



## GACE® Family and Consumer Sciences Education Assessment

### *Test at a Glance*

**Updated June 2017**

See the GACE® Family and Consumer Sciences Education Assessment Study Companion for practice questions and preparation resources.

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| Assessment Name                          | Family and Consumer Sciences Education  |
| Grade Level                              | 6–12  |
| Test Code                                | Test I: 044<br>Test II: 045<br>Combined Test I and Test II: 544   |
| Testing Time                             | Test I: 2 hours<br>Test II: 2 hours<br>Combined Test I and Test II: 4 hours   |
| Test Duration                            | Test I: 2.5 hours<br>Test II: 2.5 hours<br>Combined Test I and Test II: 5 hours   |
| Test Format                              | Computer delivered  |
| Number of Selected-response Questions    | Test I: 80<br>Test II: 80<br>Combined Test I and Test II: 160   |
| Question Format                          | The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b> |
| Number of Constructed-response Questions | Test I: 0<br>Test II: 0<br>Combined Test I and Test II: 0   |

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## About this Assessment

The GACE Family and Consumer Sciences Education assessment is designed to measure the professional knowledge of prospective teachers of secondary school Family and Consumer Sciences Education in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

## Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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## Test I Subareas

| Subarea                                  | Approx. Percentage of Test |
|--|----------------------------|
| I. Food Science, Nutrition, and Wellness | 50%                        |
| II. Resource Management                  | 30%                        |
| III. Textiles and Apparel                | 20%                        |

## Test I Objectives

### Subarea I: Food Science, Nutrition, and Wellness

#### *Objective 1: Understands and applies knowledge of food science*

The beginning Family and Consumer Sciences Education teacher:

- A. Understands safety and sanitation procedures related to equipment and food preparation, service, and storage
- B. Is familiar with how food gets from farm to table
- C. Understands the sources of food contamination
- D. Knows the role of local, state, and federal agencies in ensuring food safety
- E. Knows general concepts of food science
- F. Knows biological, chemical, and physical properties of food and food-preservation methods
- G. Knows how to plan menus and present food
- H. Is familiar with basic culinary terms, equipment, and techniques for food preparation
- I. Understands recipe modifications, substitutions, and basic conversions

#### *Objective 2: Understands and applies knowledge of nutrition and wellness*

The beginning Family and Consumer Sciences Education teacher:

- A. Understands the basic biochemical processes of food in the human body
- B. Understands the functions and sources of nutrients and the dietary guidelines necessary for healthy living throughout the life cycle
- C. Understands factors that influence food consumption, nutrition, and behavior
- D. Is familiar with the impact of environmental, economic, scientific, technological, and governmental influences on food and nutrition, from farm to table
- E. Knows how to interpret nutritional information and data

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- F. Knows techniques for promoting healthy living through nutrition and wellness initiatives

### **Subarea II: Resource Management**

*Objective 1: Understands and applies knowledge of consumer economics*

The beginning Family and Consumer Sciences Education teacher:

- A. Understands the relationship of the environment to family and consumer resources
- B. Is familiar with policies that support consumer rights and responsibilities
- C. Is familiar with the effects of technology on individual and family resources and the relationship between economic systems and consumer actions
- D. Understands management of financial resources to meet the goals of individuals and families across the life span
- E. Knows skills and practices required for management of human, economic, and environmental resources in the family, workplace, and community
- F. Knows the factors that affect consumer advocacy and the factors in developing a long-term financial management plan
- G. Understands resource consumption for conservation and waste-management practices

### **Subarea III: Textiles and Apparel**

*Objective 1: Understands and applies knowledge of principles and elements of design*

The beginning Family and Consumer Sciences Education teacher:

- A. Is familiar with regulations, safety standards, and ethical issues related to textiles and apparel
- B. Is familiar with equipment, tools, cost analysis, and basic techniques for construction of textile products and apparel
- C. Is familiar with the basic types of textiles and apparel
- D. Is familiar with the basic characteristics of textiles and apparel
- E. Knows the methods of evaluating textiles and apparel
- F. Knows the social, cultural, economic, and psychological factors that affect apparel choices and care
- G. Knows the basic elements and principles of design as applied to textile and wardrobe planning

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*Objective 2: Understands and applies knowledge of apparel*

The beginning Family and Consumer Sciences Education teacher:

- A. Knows methods for wardrobe maintenance, alteration, storage, and cleaning
- B. Is familiar with the skills needed to produce, alter, and repair apparel and textiles
- C. Understands the components of quality customer service

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## Test II Subareas

| Subarea   | Approx. Percentage of Test |
|---|----------------------------|
| I. Early Childhood Education and Community Services           | 40%                        |
| II. Family and Interpersonal Relationships                    | 22%                        |
| III. Foundations and Pathways of Family and Consumer Sciences | 22%                        |
| IV. Housing, Interiors, and Living Environments               | 16%                        |

## Test II Objectives

### Subarea I: Early Childhood Education and Community Services

*Objective 1: Understands and applies knowledge of human growth and development*

The beginning Family and Consumer Sciences Education teacher:

- A. Understands the stages, characteristics, and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle
- B. Knows the physical, psychological, hereditary, and environmental factors that affect human growth and development throughout the life cycle
- C. Understands the foundational theories of human development
- D. Is familiar with strategies for monitoring stages of human development
- E. Understands practices that optimize human growth and development throughout the life cycle
- F. Is familiar with the regulations and ethical standards related to caregiving throughout the life span
- G. Is familiar with exceptionalities in human growth and development that require special responses and resources

*Objective 2: Understands and applies knowledge of early childhood education*

The beginning Family and Consumer Sciences Education teacher:

- A. Knows how to plan, conduct, and assess developmentally appropriate and safe early childhood learning experiences
- B. Is familiar with the components of an early childhood education curriculum that promotes early language acquisition and addresses the diverse needs of children
- C. Understands the process skills needed to manage early childhood education programs

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## **Subarea II: Family and Interpersonal Relationships**

*Objective 1: Understands and applies knowledge of family and community*

The beginning Family and Consumer Sciences Education teacher:

- A. Knows the factors affecting interpersonal, family, community, and professional relationships throughout the life cycle
- B. Is familiar with the integrative nature of the factors that affect family, community, and professional relationships throughout the life cycle
- C. Knows the functions of relationships (e.g., interpersonal, family, and community)
- D. Knows the strategies and resources for promoting communication and strengthening interpersonal and family relationships

*Objective 2: Understands and applies knowledge of parenting*

The beginning Family and Consumer Sciences Education teacher:

- A. Knows the parenting styles and their impact on family relationships
- B. Knows the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families
- C. Is familiar with the personal decisions and skills related to parenting
- D. Knows the roles and responsibilities of parenting and the physical and emotional factors related to beginning the parenting process
- E. Is familiar with parenting practices that maximize human growth and development and the external support systems that provide services for parents
- F. Knows the skills, strategies, and resources necessary to deal with change, conflict, and crisis
- G. Understands the historical significance of the family as the basic unit of society, as well as present-day family structures

## **Subarea III: Foundations and Pathways of Family and Consumer Sciences**

*Objective 1: Understands and applies knowledge of the foundations of family and consumer sciences*

The beginning Family and Consumer Sciences Education teacher:

- A. Is familiar with career paths related to the disciplines of family and consumer science, apparel and textile, human development, family, interpersonal relationships, early childhood education, parenting, food science, nutrition and wellness, housing, and interiors
- B. Is familiar with the historical foundations of family and consumer sciences as well as the social, economical, political, legal, and ethical issues

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- C. Understands how critical thinking and problem solving promote professional development related to career paths in the area of family and consumer sciences
  - D. Understands ethical professional practice based on the history and philosophy of family and consumer sciences through civic engagement, advocacy, and ongoing professional development
  - E. Knows general operational procedures required for business profitability and career success
  - F. Understands employability skills and traits necessary for success in school, community, and workplace settings
  - G. Demonstrates procedures applied to safety, security, and environmental issues and the concepts necessary to promote quality service and ensure customer satisfaction
  - H. Is familiar with knowledge of how to locate resources and information for education, professional development, and continuing education including local, state, and national professional family and consumer science organizations
  - I. Understands the importance of the relationship of the common core standards to family and consumer sciences education
  - J. Knows the missions, goals, and organizational structures of the Family, Career and Community Leaders of America (FCCLA)
  - K. Is familiar with how to assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, processes, and standards
  - L. Understands how core academic standards are embedded and reinforced within a family and consumer sciences curriculum to promote student achievement
  - M. Understands how core academic standards are integrated into the family and consumer sciences curriculum, instruction, and assessment
  - N. Understands core academic standards to curriculum development, instruction, and assessment practices
  - O. Knows techniques for creating student-centered learning and laboratory experiences related to family, careers, and community
  - P. Knows the characteristics of authentic assessments and understands the strategies for selecting, adapting, and using resources to promote authentic assessments in family and consumer sciences education
  - Q. Is familiar with how to evaluate assessments to inform instruction

#### **Subarea IV: Housing, Interiors, and Living Environments**

*Objective 1: Understands and applies knowledge of housing and living environments*

The beginning Family and Consumer Sciences Education teacher:

- A. Knows how interior and architectural designs of the past influence modern design

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- B. Knows the elements and principles of design as applied to housing and interiors
  - C. Knows the different types of housing needed throughout the life span
  - D. Knows the characteristics of housing
  - E. Is familiar with the environmental impact of interior and exterior housing materials
  - F. Understands the various factors that affect housing choices
  - G. Is familiar with client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors
  - H. Is familiar with how to communicate design ideas
  - I. Knows professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors, and furnishings industries
  - J. Is familiar with using a global view to weigh decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries