%</b>	
1 Compare consumer purchasing practices for stores, catalogs, multimedia, and the Internet.		20, 43
2 Evaluate products according to quality standards.		20, 43
3 Identify sources of consumer information.		20, 43
4 Identify guidelines for consumer shopping.		20, 43
5 Identify consumer rights and responsibilities, including ecological practices.		20, 23, 43
6 Identify laws, issues, and regulations protecting the consumer.		20, 43
7 Identify issues resulting from increased technology.		23, 26

**Table of Competencies and Skills, Percentages, and Review Sources**

<b>Competency/Skill</b>	<b>%</b>	<b>Review Sources</b>
<b>15 Knowledge of factors affecting housing selection</b>	<b>2%</b>	
1 Analyze trends in housing affected by needs and desires of the population.		26, 27
2 Identify government regulations that influence housing.		20, 26, 43
3 Identify characteristics of various types of housing.		27
4 Analyze factors affecting housing selections.		27, 31
5 Define basic terms of standard lease and mortgage sales contracts.		21, 26
6 Compare renting and buying.		21, 26, 43
7 Analyze the cost of providing for housing needs.		21, 26, 43
<b>16 Knowledge of home design features</b>	<b>2%</b>	
1 Evaluate home construction in terms of traffic patterns, room arrangements, storage facilities, kitchen work areas, and the impact of the family life cycle.		27, 31
2 Analyze home energy usage and methods for conserving energy.		27, 31
3 Evaluate home construction features in terms of maintenance, repair, aesthetics, and family needs.		27, 31
4 Analyze interior spaces using the basic elements and principles of design.		27, 31
5 Identify factors in the selection of appropriate wall, window, and floor treatments.		27, 31
6 Evaluate room arrangements for efficient and effective use of furniture, architectural features, traffic paths, and focal points.		27, 31
7 Select furniture styles according to design, scale, proportion, and family needs.		27, 31
8 Evaluate home furnishings according to materials, workmanship, care, and family needs.		27, 31
9 Identify the use of emerging technology in home design.		23, 27, 31
<b>17 Knowledge of nutrition and wellness</b>	<b>8%</b>	
1 Analyze the relationship of diet, exercise, and wellness.		41, 42

Competency/Skill	%	Review Sources
2 Analyze nutritional information based on the <i>Food Guide Pyramid</i> and the <i>Dietary Guidelines for Americans</i> . 3 Identify the nutrients, their primary functions, and major food sources. 4 Compare effects of age, gender, physical activity, and stress on nutritional needs. 5 Select appropriate diets for infants, young children, the middle-aged, the elderly, pregnant women, athletes, and individuals with special health problems. 6 Identify eating disorders and their effects on mental and physical health. 7 Identify nutritional deficiencies and excesses and symptoms of each. 8 Analyze the effect of addictive behaviors (e.g., smoking, alcohol, drugs) on diet and wellness.		41, 42 41, 42 41, 42 41, 42 41, 42 41, 42 41, 42
<b>18 Knowledge of meal planning and service</b>	<b>5%</b>	
1 Analyze influences of life cycle, multicultural, socioeconomic, and geographic factors on food choices. 2 Identify factors contributing to aesthetically pleasing meals. 3 Apply the principles of the <i>Food Guide Pyramid</i> and the <i>Dietary Guidelines for Americans</i> to meal planning. 4 Analyze budget and management factors to consider in planning the purchase and preparation of food. 5 Determine appropriate table settings and table services. 6 Identify appropriate mealtime etiquette.		4, 9 4, 29 4, 19, 29 4, 19, 29 19, 29 3, 12, 19
<b>19 Knowledge of principles of food selection, safety, and storage</b>	<b>5%</b>	
1 Evaluate food items using the food labeling system. 2 Interpret information conveyed in unit pricing and dating of products. 3 Identify government grades and policies as set by the U.S. Department of Agriculture (USDA), the Food and Drug Administration (FDA), and other recognized agencies.		4, 41, 42 4, 19 4, 19, 41, 42

**Table of Competencies and Skills, Percentages, and Review Sources**

Competency/Skill	%	Review Sources
4 Identify safety and sanitation procedures in the production, processing, handling, and storage of food.		4, 19, 29, 41, 42
5 Identify safety and sanitation procedures in the use of food preparation utensils and equipment.		4, 19, 29
6 Identify various food-borne illnesses and their causes.		4, 19, 41, 42
7 Evaluate food quality in terms of product standards.		4, 19
8 Identify technology used to preserve, alter, or enhance food products.		4, 41, 42
9 Analyze the effects of physical processes (such as heating, cooling, dehydrating, and crystallizing) and storage on food quality.		4, 19
10 Identify the purposes, functions, and physiological effects of food additives.		4, 19, 41, 42
<b>20 Knowledge of food preparation</b>	<b>6%</b>	
1 Identify principles to consider in selection, use, and care of kitchen utensils and equipment in the home and workplace.		4, 29
2 Recognize principles of organization and management in the arrangement and use of kitchen facilities and equipment.		27, 31
3 Relate the physical and chemical composition of food to food preparation techniques.		4, 19, 29
4 Analyze variations in quality of finished food products.		4, 19, 29
5 Identify terms, techniques, and preparation tasks for food preparation.		4, 19, 29
6 Identify the use of emerging technology in food preparation.		4, 19
7 Identify food preparation techniques for each group in the <i>Food Guide Pyramid</i> .		4, 19, 29
<b>21 Knowledge of the profession</b>	<b>5%</b>	
1 Identify the integrative nature of the Family and Consumer Science (Home Economics) field and how the areas of specialization fit together.		22, 36

Competency/Skill	%	Review Sources
2 Identify career opportunities and determine effective job search strategies, such as writing résumés, writing cover letters, and interviewing.		1, 17, 18, 22, 34
3 Identify exploratory, practical arts, and job-preparatory courses/programs.		16, 33
4 Demonstrate knowledge of national vocational legislation that has affected the development of Family and Consumer Science (Home Economics).		33, 36, 38
5 Recognize the significance of ethics, public policy, and cultural and global diversity for the Family and Consumer Science (Home Economics) professional.		22, 36
6 Identify student organizations and strategies for including their activities in the curriculum.		15, 16, 33
7 Identify professional organizations, journals, and publications for Family and Consumer Science (Home Economics).		1, 2, 14, 16, 38





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**4****Sources for Review**

The annotated bibliography that follows includes basic references that test candidates may use to prepare for the exam. These sources provide a framework for review of subject area knowledge learned through books, course work, and practical experience. The references have been coded to the table of competencies and skills, percentages, and review sources in Section 3 of this guide.

Committees of content consultants compiled the bibliography to address the entire range of competencies and skills on the exam. The consultants selected references that provide relevant material, giving preference to sources that are available in college bookstores and libraries.

This bibliography is representative of sources that can be used to prepare for the exam. The Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

- 1 **American Association of Family and Consumer Sciences (AAFCS).** (2000). *Family and consumer sciences: Today's profession offering tomorrow's careers* [Online]. Available: <http://www.aafcs.org/resources/career.html> [2000, June 15].

Explores career opportunities in the field of family and consumer sciences. Available for downloading and for ordering free of charge from AAFCS. This site also offers information regarding the history, mission, vision, core values, and publications of the AAFCS, as well as public policy updates on issues concerning members.

- 2 **Association for Career and Technical Education (ACTE).** [Online]. Available: <http://www.avaonline.org> [2000, June 15].

Discusses the mission of the Association for Career and Technical Education, including information regarding publications, meetings, and government relations.

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- 3 **Ball State University Career Center.** (2000). *Dining etiquette*. [Online]. Available:<http://www.bsu.edu/careers/manners.html> [2000, June 15].

