

PLACE[®]

STUDY GUIDE

36 Family and Consumer Studies



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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 36: FAMILY AND CONSUMER STUDIES

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

OBJECTIVES



TEST FIELD 36: FAMILY AND CONSUMER STUDIES

Interpersonal and Family Relationships
Human Development and Parenting
Nutrition and Foods
Resource Management
Education, Workplace Skills, and Careers

INTERPERSONAL AND FAMILY RELATIONSHIPS

Understand the characteristics of interpersonal relationships.

Includes recognizing types and characteristics of interpersonal relationships; describing the dynamics of interpersonal relationships; recognizing the roles self-concept, self-esteem, wellness, sexuality, and responsible decision-making play in an individual's ability to maintain healthy interpersonal relationships; and demonstrating decision-making skills related to choices involved in interpersonal relationships.

Understand factors that affect interpersonal relationships.

Includes recognizing factors that affect interpersonal relationships, including peer pressure, social skills, and communication skills; and analyzing the effects of social issues, legal and ethical responsibilities, and diversity of culture, lifestyle, and community on interpersonal relationships.

Understand the characteristics of families.

Includes identifying types of families and roles of family members; recognizing social and economic factors that affect families; recognizing core values identified by Community of Caring, including caring, responsibility, respect, trust, and family; recognizing the role of families as the basis of a strong society; understanding the necessity of commitment and determination in building long-lasting relationships; and identifying the historical and cultural background of family structures.

Understand strategies for individuals and families experiencing change and crisis.

Includes identifying types of conflicts and crises and their effects on personal and family life; recognizing factors that affect personal and family physical, mental, and emotional well-being; identifying personal skills and strategies necessary to handle change and crisis; and identifying resources and services available to assist individuals and families in need.

HUMAN DEVELOPMENT AND PARENTING

Understand human growth and development.

Includes demonstrating knowledge of theories, principles, and sequences in human development; analyzing how family structures and functions affect human development; identifying physical, cognitive, social, emotional, and cultural factors related to human development; and recognizing changes in individual needs at different stages of development.

Understand preparation for parenthood.

Includes examining choices related to and factors that affect decisions about becoming a parent; identifying ways parents and other members of the family system can prepare for the addition of a child; and demonstrating knowledge of family planning, prenatal care, and childbirth preparation.

Understand the rewards, demands, and responsibilities of parenting.

Includes demonstrating knowledge of developmentally appropriate parenting skills needed to support children's physical, social, intellectual, and emotional well-being; analyzing methods for guiding children's behavior and fostering a child's positive self-concept; understanding how the parenting process affects both parents and children; identifying strategies for adapting to various parenting situations; and demonstrating knowledge of parents' legal and financial obligations to their children.

Understand strategies for balancing personal, family, work, and community commitments.

Includes identifying strategies for balancing personal, family, work, and community commitments to become a productive member of society and evaluating support services available to assist individuals and families in fulfilling their commitments.

NUTRITION AND FOODS**Understand the fundamentals of food science.**

Includes demonstrating knowledge of the basic chemical principles of food science, food packaging options, food allergies, the global food market, and the use of biotechnology in food production and processing.

Understand the principles of nutrition.

Includes identifying sources and functions of nutrients; demonstrating knowledge of the digestive process and its effects on nutrition; demonstrating knowledge of factors that influence food choices; recognizing individual nutritional, fitness, exercise, and wellness needs; performing a dietary analysis; analyzing the causes, characteristics, and effects of nutritional deficiencies and excesses; and analyzing health- and nutrition-related claims.

Understand the principles of food safety and sanitation.

Includes demonstrating knowledge of guidelines for maintaining food safety and sanitation; recognizing the characteristics, causes, and consequences of food-borne illnesses; demonstrating knowledge of procedures that prevent contamination and illness; identifying the role of federal, state, and local agencies involved in food safety and sanitation; and recognizing industrial sanitation standards and regulations for food service environments.

Understand food preparation concepts and skills.

Includes identifying terminology and units of measurement related to food preparation; demonstrating knowledge of the safe use and care of kitchen tools and equipment; analyzing the principles of food preparation techniques, cooking methods, and presentation; understanding the use and conversion of recipes; analyzing the effects of emerging technology on food products; and demonstrating knowledge of meal planning, portion control, and food budgeting.

RESOURCE MANAGEMENT

Understand the basic principles of personal finance.

Includes analyzing the influence of consumer resources on money management and financial planning; understanding the principles, steps, and skills involved in developing and maintaining a budget; identifying types of financial institutions and services; analyzing investment options and decisions with regard to financial goals and consumer resources; understanding the types, uses, and misuses of credit; identifying types of insurance for individuals and families; and demonstrating knowledge of the tax system.

Understand the role of the consumer in the economy.

Includes demonstrating knowledge of basic economic principles; demonstrating knowledge of consumer rights and responsibilities; and analyzing the interrelationships of public policy, legislation, economic conditions, and personal finance management.

Understand individual and family resource management skills.

Includes analyzing individual and family resources; recognizing alternative resources for achieving consumer goals; recognizing the relationship between consumer resource management and individual and family values and goals; and identifying methods for conserving nonrenewable energy resources in the home.

Understand factors that affect housing and apparel selection.

Includes recognizing factors (e.g., historical, psychological, physical, social, cultural) that affect consideration, selection, and care of housing and apparel, and demonstrating knowledge of the elements and principles of design as applied to housing and apparel.

EDUCATION, WORKPLACE SKILLS, AND CAREERS

Understand the components of consumer and family studies education.

Includes demonstrating knowledge of career and technical education; examining the role of the Family, Career, and Community Leaders of America (FCCLA) in developing student professionalism and leadership traits; recognizing the value of consumer and family studies education, the roles of professional organizations, and the importance of updating knowledge in the field through lifelong learning; and demonstrating knowledge of how to develop and maintain business and industry partnerships.

Understand employment and employability skills.

Includes identifying skills and procedures for searching, applying, and interviewing for a job; identifying characteristics of professionalism and elements of a positive work attitude; demonstrating knowledge of principles for effective communication in the workplace; and identifying individual rights and responsibilities in relation to employment.

Understand careers related to family and consumer sciences.

Includes demonstrating knowledge of careers related to family and consumer sciences; examining the economic environment and employment trends within career paths related to family and consumer sciences; and identifying opportunities for entrepreneurship in the field of family and consumer sciences.

Understand skills related to careers in family and consumer sciences.

Includes identifying employability skills as related to family and consumer sciences career pathways; examining training requirements, skills, and aptitudes necessary for careers in occupations related to family and consumer sciences; and identifying considerations in establishing achievable goals related to career success in occupations related to family and consumer sciences.

PRACTICE QUESTIONS: FAMILY AND CONSUMER STUDIES



1. Joanne has been upset lately because her friend, Nick, has been getting into trouble at work and is in danger of losing his job. She has spent many hours trying to give him advice, but he does not seem to listen. Talking to a mutual friend about the situation, Joanne said, "I can't understand him. I've told him time and again how to solve this problem. It is so frustrating! If he won't listen to me, I'm not sure that I can continue being his friend." In this situation, Joanne and Nick's friendship is weakened because:
 - A. Nick does not trust Joanne enough to follow her advice.
 - B. Joanne's expectations for Nick are too high.
 - C. Nick is taking advantage of Joanne's concern for him.
 - D. Joanne is trying to control Nick's behavior.
2. In which of the following ways do families contribute to the maintenance of a strong society?
 - A. Family members offer each other emotional support in times of crisis.
 - B. Families teach members the skills and values they need to get along with others.
 - C. Family members meet each other's physical and material needs and wants.
 - D. Families determine and enforce the rules society will follow.
3. Before they were married, Rob and Sue agreed that they would both like to have children. They have now been married for six months and Rob has indicated that he would like to start a family right away. Sue, however, does not feel ready at this time for the lifestyle changes involved in becoming a parent. The most appropriate action for Rob and Sue to take at this point is to agree to:
 - A. wait another two years before discussing the issue again.
 - B. have a child in the hopes that Sue will adjust to the role of parent.
 - C. put off having children until both Rob and Sue are ready.
 - D. start a family and assign Rob as the children's primary caregiver.

4. People whose bodies do not produce lactase are unable to tolerate the consumption of dairy products because their bodies:
 - A. use other, more powerful enzymes to process lactose.
 - B. do not absorb food nutrients when lactose is in their systems.
 - C. cannot break lactose down into a digestible substance.
 - D. react to lactose as if it were an allergen.

5. Which of the following is an effective way to control the risk of cross-contamination from potentially hazardous raw foods in a retail environment?
 - A. ensuring that each potentially hazardous food is handled by a different employee
 - B. using the same food-contact surfaces and utensils for all potentially hazardous foods
 - C. preparing dishes containing potentially hazardous foods with a minimal amount of manual contact
 - D. requiring employees to thoroughly wash their hands after handling each potentially hazardous food

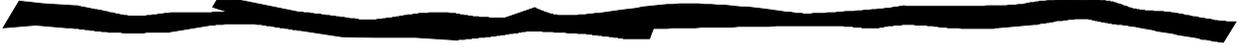
6. Which of the following is an important consideration when cooking with copper utensils or cookware?
 - A. Minerals in various foods can cause pitting on copper surfaces.
 - B. Copper can form dangerous compounds when it is in contact with certain foods.
 - C. The porous surface of copper utensils or cookware may retain food flavors.
 - D. Copper conducts heat poorly and may cook food unevenly.

7. Which of the following accurately describes a major difference between credit unions and commercial banks?
 - A. Deposits at most commercial banks are insured up to \$100,000, while those at credit unions are not insured.
 - B. Credit unions are not-for-profit organizations that are owned and operated by their members, not by stockholders as commercial banks are.
 - C. Services offered by commercial banks include loans for automobiles, while credit unions do not provide loans.
 - D. Credit unions may offer only savings accounts, while commercial banks may offer both savings and checking accounts.

8. For consumers to take full advantage of their right to be protected from dangerous products, they have a responsibility to:
- A. demand a guarantee of safety from the retailer who is selling the product.
 - B. litigate against manufacturers of dangerous products to levy fines.
 - C. use products as intended and according to manufacturer's instructions.
 - D. compare all similar products and select the product that appears to be safest.
9. Knitted garments that require hand washing generally warn against wringing the garment to remove the water after washing because wringing will:
- A. cause uneven fading of colors.
 - B. distort the shape of the garment.
 - C. cause the fibers to become brittle.
 - D. create deep wrinkles in the garment.
10. A stated aim of the American Association of Family and Consumer Sciences is "to effect the optimum well being of families and individuals by empowering members to act on continuing and emerging concerns." This objective best reflects the association's interest in:
- A. making the profession a force in the shaping of public policy.
 - B. having members respect the rights and responsibilities of their professional peers.
 - C. developing a code of ethics for the profession.
 - D. advancing public awareness and understanding of the profession.
11. People who are seeking to obtain information on job openings in the local area would be best advised to begin by:
- A. contacting the local chamber of commerce.
 - B. visiting the personnel offices of local businesses.
 - C. conducting an online job search.
 - D. calling family and friends who live and work locally.

12. Ben would like to pursue a career in textile design. In addition to taking courses in textile science and apparel technology, he would be best advised to study which of the following?
- A. psychology and ecology
 - B. business history and microbiology
 - C. sociology and physics
 - D. art history and computer science

ANSWER KEY: FAMILY AND CONSUMER STUDIES



Question Number	Correct Response	Objective
1.	D	Understand the characteristics of interpersonal relationships.
2.	B	Understand the characteristics of families.
3.	C	Understand preparation for parenthood.
4.	C	Understand the fundamentals of food science.
5.	D	Understand the principles of food safety and sanitation.
6.	B	Understand food preparation concepts and skills.
7.	B	Understand the basic principles of personal finance.
8.	C	Understand the role of the consumer in the economy.
9.	B	Understand factors that affect housing and apparel selection.
10.	A	Understand the components of consumer and family studies education.
11.	D	Understand employment and employability skills.
12.	D	Understand skills related to careers in family and consumer sciences.