



California Subject Examinations for Teachers®

TEST GUIDE

HOME ECONOMICS SUBTEST I

Subtest Description

This document contains the Home Economics subject matter requirements arranged according to the domains covered by Subtest I of CSET: Home Economics. In parentheses after each named domain is the domain code from the Home Economics subject matter requirements.

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California Subject Examinations for Teachers (CSET®)

Home Economics

Subtest I: Personal, Family, and Child Development

Part I: Content Domains for Subject Matter Understanding and Skill in Home Economics

PERSONAL, FAMILY, AND CHILD DEVELOPMENT (SMR Domain 1)

Candidates demonstrate an understanding of personal, interpersonal, and family relationships; parenting; and child development and education. Candidates must have a broad and deep understanding of the types of relationships people have, as well as the factors that can affect relationships. They recognize major theories about human and family development and understand methods, strategies, and approaches that can be used to foster physical, cognitive, emotional, and social development. They are also familiar with knowledge and skills transferable to a variety of careers related to family services, child development, and education.

0001 Personal, Interpersonal, and Family Relationships (SMR 1.1)

- a. Demonstrate an understanding of the characteristics that affect personal, interpersonal, and family relationships, such as values, goals, morals, self-concept, and philosophy of life.
- b. Demonstrate an understanding of the reasons for personal relationships; the factors that affect the selection of friends, partners, and spouses; and the issues that can arise in personal relationships.
- c. Describe how relationship skills, responsible behavior, and stress-management techniques can help individuals promote and obtain positive personal, interpersonal, family, and workplace relationships.
- d. Demonstrate an understanding of the meaning of family, the different types of families and family structures, the roles and responsibilities within a family, the function of families within society, and the significance of families to individuals and society.
- e. Analyze the family life cycle and its effect on the health and well-being of individuals and families (e.g., major life changes, conflicts, crises) and identify resources, such as local, state, and federal systems, that can offer support to individuals and families.

0002 Parenting (SMR 1.2)

- a. Analyze various factors that affect decisions about becoming a parent (e.g., life choices, health, cultural and socioeconomic considerations).
- b. Demonstrate knowledge about family planning and ways in which individuals can prepare for the responsibilities of parenthood.

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- c. Demonstrate knowledge about the stages and characteristics of pregnancy and the factors that affect prenatal, perinatal, and postnatal health (e.g., parental nutrition and health, medical care, environment).
- d. Recognize theories on parenting; how parenting affects parents, children, and families; and techniques, methods, and strategies that can be used to guide a child's development in areas such as self-worth, social skills, appropriate behavior, and self-discipline.
- e. Demonstrate an understanding of common childhood illnesses, children's healthcare needs (e.g., immunizations, nutrition, exercise), and hygienic care for children.
- f. Identify potential hazards to children's safety, precautions and practices to prevent childhood accidents, basic first-aid procedures, and ways to plan for children's safety in emergency situations (e.g., fire, earthquake, parental illness).
- g. Demonstrate an understanding of the factors that contribute to child abuse and neglect, signs of child abuse and neglect, and legal responsibilities related to ensuring a child's safety and well-being.

0003 Child Development and Education (SMR 1.3)

- a. Demonstrate knowledge of the stages and characteristics of child development, from infancy through adolescence, and the various hereditary and environmental factors that can affect child development.
- b. Demonstrate knowledge of the study of children, including major child developmental theories (e.g., Piaget's theory of cognitive development, Erikson's theory of psychosocial development, Kohlberg's theory of moral development), research methods, and observation techniques.
- c. Identify developmentally appropriate activities for children of various ages and stages, such as learning, playing, and other recreational activities that can be used to promote cognitive, physical, emotional, and social development.
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in child development and education.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Family Living and Parenting Education Content Area Standards 1–9; Individual and Family Health Content Area Standards 3 and 5; Child Development and Guidance Content Area Standards 1–12; Child Development and Education Career Pathway Standards 1–17.)

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**Part II: Subject Matter Skills and Abilities Applicable
to the Content Domains in Home Economics**

Candidates understand the life skills needed to function effectively in families, in the workforce, and within society. They apply knowledge in the areas of personal, family, and child development; nutrition, foods, and hospitality; fashion and textiles; interior design and housing; and consumer education to analyze issues and make informed decisions. They apply science, technology, economics, life management, and employability skills to propose solutions to a variety of real-life situations. In addition, candidates demonstrate an understanding of the leadership skills needed to implement solutions and to help students become positive and productive members of the global community.

Candidates apply organizational, leadership, and communication skills to work effectively with advisory committees, industry representatives, and community organizations. They understand their role and responsibilities as advisors to the student leadership organization FHA-HERO. Candidates are able to effectively represent the home economics program in individual and group settings in the school, community, and industry. Candidates are able to understand and respond to issues related to diversity and equity in the home economics program, families, the community, and the workforce.

Candidates understand the philosophy of home economics as a discipline of study. They understand the history of home economics, including its major historical events and leaders. Candidates understand current research and recent developments in the field of home economics. They are familiar with social, economic, legal, and ethical issues in the field. They apply strategies (e.g., accessing Internet resources, joining professional organizations) for staying abreast of current issues and developments in home economics. They are able to identify industry trends, career and entrepreneurship opportunities, employers' expectations, and the personal characteristic (e.g., appropriate work habits, social and communication skills) necessary for successful careers in the workplace. They use their home economics knowledge and skills to develop strategies for managing family and work life responsibilities in a rapidly changing global environment.