



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

27 Family and Consumer Sciences



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Family and Consumer Sciences

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Family and Consumer Sciences test is intended for individuals seeking an initial license or an endorsement in Family and Consumer Sciences.

The Family and Consumer Sciences test consists of 100 selected-response questions.



Test Framework

Personal, Interpersonal, and Family Relationships
Parenting, Human Development, and Health
Nutrition, Food Science, and Food Production
Resource Management and Consumer Skills
Fashion, Textiles, and Apparel
Housing and Design
Foundations, Education, and Careers

SUBAREA I—PERSONAL, INTERPERSONAL, AND FAMILY RELATIONSHIPS

0001 Understand personal and interpersonal relationships.

For example:

- recognize types and characteristics of personal and interpersonal relationships
- analyze how various factors (e.g., peer pressure, drug abuse, divorce) affect relationships
- demonstrate knowledge of factors involved in the decision-making process concerning personal and interpersonal relationships

0002 Understand how communication affects personal, interpersonal, and family relationships.

For example:

- analyze the elements of communication (e.g., nonverbal and verbal messages, listening, responding) within relationships
- analyze how various factors and influences (e.g., cognitive, cultural, racial, social) affect communication in relationships
- apply knowledge of communication and decision-making skills, problem-solving processes, and resolution strategies to resolve problems and conflicts and manage various issues and crises

0003 Understand how families function.

For example:

- demonstrate knowledge of types of families and family structures (e.g., extended, single parent, blended), roles of family members, and the functions of families in society
- recognize the effects of various influences (e.g., societal, cultural, racial, demographic, economic, environmental, legal, ethical, gender-related) on individuals and families across the life span
- identify community, private, and government resources and services available to assist individuals and families in need

SUBAREA II—PARENTING, HUMAN DEVELOPMENT, AND HEALTH

0004 Understand preparation for parenthood and the responsibilities of parenting.

For example:

- analyze factors that affect decisions about becoming a parent/caregiver
- demonstrate an understanding of family planning and ways in which individuals can prepare for parenthood and its responsibilities
- demonstrate knowledge of the stages of pregnancy and changes that occur both during pregnancy and childbirth, as well as the effects of various factors (e.g., medical care, drugs, disease, nutrition, environment) on prenatal, perinatal, and postnatal health
- understand how the parenting process affects both parents/caregivers and children
- apply knowledge of parenting skills and methods that aid in a child's development (e.g., social, intellectual, emotional), guide behavior, and foster the development of a positive self-concept

0005 Understand human growth and development throughout the life span.

For example:

- demonstrate knowledge of the stages and characteristics of physical, social, emotional, and cognitive development of humans
- examine the effects of various hereditary and environmental factors on human growth and development
- recognize how various circumstances (e.g., developmental stages, lifecycle events) affect an individual's needs, roles, and goals throughout the life span

0006 Understand factors that influence health and wellness and strategies and techniques for maintaining health and wellness.

For example:

- recognize factors that affect health and wellness (e.g., peer pressure, culture, society, heredity)
- analyze the influence of lifestyle choices on health and wellness (e.g., level of physical activity, diet, drug use)
- identify reliable resources (e.g., government agencies, health clinics, community organizations) to use in locating information and making decisions about health and wellness issues
- recognize common health problems, disease prevention strategies, and responses to various illnesses
- explain how stress management techniques contribute to individual and family health and wellness
- identify common causes of accidents and appropriate methods to prevent and treat accidental injuries and understand how to respond in emergency situations (e.g., burns, poisoning, fire)
- demonstrate knowledge of issues related to health care access and its availability

SUBAREA III—NUTRITION, FOOD SCIENCE, AND FOOD PRODUCTION

0007 Understand the principles of nutrition and food science and the relationship between diet and health.

For example:

- demonstrate knowledge of nutrition, food science, and the digestive process
- recognize principles and components of a balanced diet within various cuisines (e.g., Southwestern, Mexican, Native American, Asian) according to current government-approved nutrition and dietary guidelines
- identify dietary guidelines for each phase of the life span
- demonstrate knowledge of the causes, characteristics, and effects of obesity, nutritional deficiencies and excesses, allergies, and eating disorders
- recognize the varying nutritional, fitness, and exercise needs of individuals throughout the life span
- understand the relationship between diet and health (e.g., disease prevention and management, effects of poor nutrition on human body systems)

0008 Understand food selection, purchasing, storage, and preparation.

For example:

- demonstrate an understanding of factors (e.g., nutritional, social, cultural, economic, sensory) that affect the selection and purchasing of food and meal and menu planning
- demonstrate knowledge of principles and techniques used in the preparation of traditional and ethnic foods (e.g., measuring ingredients, cooking methods, use and maintenance of appliances and tools) in family, community, and industry settings
- identify common meal service styles and table settings used within the United States
- demonstrate knowledge of sources of food-borne illnesses and principles and techniques for ensuring food safety (e.g., practicing appropriate personal hygiene, keeping surface and preparation areas clean, storing foods properly)

0009 Understand various components to food development, distribution, and safety within the consumer marketplace.

For example:

- demonstrate an understanding of various factors that affect the production, supply, cost, and distribution of food (e.g., environmental issues, tariffs, taxes, gasoline prices)
- recognize key components of food product development, processing, and packaging (e.g., consumer testing, health and safety processing)
- demonstrate knowledge of new food technologies (e.g., irradiation, genetic engineering, rapid assays) and their implications for health and safety
- demonstrate knowledge of information required for food labels and packaging and the roles of the Food and Drug Administration and the U.S. Department of Agriculture in regulating label information, additives, and packaging in the food industry
- identify the roles of federal, state, and local agencies involved in food safety and sanitation and types of state regulations relating to food service inspection and certification

SUBAREA IV—RESOURCE MANAGEMENT AND CONSUMER SKILLS

0010 Understand the management of personal and family resources.

For example:

- demonstrate knowledge of personal and family resources (e.g., money, time, energy) and factors affecting how they are used (e.g., goals, values, needs, wants)
- identify appropriate strategies for managing and adapting resources to meet various needs (e.g., economic, physical, emotional) in a variety of situations
- demonstrate knowledge of responsible resource consumption and conservation behaviors and the effects of public policy on resource use and conservation

0011 Understand individual and family finances.

For example:

- demonstrate an understanding of how to plan and maintain an individual or family budget
- demonstrate knowledge of various types of financial assistance (e.g., loans, credit, subsidies) available to individuals and families and the procedures and qualifications needed in order to obtain them
- demonstrate an understanding of banking and investment options
- recognize how various factors influence individual and family spending (e.g., income, advertising, shopping strategies, short- and long-term financial goals)
- identify considerations in making purchasing decisions (e.g., gathering information on products and services) and selecting financing options

0012 Understand the role of the consumer in the U.S. economy.

For example:

- analyze the relationship between the U.S. economic system and consumer behaviors
- demonstrate knowledge of consumer rights and responsibilities in various purchasing situations (e.g., in relation to product and service warranties or guarantees)
- identify consumer protection policies and legislation and the roles of federal, state, local and private agencies, commissions, and groups in protecting and advocating for consumers
- recognize types and characteristics of consumer fraud and deception, and principles and procedures for seeking redress or registering consumer complaints

SUBAREA V—FASHION, TEXTILES, AND APPAREL

0013 Understand types of textiles and their characteristics, uses, and care.

For example:

- identify sources and characteristics of natural and synthetic fibers
- demonstrate how to select types of fibers and fabrics appropriate for various purposes
- identify procedures for the care of different types of fabrics and apparel, as well as standard guidelines for maintaining and storing textiles in various situations

0014 Understand fashion and principles and elements of apparel design.

For example:

