

Home Economics Subject Matter Requirements

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

Domain 1. Personal, Family, and Child Development

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.

1.1 Personal, Interpersonal, and Family Relationships

- 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.

1.2 Parenting

- 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.
- 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.

1.3 Child Development and Education

- 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.)

Domain 2. Nutrition, Foods, and Hospitality

Candidates demonstrate an understanding of food science, nutritional science, food preparation, and hospitality. Candidates understand the scope of food and nutritional science, including physiological and biochemical processes involved in the preparation and consumption of food and nutrients. They understand the components of and the various factors that affect health and well-being and have knowledge about various illnesses and diseases related to food and nutrition. They are knowledgeable about current research and new technologies in nutrition and food industries. They also understand procedures and techniques related to food preparation and meal management. Candidates have knowledge of various kitchen designs, equipment, appliances, safety and sanitation standards, and emergency procedures. They are also familiar with knowledge and skills transferable to a variety of careers related to food, nutrition, and hospitality industries.

2.1 Food and Nutritional Science

- a. Demonstrate knowledge of the principles of food and nutritional science, such as the chemical and physical reactions that occur in food; characteristics and functions of nutrients; the digestion, absorption, and metabolism of nutrients; and the factors that affect the nutritional value of foods and beverages.
- b. Demonstrate an understanding of the components of a balanced diet, including current government-approved dietary guidelines; dietary needs throughout the life cycle; and the relationship between nutrition and health.

- c. Apply terminology used in food and nutritional science to interpret label information and evaluate current dietary programs.
- d. Demonstrate an understanding of current research and its impact on new technologies relating to the quality, safety, availability, and affordability of food and to the environment.
- e. Demonstrate knowledge of food-related diseases and disorders of the diet.
- f. Analyze cultural, environmental, and socioeconomic factors that affect diet, nutrition, and health.

2.2 Food Preparation and Hospitality

- a. Demonstrate knowledge of the principles of food safety and sanitation, including food-borne illnesses, their causes, and prevention.
- b. Demonstrate an understanding of efficient kitchen designs and layouts.
- c. Demonstrate an understanding of how to select, care for, and safely use food preparation equipment.
- d. Identify kitchen safety hazards, safety precautions, and emergency procedures.
- e. Demonstrate knowledge about food safety regulations and inspections, as well as the role of state and federal agencies (e.g., California Department of Health Services, U.S. Food and Drug Administration, U.S. Department of Agriculture) in regulating food product safety.
- f. Demonstrate an understanding of the factors that affect meal management (e.g., time, energy, resources), as well as the methods and skills necessary to effectively manage meal planning, preparation, and presentation.
- g. Demonstrate an understanding of the principles, techniques, and terminology of food preparation (e.g., measuring and substituting ingredients; following, interpreting, converting, and modifying recipes/formulas).
- h. Recognize the variety of differences in food preparation, dining etiquette, table settings, and meal service styles within the United States, as well as those of other cultures and geographical regions of the world.
- i. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in nutrition, foods, and hospitality industries.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Food and Nutrition Content Area Standards 1–10; Food Science, Dietetics, and Nutrition Career Pathway Standards 1–18; Food Service and Hospitality Career Pathway Standards 1–20.)

Domain 3. Fashion and Textiles

Candidates demonstrate an understanding of fashion, textiles, and apparel design and construction. Candidates must have a substantial understanding of the history of fashion and current trends in fashion; wardrobe management; fibers, fabrics, and finishes; and apparel equipment and materials, as well as maintenance and construction procedures used in various activities related to apparel and textile items. They are familiar with knowledge and skills transferable to a variety of careers related to the fashion and textile industries.

3.1 Fashion Influences and Wardrobe Management

- a. Demonstrate knowledge of the history of fashion (e.g., the historical development of textiles, cultural influences on design, technological advancements in apparel design and manufacturing) and current trends in the fashion industry.

- b. Demonstrate knowledge of elements and principles of design and color theory as related to the fashion industry.
- c. Demonstrate an understanding of the factors influencing wardrobe planning and selection (e.g., budget; needs; personal preferences based on culture, lifestyle and career; fashion trends).
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in the fashion and textile industries.

3.2 Fibers, Fabrics, and Finishes

- a. Identify sources of various natural and manufactured fabrics, their characteristics, and the terminology used to classify and describe them.
- b. Explain how to select appropriate fibers, fabrics, and finishes for a variety of purposes.
- c. Demonstrate an understanding of the care of clothing and household textile items (e.g., care symbols, laundering, stain removal, storage).

3.3 Apparel Construction

- a. Demonstrate an understanding of the various functions, use, and care of apparel construction equipment and materials.
- b. Demonstrate an understanding of the techniques and terminology for constructing, altering, and repairing apparel and household textile items.
- c. Demonstrate an understanding of how to evaluate the quality of apparel construction.
- d. Compare cost, time, and energy factors involved in purchasing, constructing, remodeling, or recycling materials, apparel, and household textile items.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Fashion, Textiles, and Apparel Content Area Standards 1–12; Fashion Design, Manufacturing, and Merchandising Career Pathway Standards 1–23.)