Offers a career-oriented approach to dining etiquette, including the use of napkins and eating utensils, placing an order in a restaurant, and basic manners at the table during a meal.
  - 4 **Bennion, M.** (1995). *Introductory foods* (10th ed.). Upper Saddle River, NJ: Merrill.

Presents the principles of food preparation techniques for each group in the *Food Guide Pyramid* with emphasis on the relationship of physical and chemical composition of food to preparation techniques. Also includes information on factors affecting food choices, principles of meal planning, and the purchase of food.
  - 5 **Benokraitis, N. V.** (1999). *Marriages and families: Changes, choices, and constraints* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Provides a comprehensive introduction to the family including dating, marriage and parenting with an emphasis on rapid change, increasing choices and constraints, cultural diversity, and the conflicts and crises that result.
  - 6 **Berger, K. S.** (2000). *The developing person through childhood* (2nd ed.). New York: Worth.

Contains in-depth coverage of the development of children from conception through school age, including a wide variety of development theories and current issues related to child development.
  - 7 **Berk, L. E.** (1999). *Infants, children, and adolescents* (3rd ed.). Boston: Allyn and Bacon.

A chronological approach to human development from conception through adolescence. Focuses on the major theories of development, the impact of context and culture, and the joint contributions of heredity and environment.
  - 8 **Bigner, J J.** (1998). *Parent-child relations: An introduction to parenting* (5th ed.). Upper Saddle River, NJ: Merrill.

Utilizes family systems theory and developmental frameworks to define parenthood and explores issues faced by parents from conception through early adulthood.

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- 9 **Boyle, M. A., & Morris, D. H.** (1999). *Community nutrition in action: An entrepreneurial approach* (2nd ed.). Belmont, CA: West/Wadsworth.  

Focuses on the role of the community nutritionist with sections on assessing the nutritional status of target populations and factors affecting food choice.
  - 10 **Brisbane, H. E.** (2000). *The developing child*. (8th ed.). New York: Glencoe/McGraw-Hill.  

Focuses on the physical, emotional, social, moral, and intellectual development of children in a given stage and addresses special concerns such as children with disabilities, child abuse, safety, and the characteristics of a quality child care facility.
  - 11 **Brooks, J. B.** (1998). *Parenting* (2nd ed.). Mountain View, CA: Mayfield.  

Examines the tasks parents carry out as they raise children from birth through adolescence with a focus on core components of parenting, including creating closer emotional relationships with children and establishing effective limits for them.
  - 12 **CuisineNet.** (2000). *Diner's digest*. [Online]. Available: <http://www.cuisinenet.com/digest> [2000, June 15].  

Addresses American table manners, including the use of eating utensils and a napkin as well as the details of a formal place setting.
  - 13 **Davis, M. L.** (1996). *Visual design in dress* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.  

Contains an overview of clothing design, the relationship of design to culture, and the application of design to concepts. Provides in-depth coverage of the 7 elements of art and the 16 principles of design.
  - 14 **Family and Consumer Sciences Education Association (FCSEA).** [Online]. <http://www.cwu.edu/~fandcs/fcsea> [2000, June 15].  

Presents the history of the Family and Consumer Sciences Education Association. Describes activities of the association and provides information about membership and the availability of publications.

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- 15 **Family, Career and Community Leaders of America (FCCLA).** [Online]. Available: <http://www.fcclainc.org> [2000, June 15].

Presents information about the FCCLA organization and its programs, including the publication *Implementing the National Family and Consumer Science Standards Through the FCCLA*. Also includes ordering information for the *FHA/HERO Chapter Handbook*, which provides guidelines for creating a chapter of the FCCLA, and *Leaders at Work*, guidelines for integrating a student organization plan for leadership development into the Family and Consumer sciences curriculum.

- 16 **Florida Department of Education.** (Current Edition). *Vocational curriculum frameworks*. [Online]. Available: <http://www.firn.edu/doe/bin00079/home0079.htm> [2000, June 15].

Provides state-approved course standards for exploratory, practical arts, and job-preparatory courses and programs offered in Family and Consumer Sciences in Florida, as well as links to student and professional organizations.

- 17 **Florida State University Career Center.** (2000). *Letter writing guide*. [Online]. Available: <http://www.fsu.edu/~career> [2000, June 15].

Offers guidelines for writing appropriate letters during a job search.

- 18 **Florida State University Career Center.** (2000). *Résumé writing guide*. [Online]. Available: <http://www.fsu.edu/~career> [2000, June 15].

Details the basic steps in preparing a résumé based on career objectives.

- 19 **Freeland-Graves, J. H., & Peckham, G. C.** (1996). *Foundations of food preparation*. Englewood Cliffs, NJ: Merrill.

Presents the scientific principles involved in cooking proteins, lipids, and carbohydrates. Discusses a variety of food products and methods of food preservation. Discusses the economics of food preparation, menu planning, serving food, and table setting.

- 20 **Garman, E. T.** (1997). *Consumer economic issues in America* (5th ed.). Houston: DAME.

Emphasizes consumer interest, consumer-oriented laws, the U.S. economic system and marketplace, decision making, product safety, insurance and investments, and health care issues.

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- 21 **Garman, E. T., & Fogue, R. E.** (1997). *Personal Finance* (5th ed.). Boston: Houghton Mifflin.
- Covers financial planning, managing taxes, budgeting, use of credit, major purchases such as a home or a car, insurance, investments, retirement, and estate planning.
- 22 **Goldsmith, E.** (2000). *Development and trends in human sciences*. (Course No. HOE 3050). (Available from Target Copy, 635 West Tennessee Street, Tallahassee, FL 32304).
- Course materials from Florida State University that focus on the integrative nature of Family and Consumer Sciences, ethics, résumés and writing cover letters. For current ordering and shipping information, call (850) 224-3007.
- 23 **Goldsmith, E. B.** (2000). *Resource management for individuals and families* (2nd ed.). Belmont, CA: Wadsworth.
- Explores management concepts, theories, and principles, emphasizing values, attitudes, and goals related to decision making and problem solving. Examines resources and issues affecting the decision-making process.
- 24 **Hatch, K. L.** (1993) *Textile science*. Minneapolis/St. Paul, MN: West.
- Focuses on the structure and performance of fabrics, including fiber, yarns, fabric structure, and fabric finishes.
- 25 **Kaiser, S. B.** (1997). *The social psychology of clothing: Symbolic appearances in context* (Rev. 2nd ed.). New York: Fairchild.
- Presents the social psychology of clothing within the larger contexts of shaping and representing identity, interacting with people in groups and communities, and living within a culture.
- 26 **Kapoor, J. R., Dlabay, L. R., & Hughes, R. J.** (1999). *Personal finance* (5th ed.). Boston: Irwin/McGraw-Hill.
- Emphasizes managing personal finances, making purchasing decisions, insurance and investments, and retirement and estate planning.
- 27 **Kicklighter, C. E., & Kicklighter, J. C.** (1998). *Residential housing & interiors*. Tinley Park, IL: Goodheart-Willcox.
- Provides practical information about planning, building, and decorating a home to enhance its livability with an emphasis on good design and meeting family lifestyle needs.

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- 28 **Lamanna, M. A., & Riedmann, A.** (2000). *Marriage and families: Making choices in a diverse society* (7th ed.). Belmont, CA: Wadsworth.
- Discusses families in the context of a changing and diverse society using three theoretical perspectives. Explores gendered identities and the concept of love and sexuality in marriage relationships. Discusses parenting as part of a marriage relationship, as well as crisis and change in a family relationship.
- 29 **Molt, M.** (1997). *Food for fifty* (10th ed.). Upper Saddle River, NJ: Merrill.
- Provides quantity food preparation methods for each group in the *Food Guide Pyramid* and includes menu planning for special functions and types of meal service.
- 30 **Muzi, M. J.** (2000). *The Experience of parenting*. Upper Saddle River, NJ: Prentice Hall.
- Emphasizes parenting infants to young adults as a science with a focus on parenting across cultures and socioeconomic levels.
- 31 **Nissen, L., Faulkner, R., & Faulkner, S.** (1994). *Inside today's home* (6th ed.). Fort Worth, TX: Harcourt Brace College.
- Presents a comprehensive introduction to interior design, including the elements and principles of design, human factors and function, use of space, construction and materials, window and wall treatments, and furnishings.
- 32 **Olson, D. H., & DeFrain, J.** (1997). *Marriage and the family: Diversity and strengths* (2nd ed.). Mountain View, CA: Mayfield.
- Approaches mate selection and marriage and family relationships from the perspectives of family diversity and family strengths. Also addresses family stress and crises.
- 33 **Olson, S. J., & Weis, S. F.** (Eds.). (1995). Perspectives of occupational home economics. *Family and Consumer Sciences Teacher Education Yearbook 15*.
- Addresses various aspects of occupational home economics, including integration of student organizations in the curriculum and the role of federal vocational legislation in the development of occupational home economics.

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- 34 **Reardon,, R. C., Lenz, J. G., Sampson, J. P., & Peterson, G. W.** (2000). *Career development and planning: A comprehensive approach*. Belmont, CA: Brooks/Cole.
- Presents a comprehensive view of career planning including personal decision making, organizational culture, résumés and cover letters, interviewing, and negotiating and evaluating job offers.
- 35 **Santrock, H. W.** (1998). *Child development* (8th ed.). Boston: McGraw-Hill.
- Approaches various types of human development from conception through adolescence. Includes a section on schools and another section on culture, poverty, and ethnicity.
- 36 **Simerly, C. B., Light, H., & Mitstifer, D. I.** (Eds.). (1996). *A book of readings: The context for professionals in human, family and consumer sciences*. Alexandria, VA: American Association of Family and Consumer Sciences.
- Presents a series of readings focusing on the integrative nature of Family and Consumer Sciences, diversity and the global perspective, public policy, ethics, and professional behavior. Ordering information is available online at <http://www.aafcs.org> .
- 37 **Singer.** (1999). *The complete photo guide to sewing*. Minnetonka, MN: Creative Publishing International.
- Covers pattern selection, fabrics, notions and sewing equipment, as well as clothing construction techniques and methods for making decorative items for the home.
- 38 **Stage, S., & Vincenti, V. B.** (Eds.). (1997). *Rethinking home economics: Women and the history of the profession*. Ithaca, NY: Cornell University Press.
- A series of papers by various authors regarding the home economics profession. Focuses on the history of home economics and factors, such as federal vocational legislation and professional organizations, that have shaped its focus.
- 39 **Tortora, P. G., & Collier, B. J.** (1997). *Understanding textiles* (5th ed.). Upper Saddle River, NJ: Merrill.
- Covers fibers, yarns, fabric construction and finishes, and their interrelationship. Provides an analysis of textile behavior and performance and an overview of the textile industry.

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- 40 **Vogue sewing.** (2000). New York: Butterick.  
Provides comprehensive coverage of the clothing construction process as well as a brief review of design concepts, fashion terms, clothing selection, and textiles.
- 41 **Wardlaw, G. M.** (1999). *Perspectives in nutrition* (4th ed.). Boston: McGraw-Hill.  
Discusses nutrients, the basics of a healthy diet, nutrition application in the life cycle, additives, labeling, and the impact of addictive behaviors on nutrition.
- 42 **Whitney, E. N., & Rolfes, S. R.** (1999). *Understanding nutrition*. Belmont, CA: West/Wadsworth.  
Contains comprehensive coverage of nutrients, food choice and diet planning. Reviews the role of physical activity, life-cycle nutrition, diet and health, and consumer concerns about foods.
- 43 **Zelenak, M. J.** (1999). *Consumer economics: The consumer in our society* (12th ed.). Scottsdale, AZ: Holcomb Hathaway.  
Analyzes the role of the consumer in a free society and includes budgeting, consumer credit, consumer services, insurance investments, marketing and pricing.

**Additional Resources:**

American Dietetic Association (ADA): <http://www.eatright.org>

Consumers Union: <http://www.consumer.org>

Council for Professional Recognition (CDA): <http://www.cdacouncil.org>

National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org>

National Council on Family Relations (NCFR): <http://www.ncfr.org>

University of Florida Institute of Food and Agricultural Sciences (IFAS): <http://www.ifas.ufl.edu>



## 5 Test Format and Sample Questions

The Family and Consumer Science 6-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

### Table of Question Types

The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Type of question	Sample item
<b>Direct question</b> Choose the response option that best answers the question.	Item 9, page 29
<b>Sentence completion</b> Select the response option that best completes the sentence.	Item 2, page 27
<b>Command</b> Select the best response option.	Item 3, page 27
<b>Scenario</b> Examine a situation, problem, or case study. Then answer a question or recommend a course of action by selecting the best response option.	Item 11, page 29

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## **Sample Items**

The following items represent both the form and content of questions you will encounter on the exam. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual exam questions. However, these items will acquaint you with the general format of the exam.

An answer key follows on page 36.

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**DIRECTIONS:** Read each item and select the best response.

- 1. Charles, aged 80, lives alone and is socially isolated from family and friends. He is physically healthy, takes care of his clothes, and is able to cook simple meals. He often forgets to take his medication and going to the grocery store is becoming extremely difficult due to his poor vision. Which arrangement is best for Charles?**

  - A. assisted living
  - B. nursing home
  - C. independent living
  - D. rehabilitation center
  
- 2. Lourdes had to ride the city bus to work because her car was being repaired. She realized this saved her time and money so she continued to ride the bus. Her decision was based on**

  - A. personal values.
  - B. energy conservation.
  - C. social needs.
  - D. financial goals.
  
- 3. Select the factor that has the greatest influence on the development of marital stability.**

  - A. social-economic lifestyle
  - B. large wedding ceremony
  - C. mutual respect and honesty
  - D. meeting the families' expectations
  
- 4. Which disease can be inherited and might lead a couple to consider not having children?**

  - A. sickle cell anemia
  - B. ulcers
  - C. cerebral palsy
  - D. hyperthyroidism

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5. **Dave and MaryAnn have been trying to conceive a child for the past year. MaryAnn has learned she has a damaged fallopian tube that prevents pregnancy, but she would like to have a biological child. Which would be the best alternative for them?**
- A. artificial insemination
  - B. *in vitro* fertilization
  - C. ovum transfer
  - D. sperm donation
6. **A mother who continues to smoke throughout her pregnancy risks delivering an infant born**
- A. prematurely.
  - B. with PKU.
  - C. with a cleft palate.
  - D. with a birth weight greater than 10 pounds.
7. **Which element of prenatal care is the most critical for a typical pregnancy?**
- A. balanced diet
  - B. aerobic exercises
  - C. weight control
  - D. breathing exercises
8. **Jane is a 15-year-old expectant mother. What complications may arise due to her young age?**
- A. shorter gestational period; low birth-weight baby
  - B. miscarriage; high birth-weight baby
  - C. physical defects; high birth-weight baby
  - D. large weight gain by mother; low birth-weight baby

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**9. Which is the LEAST effective method of dealing with a toddler who is displaying a temper tantrum?**

- A. distracting the child with a new activity
- B. ignoring the behavior
- C. moving the child to a quiet location
- D. withdrawing love and affection

**10. Most 7-year-olds are**

- A. competitive with adults.
- B. eager for praise and approval.
- C. fearful of playmates.
- D. sociable and carefree.

