| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Family, Career, and Community Interrelationships** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Career Development through Family and Consumer Sciences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how contextual factors within the individual, family, community, and workforce influence career planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows employability, job-seeking, and job-keeping skills that are in demand in the labor market |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how a class/course in family and consumer sciences facilitates career pathway exploration and preparation in aligned occupations, industries, and fields |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to integrate FCCLA programs and activities into instructional plans to teach family and consumer sciences standards, facilitate career development, and foster positive youth development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to build community partnerships and stakeholder involvement through civic engagement, public relations, and program marketing that result in a more effective and impactful instructional program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Consumer Economics and Family Resources** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows culturally competent financial management principles and practices for managing diverse individual and family resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands sustainability trends and issues affecting families and future generations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows systems of consumer protection that prevent fraudulent, unethical, and deceptive practices affecting families and the national agencies that provide human services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how advancements in media and technology influence family and consumer decisions and the effect on quality of life |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the interrelationships of consumers and economic systems at global, national, and local levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to assess the influences of values, diverse needs, and goals of individuals, families, and communities in relation to consumer choices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Family Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands family functioning and its effect on individuals and society |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the diversity of individuals and families and how to demonstrate cultural competence in supporting individuals, families, and communities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands individual and contextual factors that impact and influence the well-being of individuals and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands teamwork and leadership skills in the family, workplace, and community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Wellness, Nutrition, and Food Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Individual and Family Health and Wellness** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the dimensions of wellness and their interconnectedness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands individual and family wellness practices that promote overall health, well-being, and resiliency across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the influence of global perspectives and local systems on the health and well-being of individuals and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to facilitate students’ reflection of their own well-being across the various dimensions of health (e.g., physical, mental, emotional, spiritual, and social) across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to facilitate culturally responsive health promotion practices that promote wellness of the whole person |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to share evidence-based health and nutrition information and prevent the spread of misinformation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **The Role of Food in Individual, Family, and Community Health and Well-Being** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to identify the impact of science, technology, engineering, arts, and mathematics (STEAM) on food practices, food availability, and related issues on a global society |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the role food plays in building family and community identity and relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands challenges and issues in the food system related to food safety, access and equity, and environmental sustainability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how nutrients function within the body |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the nutritional needs of individuals when providing food education, including those with special dietary needs, disordered eating conditions, and cultural and religious practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Food Production, Preparation, and Service Procedures** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows food safety, testing, and sanitation management principles and procedures within the home, food service industry, and manufacturing throughout the food system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to acquire, handle, store, and prepare foods to meet consumer needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows professional food preparation methods and techniques to produce a variety of safe food products and menu items that meet consumer needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows menu planning and product development techniques that use standardized recipes that meet consumer needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Human Development and Interpersonal Relationships** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Human Development, Instruction, and Early Childhood Education** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the principles, practices, and theories of human development across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands contextual influences that affect human development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands developmentally appropriate practices, playful learning, and alignment with curriculum for early childhood education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to maintain a safe and healthy learning environment for children to meet their socio-emotional, physical, and cognitive needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows professional practices, standards and techniques related to working and/or building positive relationships with children, their families and communities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Parenting and Interpersonal Relationships** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the roles and responsibilities of parenting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands parenting practices and behaviors that optimize human development to strengthen individuals and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands physical, social, emotional, and cognitive factors related to the parenting process including family structures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands characteristics of various types of interpersonal and intrapersonal relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to communicate needs and wants to build positive relationships that support individual and family well-being across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands effective communication, conflict resolution, and problem-solving strategies within different contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Housing, Interior Design, Textiles, and Apparel** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Housing and Interior Design** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the role of housing and interior design in individual, family, and community life and well-being |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with housing and design concepts as they relate to theory, principles, and elements of design and sustainable design |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how to consider housing, interior design, and furnishings regarding ecological, historical, socioeconomic, cultural, and global contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Textile and Apparel Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with types of fiber and textile products and materials and their appropriate applications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows basic design and construction skills related to fashion, apparel, and textiles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows skills, techniques, and technology needed to produce, alter, or repair fashion, apparel, and textile products |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Business Skills Across Career Pathways** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Business Skills Across Career Pathways** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows career pathways and entrepreneurial opportunities in family and consumer sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to integrate managerial skills, leadership skills, and ethical practices in order to optimize business objectives, employee well-being, and customer satisfaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands components of quality customer service within the context of related career pathways |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how to manage human resources within the FCS career pathways to achieve goals and objectives (e.g., recruiting, interviewing, selecting, hiring, and terminating employees) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows procedures that promote safety, security, and sustainability within the context of related career pathways |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Professional Teaching Practices** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Curriculum and Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how the FCS Body of Knowledge and the American Association of Family & Consumer Sciences Code of Ethics frame professional practice in family and consumer sciences education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how to relate philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice (recruitment, mentoring, and ongoing professional development) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to integrate the FCS Body of Knowledge through curriculum development and/or instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to develop curricula and instructional planning that address the integrative content, recurring concerns, and evolving family, consumer, career, and community issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to integrate family and consumer sciences content and grade-level core academic standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands and applies the integrative nature of family and consumer sciences content |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to employ family and consumer sciences classroom- and lab-management strategies that use resources responsibly and support a safe, culturally responsive, and accessible learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to create an inclusive learning environment where students apply critical literacy to improve individuals, families, and communities (e.g., action research, service learning, problem-based learning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to use a variety of authentic assessment techniques to gather and evaluate data to improve student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to use data (e.g., student achievement data, Perkins performance indicators, research, labor market info) for program improvements (e.g., professional learning communities, professional conferences, district advisory council, FCCLA) reflective of the FCS Body of Knowledge. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Laboratory Management** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to plan, organize, and maintain an efficient and safe environment in the laboratory. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands procedures to acquire, take inventory, replenish, and prevent loss of laboratory supplies, tools, and equipment (e.g., purchasing policies, asset management, the role of bookkeeper, equipment, and material disposal). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to implement, model, and assess appropriate health, safety, sanitation, and sustainability practices based on current, industry-relevant standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to designs labs that allow students to apply and reflect on what they have learned in the classroom within real-world settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to assess group dynamics, protocol adherence, and lab production, as aligned to the FCS curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |