



# **GACE<sup>®</sup> Study Companion**

Family and Consumer Sciences Education Assessment

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# **About the Assessment**

Assessment Name	Family and Consumer Sciences Education	
Grade Level	6–12	
Test Code	Test I: 044 Test II: 045 Combined Test I and Test II: 544	
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours	
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours	
Test Format	Computer delivered	
Number of Selected-response Questions	Test I: 80 Test II: 80 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 <i>Guide to</i> <i>Taking a GACE Computer-delivered Test</i> .	
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0	

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.

## **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
- 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 longterm 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

#### 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

## **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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

#### 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

- 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
- 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

# **Practice Questions**

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

**Directions:** Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the best option or options in each case.

- 1. The principles of *feng shui* are most applicable to which of the following family and consumer sciences careers?
  - A. Interior design
  - B. Nutrition
  - C. Apparel design
  - D. Hospitality services

#### Answer and Rationale

- 2. Which of the following characteristics of a ready-made garment best indicates high-quality construction?
  - A. Stiff interfacing
  - B. Darts with puckering at the points
  - C. The use of monofilament nylon thread
  - D. No visible stitching at the hemline

#### Answer and Rationale

- 3. The chief function of carbohydrate-rich foods is to
  - A. add bulk to the diet.
  - B. supply energy.
  - C. provide vitamins.
  - D. make fats more digestible.

Answer and Rationale

- 4. Which of the following is generally considered to be the most important principle in designing an efficient kitchen?
  - A. The work areas should be arranged in a triangular pattern.
  - B. The range should be on an outside wall.
  - C. The sink should face a window.
  - D. There should be adequate counter space next to the refrigerator.

- 5. The experience of programs such as the American Council to Improve Our Neighborhoods and Habitat for Humanity suggests that which of the following is most important in the success of efforts designed to improve existing housing in inner cities?
  - A. Modification of local zoning ordinances
  - B. Support from local building trades unions
  - C. Easing of credit for construction loans
  - D. Involvement of local citizens and community leaders

#### Answer and Rationale

- 6. A major change in the structure of families in the United States in recent years is most closely related to a substantial increase in the number of
  - A. blended families.
  - B. nuclear families.
  - C. polyandrous marriages.
  - D. polygynous marriages.

Answer and Rationale

- 7. Which of the following pertains primarily to the launch and expansion stages of the family life cycle?
  - A. Career building
  - B. Parenting
  - C. Retiring
  - D. Social networking

- 8. Unit pricing enables the consumer to
  - A. buy the best quality items in neighborhood convenience stores.
  - B. purchase the proper number of units of food per person.
  - C. identify the number of items sold in a unit.
  - D. compare the price per unit of items sold in different quantities.

Answer and Rationale

- 9. According to Erik Erikson's psychosocial stages, the primary psychological conflict of identity versus role confusion occurs at which of the following stages of human development?
  - A. Infancy
  - B. Years  $3 5^{1/2}$
  - C. Years  $5^{1/2} 12$
  - D. Adolescence

Answer and Rationale

- 10. A family plans to purchase a new car for \$11,000. They make a down payment of \$2,000 and will pay off the loan after a four-year period. They can choose either an interest rate of 7.5 percent with monthly payments of \$217.61 or an interest rate of 7.75 percent with monthly payments of \$218.66. How much money will the family save over the four-year period if they are able to finance the car at 7.50 percent instead of 7.75 percent?
  - A. \$25.00
  - B. \$50.00
  - C. \$62.00
  - D. \$75.00

- 11. The parenting technique that emphasizes behavior modification makes the most use of
  - A. rewards and consequences.
  - B. acceptance and rejection.
  - C. established norms.
  - D. values clarification.

#### Answer and Rationale

- 12. The woven edges of a length of fabric are known as which of the following?
  - A. Crosswise grain
  - B. Selvage
  - C. Bias
  - D. Straight grain

Answer and Rationale

- 13. A family and consumer sciences teacher has completed a unit on nutrition and is preparing a multiple-choice test on the unit. Which of the following will best help to ensure that the test has content validity?
  - A. Having another teacher review the test to make sure it is not too easy for the class
  - B. Matching the test questions with the outline of the material that was taught in the unit
  - C. Arranging for students who are absent on the day of the test to take the test as soon as they return to school
  - D. Requiring the students to prepare a written exercise about the questions they answer incorrectly

- 14. According to Piaget, in what order do the stages of cognitive development occur in children?
  - A. Preoperational, sensorimotor, formal operational, concrete operational
  - B. Preoperational, formal operational, concrete operational, sensorimotor
  - C. Formal operational, concrete operational, sensorimotor, preoperational
  - D. Sensorimotor, preoperational, concrete operational, formal operational

#### Answer and Rationale

- 15. Four-year-old Joyce stacks six sticks of gum on the table. The teacher gives her six more sticks of gum to lay next to one another. Joyce counts the sticks of gum in both the stack and the row correctly but insists that the row has more sticks of gum than the stack. Joyce, therefore, is said to be unable to conserve
  - A. number.
  - B. length.
  - C. height.
  - D. size.

Answer and Rationale

- 16. The Consumer Credit Protection Act of 1968, known as the Truth in Lending Act, helps consumers manage their finances by
  - A. providing consumers with the information about how much a credit purchase will actually cost.
  - B. prohibiting discrimination against credit applicants because of race or gender.
  - C. allowing consumers to see and correct a copy of their own credit report.
  - D. prohibiting creditors from threatening consumers about unpaid debts.

- 17. While shopping with friends, 13-year-old Beth decides to impress them by slipping some of the store's jewelry into her pocket without paying for it. According to Kohlberg, Beth's behavior represents which of the following levels of moral development?
  - A. Conventional stage 2
  - B. Postconventional stage 3
  - C. Postconventional stage 5
  - D. Postconventional stage 6

#### Answer and Rationale

- 18. When explained and used properly, time-out can be a very effective tool for handling misbehavior in preschool children. The general rule for the length of time to be used is
  - A. 10 minutes.
  - B. 1 minute for each year of the child's age.
  - C. 5 minutes for each year of the child's age.
  - D. 15 minutes.

#### Answer and Rationale

- 19. Scope and sequence are terms used in curriculum planning. In this context, scope refers to
  - A. procedures to be followed in the lesson plan.
  - B. order in which content is to be developed.
  - C. supplementary materials to be developed for class use.
  - D. major content areas to be included.

20. Cardiorespiratory fitness can best be achieved by which of the following?

- A. A diet high in carbohydrates
- B. An exercise program based on yoga
- C. A diet low in fats
- D. An exercise program based on aerobic activities such as walking or biking

#### Answer and Rationale

- 21. 1. Identifies the characteristics of a safe and healthy home
  - 2. Lists ways to childproof a home
  - 3. Matches a safety hazard with an appropriate precaution
  - 4. Finds safety hazards depicted on a picture of a room

A family and consumer sciences teacher has listed the instructional objectives above for a unit on safe and healthy environments. According to Bloom's taxonomy, which of the following is true of these objectives?

- A. They are listed from highest to lowest level of thinking.
- B. They are listed from lowest to highest level of thinking.
- C. They all represent low levels of thinking.
- D. They all represent high levels of thinking.

#### Answer and Rationale

22. "Home economics ... served as a critical bridge from domesticity in the 19th century to modernity in the 20th century."

- New York State College of Human Ecology Centennial Exhibit, Cornell University

In which of the following ways did home economists transition the nation from domesticity to modernity?

- A. By conducting research on human nutrition and child development
- B. By drawing attention to the structure, design, and outfitting of the American household
- C. By educating impoverished families about methods of household economy
- D. By serving as nurses, volunteers, and dietitians during times of national crisis

#### Answer and Rationale

- 23. A family and consumer sciences teacher is working with high school students to prepare them for job interviews. Which of the following questions should the teacher advise is most appropriate for a candidate to ask an employer during the interview?
  - A. What happens if I come late?
  - B. How soon would you need me to start?
  - C. What does this company do?
  - D. Can I change my schedule if I get the job?

#### Answer and Rationale

- 24. A secured loan is a loan that
  - A. has a time limit of less than a year for repayment.
  - B. requires equal payments during a period of time.
  - C. requires collateral.
  - D. requires a large down payment.

#### Answer and Rationale

- 25. A consumer benefit of the Credit Card Accountability, Responsibility, and Disclosure (CARD) Act is the increase in
  - A. annual percentage rates.
  - B. time to make a payment.
  - C. allowances for cards issued to students.
  - D. minimum payment amounts allocated.

- 26. Which of the following ratios best describes Body Mass Index (BMI)?
  - A. Age to height
  - B. Age to weight
  - C. Weight to height
  - D. Height to waist measurement

#### Answer and Rationale

- 27. One of the main tools of conflict resolution is
  - A. nonverbal communication.
  - B. body language.
  - C. negotiation.
  - D. adaptability.