**11. Jean is a single parent with a teenaged daughter. The daughter wants to attend a father-daughter dance. Her uncle has agreed to take her to this event. What kind of support is the uncle providing for the family?**

- A. intellectual
- B. cognitive
- C. economic
- D. emotional

**12. A socially competent child is one who**

- A. demonstrates control of possessions.
- B. only plays independently.
- C. interacts with children of varying ages.
- D. immediately takes charge in a situation.

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**13. Which is the most common factor leading a person from substance use to substance abuse?**

- A. positive self-concept
- B. experimentation with substances
- C. pressure from peers
- D. lack of coping skills

**14. The dress style that minimizes large hips is a**

- A. dropped-waist dress with full skirt.
- B. dress with horizontal lines.
- C. large-print belted dress.
- D. dress with vertical lines.

**15. Which of the following best represents the characteristics associated with fabric?**

- A. strength, durability, resiliency
- B. texture, hand, weight
- C. glazing, napping, lustering
- D. mercerization, waterproofing, elasticity

**16. The Flammable Fabrics Act**

- A. requires that labels indicate whether the fiber is new or used.
- B. prohibits manufacturing children's clothing with fabrics that burn easily.
- C. protects consumers from the use of toxic substances.
- D. specifies the type-of-care information required on labels.

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- 17. Which statement best describes the role of government in the American economic system?**
- A. The government determines goods and services provided to consumers.
  - B. The government controls most of the productive resources.
  - C. The government's role is limited to making laws that ensure fair competition and fair business practices.
  - D. The government attempts to control the amount of money in circulation by controlling interest rates and credit terms.
- 18. Which of the following statements about insurance is correct?**
- A. Hospital insurance pays for routine office visits to the doctor.
  - B. Liability coverage is not required in any state in the United States.
  - C. Comprehensive insurance covers damage to a car from events other than collision.
  - D. Term life insurance is a good investment for a retirement fund.
- 19. An engaged couple plans to graduate from college, marry, and begin their careers within the next three months. Their current goal is to establish their own home and have their first child within the next two years. At this stage of the family life cycle, what management issue would be of primary importance?**
- A. beginning their careers
  - B. deciding where to spend their honeymoon
  - C. determining who will manage the family finances
  - D. beginning a retirement fund
- 20. Creditors say that only 25% of take-home pay should be spent on housing expenses. If an individual's take-home pay is \$30,000 per year, how much should that individual pay for housing each month?**
- A. \$625
  - B. \$750
  - C. \$825
  - D. \$850

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**21. The use of a wall hanging that consists of bright, vivid colors in a room with pale, subdued colors is an example of**

- A. balance.
- B. emphasis.
- C. intensity.
- D. repetition.

**22. Jared regularly eats large amounts of cheese, hot dogs on buns with pickles, ketchup, mustard, and potato chips. He also likes canned vegetable soup and frozen dinners and often snacks on bananas and apples.**

**Which of the dietary guidelines is Jared abusing?**

- A. a diet moderate in sugar
- B. a diet with plenty of grain products, fruits, and vegetables
- C. a diet including a variety of foods
- D. a diet moderate in salt and sodium

**23. The primary function of protein is to**

- A. provide quick energy.
- B. regulate body temperature.
- C. build and repair body cells.
- D. transport water-soluble vitamins.

**24. The diet of a person with scurvy is lacking**

- A. meat products.
- B. fresh citrus fruit.
- C. whole-grain products.
- D. dairy products.

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**25. The *Dietary Guidelines for Americans* recommends that individuals**

- A. eliminate empty calories.
- B. eliminate the use of alcohol.
- C. limit salt and sodium intake.
- D. limit the intake of red meat.