Domain 4. Housing and Interior Design

Candidates demonstrate an understanding of interior design and housing. Candidates must understand the elements and principles of design; historical and contemporary interiors, architectural styles, and furniture designs; and the materials, methods, tools, and technology used in design of living and working environments. They also understand consumer aspects of interiors and housing, such as the role of the government and other organizations in housing and related matters; the criteria considered in selecting housing; and the laws, regulations, and responsibilities associated with housing. They are familiar with knowledge and skills transferable to a variety of careers related to the interior design and housing industries.

4.1 Housing

- a. Demonstrate an understanding of criteria considered in the selection of housing (e.g., construction, safety, location) and interiors (e.g., needs, affordability, personal preferences).
- b. Demonstrate an understanding of the basic factors (e.g., costs, maintenance, environmental considerations) involved in the selection of materials used in design and construction.
- c. Recognize the effect of historical architectural design and culture on contemporary design.
- d. Demonstrate an understanding of the laws, regulations, and programs related to housing (e.g., low-income housing, assistance programs, building codes).

4.2 Interior Design

- a. Demonstrate knowledge of the elements and principles of design and their use in planning and evaluating the aesthetics of living and working environments, as well as in selecting furnishings and equipment.
- b. Analyze color theory and its application to living and working environments, including the evaluation of color schemes in a variety of situations.
- c. Demonstrate an understanding of the role of design in meeting individual, family, and group needs throughout the life cycle (e.g., use of floor plans, elevations, materials).
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to the interior design and housing industries.

4.3 Furnishings

- a. Demonstrate knowledge of historical and contemporary styles of furnishings.
- b. Demonstrate an understanding of criteria considered in the selection of furnishings and equipment (e.g., quality, construction, care, needs, affordability, personal preferences).
- c. Demonstrate an understanding of furnishing materials (e.g., wall and floor coverings, textiles, window treatments, lighting fixtures, kitchen and bath fixtures, accessories).

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Housing and Furnishings Content Area Standards 1–9; Interior Design, Furnishings, and Maintenance Career Pathway Standards 1–18.)

Domain 5. Consumer Education

Candidates demonstrate an understanding of personal and family resources, consumer rights and responsibilities, economic systems, and personal finances. Candidates must have a substantial understanding of consumer economics, decisions, purchases, and the resources and factors that inform, influence, and shape personal and family resource management. They understand how the U.S. economy functions and the factors that affect it, as well as its effects on U.S. consumers. They have an understanding of the global market and the global economy and how they affect the U.S. economic system. They are also familiar with knowledge and skills transferable to a variety of careers related to the consumer service industry.

5.1 Personal and Family Resources

- a. Demonstrate an understanding of how needs, wants, goals, and values shape personal and family resource management.
- b. Analyze factors that influence personal and family consumer decisions (e.g., advertising, product costs, socioeconomic factors, financial resources, culture, local and national economies).
- c. Describe how goods and services can be researched, identified, compared, and evaluated to make good consumer decisions and purchases.
- d. Demonstrate an understanding of consumer fraud and deception and the organizations, resources, and services available to assist consumers in researching, reporting, and taking legal action against perpetrators of fraud and deception.
- e. Demonstrate an understanding of management in balancing home, work, and life.

5.2 Consumer Rights and Responsibilities

- a. Demonstrate knowledge of state and federal laws pertaining to consumer protection and responsibilities and how they relate to consumerism in areas such as advertising, credit contracts, safety standards, and guarantees/warranties.
- b. Demonstrate an understanding of how to utilize communication skills in negotiating and solving problems related to the purchasing of goods and services.
- c. Identify local, state, federal, and private agencies that advocate for and protect the consumer, as well as the services that they provide (e.g., consumer redress, mediation and arbitration services, investigations).
- d. Demonstrate an understanding of environmental stewardship in relation to responsible resource consumption and conservation practices.

5.3 Economic Systems

- a. Demonstrate knowledge of the basic principles, components, and features of the U.S. economic system, as well as the role of the government in the U.S. economy.
- b. Recognize factors that affect and are affected by local, state, regional, national, and international economies (e.g., economic growth and decline, employment, inflation).
- c. Analyze the various factors (e.g., supply and demand, productivity) that affect relationships in economic systems.

5.4 Personal Finances

- a. Demonstrate knowledge about financial management (e.g., financial terms, budgeting, investment plans, banking, credit, credit cards, loans, taxes, insurance).
- b. Analyze factors that affect financial management (e.g., career choices, goals, resources, cultural and socioeconomic factors).
- c. Demonstrate knowledge of the various factors in determining major purchases (e.g., transportation, clothing, appliances, cell phones, entertainment systems).
- d. Demonstrate knowledge of the various factors involved in searching for and securing suitable housing (e.g., cost-of-living estimations, rental and sales contracts, insurance, interest rates) and resources available to help consumers search for and secure suitable housing.
- e. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to consumer services.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Consumer Education Content Area Standards 1–11; Consumer Services Career Pathway Standards 1–16.)

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.