Answer and Rationale

- 28. To create an ensemble using a monochromatic color scheme, which of the following should be worn with a pair of blue jeans?
  - A. A peach T-shirt and blue sneakers
  - B. A navy blazer and a blue shirt
  - C. A white shirt and a red jacket
  - D. White sneakers and an orange hat

29. Which of the following accurately describes the proper conditions for cooking the less tender cuts of meat?

	Temperature	<b>Cooking Time</b>
A.	Low	Short
В.	Low	Long
C.	High	Long
D.	High	Short

#### Answer and Rationale

- 30. Which of the following promotes glucose absorption into muscles?
  - A. Smaller adrenaline
  - B. Cortisol
  - C. Insulin
  - D. Estrogen

Answer and Rationale

- 31. Which of the following is classified as a monosaccharide?
  - A. Lactose
  - B. Sucrose
  - C. Maltose
  - D. Fructose

- 32. Which of the following is an indication of the interest rate that is paid for financing the lease of a car?
  - A. Disposition fee
  - B. Acquisition fee
  - C. Residual value
  - D. Money factor

Answer and Rationale

# **Answer Key and Rationales**

Question Number	Correct Answer	Rationale
1	A	<b>Option A is correct.</b> The principles of <i>feng shui</i> are most applicable to interior design. <i>Feng shui</i> is often referred to as the art of placement and has been used for centuries by the Chinese to design environments to enhance conditions for success in life. Back to Question
2	D	<b>Option D is correct.</b> Stitching should not be visible on the hemline of a high-quality ready-made product.
		The fabric should lie smooth, no puckering or gaping, and all linings should be sewn securely and should not be seen when the garment is on. Option A is incorrect because the weight of the interfacing should depend on the weight of the fabric and the purpose of the garment; heavy interfacing is not appropriate for all garments. Option B is incorrect because darts with puckering at the tips show improper stitching, inadequate pressing, or both. Option C is incorrect because monofilament thread is stiff and inflexible and can melt when ironed. Back to Question
3	В	<b>Option B is correct.</b> Carbohydrates are important in the diet because they provide a ready source of energy. Carbohydrates are nutrients that are naturally found in food sources, particularly those derived from plants. Animal-based foods, such as dairy products, meats, and eggs, contain few carbohydrates. The primary function of carbohydrates is to provide energy for your body.
		Back to Question

Question Number	Correct Answer	Rationale
4	A	Option A is correct. The most important principal of efficient kitchen design is to place the work areas into a triangular pattern. In every kitchen there are three main components that make up the work triangle. The refrigerator (where food is stored), the sink (where food is washed), and the stove/oven (where the food is cooked). Back to Question
5	D	Option D is correct. Programs such as those mentioned, as well as community block grants and other community-based efforts, suggest that the involvement of citizens and community leaders is a critical factor in the success of any housing-improvement program. Other factors, such as the availability of credit, federal funds, zoning ordinances, and the support of local unions, may be desirable, but not critical. Back to Question
6	A	Option A is correct. The number of divorces and remarriages have caused an increase in the blended family structure in the United States in recent years. Blended families are formed when a widowed or divorced person, with or without children, remarries another person, who may or may not have been married before and may or may not have children. Back to Question

Question Number	Correct Answer	Rationale
7	В	<b>Option B is correct.</b> The expansion and launch stages of the family life cycle pertain to parenting. The family life cycle expansion and launch stage pertains to parenting. Back to Question
8	D	<b>Option D is correct.</b> The unit price is the cost of an item per unit of measurement, such as an ounce or a quart. The unit price information enables the consumer to determine which of several sizes or brands of the same product costs least per unit. Back to Question
9	D	<b>Option D is correct.</b> According to Erickson, the primary psychological conflict in adolescence is identity versus role confusion which occurs between the ages of 13-18. Back to Question

Question Number	Correct Answer	Rationale
10	В	<b>Option B is correct.</b> The calculations are as follows: \$11,000 - \$2,000 = \$9,000, which is the amount to be financed. \$218.66 is the monthly payment at 7.75%. \$217.61 is the monthly payment at 7.50%. The difference between the two payments is \$1.05 per month, which comes to \$50.40 over the 48-month life of the loan. Back to Question
11	A	Option A is correct. Parenting strategies that emphasize changing a child's behavior through the use of reinforcements, punishments, and modeling are referred to as behavior modification. Back to Question
12	В	Option B is correct. The woven edges of the length of fabric is known as selvage, whereas the crosswise grain refers to the threads that run across the width of the fabric and are perpendicular to the selvage. The straight grain refers to having fibers that run in parallel and the bias refers to the direction of a piece of woven fabric. Back to Question

Question Number	Correct Answer	Rationale
13	В	Option B is correct. Matching the test questions with the outline of the material taught will help to ensure that the test is representative of the material that was presented in the unit and therefore has content validity. Back to Question
14	D	<b>Option D is correct.</b> According to Jean Piaget, the sensorimotor period is from birth to age two, preoperational period from age two to age seven, concrete operations from age seven to age 11, and formal operations from age 11 onward. Back to Question
15	A	Option A is correct. The attainment of the concept of conservation of number involves the acquisition of the ability to understand the transformation of materials without being sidetracked by appearance. Back to Question

Question Number	Correct Answer	Rationale
16	A	Option A is correct. This legislation requires that the borrower be informed fully about the true cost of a credit purchase, by requiring lenders to fully disclose all costs and terms. Back to Question
17	A	Option A is correct. The conventional level consists of the third and fourth stages of moral development. Conventional morality is characterized by an acceptance of society's conventions concerning right and wrong. At this level an individual obeys rules and follows society's norms even when there are no consequences for obedience or disobedience. Back to Question
18	В	Option B is correct. Most experts agree that the rule of thumb for correctly administering a time-out is one minute for every year of the child's age. Back to Question

Question Number	Correct Answer	Rationale
19	D	Option D is correct. Scope and sequence is the term applied to a curriculum plan in which a range of knowledge and skills is organized according to the successive grade levels in which they are taught. Sequence refers to the order in which the knowledge and skills are taught, and scope refers to the knowledge and skills. Back to Question
20	D	Option D is correct. Cardiorespiratory fitness is achieved by strengthening the heart muscle, which enables more blood to be circulated and more oxygen to be supplied to muscles. Dietary adjustments would not significantly contribute to strengthening the heart muscle and increasing circulation, nor would yoga, an activity which builds balance and flexibility. Aerobic activity, which increases the heart rate and the amount of oxygen inhaled, is the most likely to promote cardiorespiratory fitness. Back to Question
21	С	Option C is correct. Identifying, listing, matching, and locating all refer to low-level thinking skills because they are all from the knowledge-level thinking, which is the lowest level on the hierarchy of Bloom's taxonomy. Back to Question

Question Number	Correct Answer	Rationale
22	В	Option B is correct. All choices describe historical roles of home economists but only option B occurred in the time frame described in the question and addresses a transition from a labor-intensive household to the labor-saving household generally associated with modern living. Back to Question
23	В	Option B is correct. Of the options listed, the only appropriate question to ask the prospective employer is the approximate start date for the new position. Back to Question
24	С	<b>Option C is correct.</b> A secured loan is a loan in which the borrower pledges some asset as collateral for the loan, such as a car or property to the lender. Back to Question

Question Number	Correct Answer	Rationale
25	В	Option B is correct. New credit card rules provide: more time to pay, retroactive rate increases, advance notice of rate hikes, fee restrictions, gift card protections, restrict marketing and issuance to students, and ends double-cycle billing. Back to Question
26	С	<b>Option C is correct.</b> Body Mass Index (BMI) measures weight in relation to height. They are not exact ranges of healthy and unhealthy weights. However, they show that health risks increase at higher levels of overweight and obesity. Even within the healthy BMI range, weight gains can carry health risks for adults. Back to Question
27	С	<b>Option C is correct.</b> Negotiation, a discussion aimed at reaching an agreement or managing conflict, is the process in which people talk and listen until they come to a resolution. Back to Question

Question Number	Correct Answer	Rationale
28	В	<b>Option B is correct.</b> A monochromatic color scheme consists of different values of a single color. The navy blazer, navy blue jeans, and blue shirt all contain different values of blue and create a monochromatic color scheme. Back to Question
29	В	Option B is correct. Long, slow cooking at low temperatures is the key to optimize the quality of less tender cuts of meat so they remain juicy and become tender. Slow cookers are best for tougher cuts of meat. Back to Question
30	С	Option C is correct. Insulin promotes storage of carbohydrates and lipids and synthesis of protein. It acts on three main target tissues — the liver, muscle, and adipose tissue. Insulin facilitates entry of glucose into the muscle, adipose, and several other tissues. Back to Question

Question Number	Correct Answer	Rationale
31	D	Option D is correct. The simplest form of carbohydrates, fructose, is a sugar that constitutes the building blocks of a more complex form of sugars, such as oligosaccharides and polysaccharides. Back to Question
32	D	<b>Option D is correct.</b> A money factor is the interest rate a lease is based on. For example, a common interest rate is 9 percent, which is a money factor of .00375. Back to Question

# **Preparation Resources**

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

## **Guide to Taking a GACE Computer-delivered Assessment**

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at **www.gace.ets.org/prepare**.

## **Reducing Test Anxiety**

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare*.

## **Study Tips: Preparing for a GACE Assessment**

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare* for this free download.

## Journals

Journal of Family & Consumer Sciences — www.aafcs.org/resources/journal.asp

Family & Consumer Sciences Research Journal — www.aafcs.org/resources/journal.asp

*Techniques: Connecting Education and Careers*, Association for Career and Technology Education — *www.acteonline.org/techniques* 

#### **Other Resources**

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### **Online Resources**

National Association of State Administrators of Family & Consumer Sciences Education *http://nasafacs.org* 

Georgia Department of Education - www.gadoe.org/Pages/Home.aspx

Association for Career & Technology Education — www.acteonline.org

American Association of Family & Consumer Sciences - www.aafcs.org