**26. The Baker family is on a limited budget, and family members have little time for food preparation. The most appropriate dinner menu for this family would include**

- A. grilled cheese sandwiches, tomato soup, oranges, and milk.
- B. spaghetti and meat sauce, asparagus, homemade bread, and milk.
- C. fried chicken, baked potatoes, green salad, and milk.
- D. grilled hamburgers, stuffed potatoes, chef's salad, and milk.

**27. A food-borne illness that may result from eating spoiled mayonnaise is**

- A. botulism.
- B. hepatitis A.
- C. toxoplasmosis.
- D. salmonellosis.

**28. Lucy wants to buy peaches at a roadside stand. If a peach is fresh and ripe, it appears**

- A. soft and lightweight.
- B. firm and fuzzy.
- C. smooth and light colored.
- D. soft and slightly wrinkled.

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- 29. The kitchen traffic pattern for the stove, sink, and refrigerator should be arranged in a**
- A. square.
  - B. rectangle.
  - C. triangle.
  - D. circle.
- 30. A student baked yeast bread for her class, but it did not rise. One of the possible causes was the use of**
- A. self-rising flour.
  - B. too much sugar.
  - C. too much milk.
  - D. cold water.
- 31. Courses designed to provide students with the minimum competencies needed for effective entry into an occupation are classified as**
- A. practical arts.
  - B. supplemental.
  - C. job preparatory.
  - D. exploratory.
- 32. A home economics teacher is interested in joining a professional organization to become a certified home economist. Which professional organization must she join to obtain certification as a home economist?**
- A. American Association of Family and Consumer Services
  - B. Association for Supervision and Curriculum Development
  - C. Association of Career and Technical Education
  - D. National Association of Phi Delta Kappa

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**33. A mother, father, two children, and an aunt living together is an example of which family type?**

- A. blended
- B. commune
- C. extended
- D. nuclear

**34. Sam and Ida Moffat are 65 years old and receive Social Security income. The Moffats are in which stage of the life cycle?**

- A. empty nest
- B. beginning
- C. expanding
- D. retirement

**35. Parents of a 7-year-old boy are concerned about his self-concept. He does not have many friends because he bosses them around. In order to help him overcome this problem and develop a better self-concept, they should**

- A. boss him around to show him what it feels like.
- B. compliment and reinforce his successes.
- C. encourage him to play alone.
- D. teach him how to avoid being bossy.

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### Answer Key

1. A	13. D	25. C
2. A	14. D	26. A
3. C	15. B	27. D
4. A	16. B	28. B
5. B	17. D	29. C
6. A	18. C	30. D
7. A	19. C	31. C
8. A	20. A	32. A
9. D	21. B	33. C
10. B	22. D	34. D
11. D	23. C	35. B
12. C	24. B	



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## 6 Test-taking Advice

- Go into the exam prepared, alert, and well-rested.
- Complete your travel arrangements prior to the exam date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in “Identification Policy”
  - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
- Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
- Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
- When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
- After completing the exam, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





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## 7 Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>





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Breanne Coffin, Teacher, Sandalwood High School, Duval County Public Schools

Bonnie Greenwood, Professor and Associate Dean, College of Human Sciences, Florida State University

Janice Scholz, Resource Teacher, Brevard County Public Schools

Linda Williams, Teacher, Ft. Clarke Middle School, Alachua County Public Schools

Willie Mae Williams, Education Specialist, Family and Consumer Sciences, Miami-Dade County Public Schools

### **Test Development and Validation**

Ruth Biehl, Teacher, Mosley High School, Bay County Public Schools

Eddy Boynton, Assistant Director, Sarasota County Technical Institute, Sarasota County Public Schools

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Linda Williams, Teacher, Ft. Clarke Middle School, Alachua County Public Schools  
Willie Mae Williams, Education Specialist, Family and Consumer Sciences, Miami-Dade County Public Schools

### **Study Guide Development**

Institute for Instructional Research and Practice  
College of Education  
University of South Florida