- demonstrate knowledge about fashion trends and influences from different historical periods and cultures
- recognize various functions (e.g., psychological, sociological, cultural) of textiles and apparel in contemporary society
- demonstrate knowledge of principles and elements of apparel design and color theory
- apply aesthetic principles and the elements and principles of design to create an effect or illusion within an outfit

0015 Understand wardrobe planning, textile and apparel selection, and construction.

For example:

- demonstrate an understanding of the factors that affect wardrobe needs and the considerations involved in developing a wardrobe plan
- recognize factors affecting apparel selection and purchase (e.g., advertising, budget, body type)
- understand the characteristics of fit and quality construction in ready-to-wear and homemade apparel
- identify types of apparel construction equipment and supplies and their functions
- demonstrate knowledge of procedures and techniques used in the construction of textile and apparel products

SUBAREA VI—HOUSING AND DESIGN

0016 Understand housing considerations.

For example:

- identify factors (e.g., financial considerations, special needs, lifecycle stage, lifestyle) that influence housing selection and housing trends
- recognize advantages and disadvantages of various housing options
- demonstrate knowledge of legal and financial considerations related to obtaining housing (e.g., leases, mortgages, home repairs) and resources available to aid consumers with these issues

0017 Understand the elements and principles of design as applied to housing and living environments.

For example:

- demonstrate knowledge of the elements and principles of design and color theory
- apply the elements and principles of design to plan or modify interior and exterior living environments
- recognize functional and aesthetic factors related to designing various living environments (e.g., use of space, traffic flow, focal point)

0018 Understand selection, maintenance, and safety issues related to home furnishings and appliances.

For example:

- demonstrate knowledge of furnishings, furniture styles, and various treatments, coverings, and household equipment
- recognize factors affecting the selection of home furnishings and appliances (e.g., durability, affordability, care)
- demonstrate knowledge of basic home care and maintenance and of home safety issues

SUBAREA VII—FOUNDATIONS, EDUCATION, AND CAREERS

0019 Understand historical and current events, public policies, and research results in or related to family and consumer sciences and their effects on individuals, families, and communities.

For example:

- understand family and consumer sciences as a discipline of study
- demonstrate knowledge of the history of family and consumer sciences and major historical and current events within or related to the field
- recognize how past and present social issues affect individuals, families, and communities (e.g., racial and gender inequality; political, ethnic, and religious tensions; economic disparities)
- demonstrate an understanding of how public policy affects the lives of individuals and families (e.g., welfare reform, labor rights, recycling mandates)
- demonstrate knowledge of current research and recent developments in or related to the field of family and consumer sciences (e.g., U.S. census reports, revisions made to the USDA dietary guidelines, early childhood studies, evolution of universal design)

0020 Understand components of family and consumer sciences education.

For example:

- understand the roles of organizations (e.g., Family, Career, and Community Leaders of America) in family and consumer sciences education
- demonstrate an understanding of how to develop and maintain business and industry partnerships to support the family and consumer sciences education program
- recognize ways to update knowledge in the field of family and consumer sciences through involvement with professional organizations and through lifelong learning

0021 Understand careers related to family and consumer sciences.

For example:

- demonstrate knowledge of careers and entrepreneurial opportunities related to family and consumer sciences (e.g., childcare worker, restaurant manager, financial advisor)
- examine training requirements, job-related skills, and aptitudes necessary for employment in occupations related to family and consumer sciences
- examine the economic environment and employment trends within industries related to family and consumer sciences
- identify considerations in establishing goals related to career success in occupations related to family and consumer sciences
- recognize resources available to help individuals explore, build, and maintain specific careers related to family and consumer sciences



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Family and Consumer Sciences is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. A B C D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Family and Consumer Sciences. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0001

Understand personal and interpersonal relationships.

1. Which of the following is a common characteristic of codependent relationships?
 - A. One person derives his or her self-worth from being needed by the other person.
 - B. Both people are willing to work as a team to achieve shared goals and dreams.
 - C. One person relies heavily on the other to help him or her adjust to a major life change.
 - D. Both people agree that they want a mutually exclusive relationship with one another.

Competency 0002

Understand how communication affects personal, interpersonal, and family relationships.

2. Casey is angry that his sister, Alice, used his computer without asking permission. The next time he sees Alice, Casey says, "I'm upset that you used my computer without asking me first." The approach Casey took in this situation is likely to be effective primarily because it allowed him to:
 - A. explain why he doesn't want Alice using his computer without his permission.
 - B. show Alice how upset he was with her behavior.
 - C. describe how he feels about the situation in a nonconfrontational manner.
 - D. express his anger toward Alice in a nonjudgmental way.

Competency 0004

Understand preparation for parenthood and the responsibilities of parenting.

3. In which of the following situations would the application of an authoritarian style of parenting be most appropriate?
 - A. A child is having difficulty achieving academic success in school.
 - B. The physical environment in which a child lives is unsafe or dangerous and the child requires extra protection.
 - C. A child enters his or her teenage years and demonstrates the ability to handle greater freedom responsibly.
 - D. The family experiences a crisis and the child becomes despondent.

Competency 0005

Understand human growth and development throughout the life span.

4. By the age of eight, most children have developed the cognitive ability to do which of the following?
 - A. Formulate multiple hypotheses about cause-effect relationships.
 - B. Identify all possible combinations of several objects.
 - C. Think abstractly about various ideas and situations.
 - D. Read information and obtain meaning from it.

Competency 0007

Understand the principles of nutrition and food science and the relationship between diet and health.

5. Which of the following is the primary function of the small intestine?
 - A. mechanically breaking down food
 - B. storing waste
 - C. carrying food to the stomach
 - D. absorbing nutrients

Competency 0008

Understand food selection, purchasing, storage, and preparation.

6. Paola is hosting a dinner for several high school foreign exchange students and would like to prepare a meal that is representative of New Mexico cuisine. She plans to make a green chile pork and vegetable stew and to serve it with warm flour tortillas. Which of the following desserts, if combined with the above meal items, would offer the best overall nutritional and aesthetic balance to her meal?
 - A. empanadas with a mixed fruit and nut filling
 - B. biscochitos
 - C. plain sopapillas served with butter and honey
 - D. flan

Competency 0012

Understand the role of the consumer in the U.S. economy.

7. Kwahu recently bought a DVD player at a national retail store. After several uses, the DVD player stopped working. Kwahu has the DVD original packaging and his receipt of purchase. Which of the following steps should he take first to redress this issue?
- A. Contact the product's manufacturer and request a replacement.
 - B. Return to the store with the DVD player and speak with a customer service representative.
 - C. Report the incident to the local Better Business Bureau.
 - D. Write a letter to the sales manager of the retail store requesting a refund.

Competency 0014

Understand fashion and principles and elements of apparel design.

8. William is designing a back-to-school display in the front window of a department store. He would like to display clothing that is vibrant and reflects youth and playfulness. In order to accomplish this, it would be most effective for William to choose a color scheme that uses:
- A. adjacent or neighboring hues from the color wheel.
 - B. one color in varying shades and intensities.
 - C. a combination of hues that are opposite each other on the color wheel.
 - D. a neutral color with a bold color accent.

Competency 0018

Understand selection, maintenance, and safety issues related to home furnishings and appliances.

9. Which of the following strategies would best help prevent the growth of mildew in a bathroom that does not have an exhaust fan?
- A. using antibacterial soap when bathing
 - B. washing the shower curtain on a regular basis with a bleach detergent
 - C. opening a window and leaving the lights on after bathing
 - D. hanging up wet towels to dry after use

Competency 0020

Understand components of family and consumer sciences education.

10. A school-business partnership with which of the following types of businesses is likely to be most effective in supporting the family and consumer sciences curriculum?
- A. a landscaping company
 - B. a painting contractor
 - C. an electronics retailer
 - D. a catering company



Answer Key for the Sample Selected-Response Questions

1. A
2. C
3. B
4. D
5. D
6. A
7. B
8. C
9. C
10. D