| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Food and Nutrition (22%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Culinary Arts and Food Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands safety and sanitation procedures related to equipment and food preparation, service and storage.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with how food gets from farm to table |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the sources of food contamination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the role of local, state, and federal agencies in ensuring food safety |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows general concepts of food science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows biological, chemical, and physical properties of food and food preservation methods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to plan menus and present food |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Is familiar with basic culinary terms, equipment, and techniques for food preparation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands recipe modifications, substitutions, and basic conversions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows the impact of environmental factors on food preparation and production |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Understands process skills needed in the hospitality industry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Nutrition and Wellness** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic biochemical processes food undergoes in the human body |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the functions and sources of nutrients and the dietary guidelines necessary for healthy living throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands factors that influence food consumption, nutrition, and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the impact of environmental, economic, scientific, technological, and governmental influences on food and nutrition, from farm to table |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to interpret nutritional information and data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows techniques for promoting healthy living through nutrition and wellness initiatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Housing and Interior Design (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how interior and architectural designs of the past influence modern design |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the elements and principles of design as applied to housing and interiors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the different types of housing needed throughout the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the environmental impact of interior and exterior housing materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the characteristics of housing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the various factors that affect housing choices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Textiles, Fashion, and Apparel (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Consumer rights and responsibilities: legal and ethical considerations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with regulations, safety standards, and ethical issues related to textiles and apparel production |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with equipment, tools, cost analysis, and basic techniques for the construction of textile products and apparel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the history of fashion and design and its influence on the production of apparel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the basic types and characteristics of fashion, textiles, and apparel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the methods of evaluating fashion, textiles, and apparel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the social, cultural, economic, and psychological factors that affect apparel choices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows methods for wardrobe maintenance, alteration, storage, and cleaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Human Development and Interpersonal Relationships (20%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Families and Relationships** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the factors affecting interpersonal, family, community, and professional relationships throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the functions of relationships (e.g., interpersonal, family, and community) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the strategies and resources for promoting communication and strengthening interpersonal and family relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows parenting styles and their impact on family relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the skills, strategies, and resources necessary to deal with change, conflict, and crisis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the historical significance of the family as the basic unit of society as well as present-day family structures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with public policies and social, cultural, technological, and economic factors that affect families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the family life cycle and its impact on the individual, the family, and society |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Is familiar with external support systems that provide services for parents and families throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Human Development and Early Childhood Education** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the stages, characteristics, and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the physical, psychological, hereditary, and environmental factors that affect human growth and development throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the foundational theories of human development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with strategies for monitoring stages of human development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands practices that optimize human growth and development throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is familiar with the regulations and ethical standards related to caregiving throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with exceptionalities in human growth and development requiring special resources and responses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to plan, conduct, and assess developmentally appropriate and safe early childhood learning experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Is familiar with the components of an early childhood education curriculum that promote early language acquisition and address the diverse needs of children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Understands the process skills needed to manage early childhood education programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Foundations of Family and Consumer Sciences Education (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the foundations of and the social, economic, political, and ethical issues in family and consumer sciences education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with resources for professional development and continuing education, including local, state, and national professional family and consumer sciences organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the mission, goals, and organization of Family, Career and Community Leaders of America (FCCLA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands how core academic standards are embedded and reinforced within a family and consumer sciences curriculum to promote student achievement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows techniques for creating student-centered learning and laboratory experiences related to family, careers, and community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows strategies for selecting, adapting, and using resources to promote authentic assessments in family and consumer sciences education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with career paths and opportunities related to the disciplines within the family and consumer sciences field |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **VI. Resource Management (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Financial Literacy** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows financial factors that affect transportation and housing acquisition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands essential financial literacy concepts and their impact on financial management throughout the life cycle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the decision-making, problem-solving, and critical-thinking skills necessary in managing finances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows financial planning skills, including the ability to interpret basic financial records, and how to use them to meet individual and family goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the basic services offered by various types of financial institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows procedures for establishing, maintaining, and protecting credit |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with laws and policies associated with financial management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows strategies for evaluating and selecting risk-management resources for individuals and families (e.g., home, auto, health care) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Careers and Consumer Education** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows strategies for selecting and managing individual and family resources (e.g., land, labor, capital) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the impact of consumer decisions on the physical environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows consumer rights and responsibilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with governmental laws and policies related to consumerism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows strategies for evaluating the durability, efficiency, and cost of consumer products and services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows strategies for making informed career decisions, taking into account current trends and resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the multiple roles, responsibilities, and resource-management skills involved in family, work, and community settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the decision-making and problem-solving processes needed to address family, community, and workplace issues and responsibilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Is familiar with local, state, and federal resources that assist the family, community, and workplace |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |