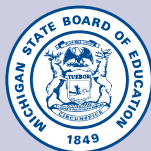




*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**40 Family and Consumer  
Sciences**



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National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

## **PART 1: General Information About the MTTC Program and Test Preparation**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

## TEST OBJECTIVES

<b>Subarea</b>	<b>Approximate Percentage of Questions on Test</b>
Individual and Family Life	29%
Parenting and Human Development	16%
Individual and Family Health, Nutrition, and Wellness	23%
Family, Community, and Career Environments	16%
Consumer Education and Resource Management	16%

### INDIVIDUAL AND FAMILY LIFE

#### **Understand the characteristics of families.**

Includes identifying the characteristics of healthy families; recognizing roles and responsibilities within a family; recognizing the various definitions of family, including diverse family structures and cultures; demonstrating knowledge of strategies for improving interpersonal relationships within a family; identifying the ways in which families change in composition and configuration over time; and understanding social, cultural, and economic factors that affect families.

#### **Understand the characteristics of interpersonal relationships.**

Includes recognizing types and characteristics of interpersonal relationships; distinguishing among different types of love relationships; demonstrating knowledge of the influence of social and cultural factors on interpersonal communication; understanding the relationship among social, emotional, and physical development; and recognizing decision-making processes related to choices involved in interpersonal relationships.

#### **Understand human growth, development, and aging throughout adulthood.**

Includes recognizing the characteristics and stages of adulthood; recognizing the characteristics and stages of the aging process; demonstrating knowledge of strategies that facilitate adjustment to major life changes throughout adulthood; and identifying physical, cognitive, social, and emotional factors related to adulthood and the aging process.

#### **Understand the development of human sexuality.**

Includes identifying physiological changes in adolescence and adulthood; recognizing key physiological, psychological, and social aspects of sexual development; understanding the consequences of various sexual behaviors; analyzing the effects of peer pressure; and understanding principles and practices of family planning and the responsibilities of sexual behavior.

#### **Understand how change affects individuals and families.**

Includes recognizing the changing needs of family members throughout the life span, including members of families with special needs; analyzing how personal needs and characteristics affect relationships; and understanding communication skills that contribute to positive relationships and promote effective communication about issues across the life span.

**Understand strategies for individuals and families experiencing change and transitions.**

Includes understanding factors and events that contribute to stress and crisis for individuals and families; identifying symptoms of and coping strategies for stress and crisis for individuals and families; recognizing strategies to prevent and manage conflict; and understanding how to gain access to services, education, and support for individuals and families.

**Understand the rights and responsibilities of individuals and families toward each other.**

Includes understanding ethical and legal issues pertaining to individuals and families; demonstrating awareness of equity issues; identifying harassment behaviors and practices and appropriate responses; and demonstrating the ability to understand and respect the rights of all people, including those with different values, orientations, and experiences.

**PARENTING AND HUMAN DEVELOPMENT**

**Understand the stages, characteristics, and implications of physical, motor, cognitive, social, and emotional development in children and adolescents.**

Includes recognizing the stages and characteristics of human development in childhood and adolescence; understanding the relationship between a child's development and parenting; and recognizing changes in individual needs at different stages of development.

**Understand preparation for parenthood.**

Includes identifying ways parents and other members of the family system can prepare for the addition of a child; understanding strategies for promoting a healthy environment for parents and children; recognizing methods of and factors affecting family planning; and demonstrating knowledge of the principles of prenatal care and childbirth preparation.

**Understand the roles, rewards, demands, and responsibilities of parenting.**

Includes understanding how the parenting process affects both parents and children; recognizing parenting skills and child-rearing practices needed to support children's physical, economic, social, intellectual, and emotional well-being; demonstrating knowledge of methods for teaching life skills to children; identifying strategies for adapting to various parenting situations; understanding the effect of family differences on parenting styles; and identifying parents' legal and financial obligations to their children and those of children to their parents.

**Understand the role of communication in parent-child relationships.**

Includes analyzing factors that affect communication between parents and children; recognizing family conflict and identifying resolution strategies; identifying strategies for preventing and recovering from family violence, abuse, and neglect; and identifying agencies and services available to assist children, parents, and families.

**INDIVIDUAL AND FAMILY HEALTH, NUTRITION, AND WELLNESS**

**Understand factors that influence the achievement of personal wellness.**

Includes recognizing factors that affect life choices; analyzing the influence of life choices on wellness; identifying reliable resources for use in making wellness decisions; using resources, including technology, to assess and evaluate wellness; and recognizing the role of individual and family responsibility in achieving wellness.

**Understand strategies and techniques for maintaining personal wellness.**

Includes understanding the relationships among diet, fitness, gender, heredity, and wellness; recognizing health problems, disease prevention strategies, and responses to various illnesses; and demonstrating awareness of stress management in relationship to wellness issues.

**Understand the principles of nutrition.**

Includes identifying the functions and sources of nutrients; demonstrating knowledge of the digestive process and its effects on nutrition and wellness; recognizing the components of a balanced diet; analyzing causes and characteristics of malnutrition and its effects on individuals, families, and society; and analyzing the effects of drug and nutrient interaction on health and wellness.

**Understand the effects of nutritional choices on personal wellness.**

Includes identifying varying nutritional needs throughout the life span; understanding healthy food selection, storage, and preparation methods; demonstrating knowledge of food choices for disease prevention and diet therapy; recognizing the effects of specific nutritional deficiencies and excesses; demonstrating an understanding of the importance of diet and exercise in weight management plans; and recognizing the characteristics of eating disorders.

**Understand individual and institutional rights and responsibilities regarding health care.**

Includes recognizing strategies for effective communication with health care providers; evaluating options for caring for individuals, including those with special needs, throughout the life span; understanding issues related to access to and availability of health care and health insurance; and recognizing individuals' and institutions' responsibilities for global health and safety.

**FAMILY, COMMUNITY, AND CAREER ENVIRONMENTS****Understand the interrelatedness of family, career, and community roles and responsibilities.**

Includes understanding that a personal life plan should reflect individual, family, career, learning, leisure, and community goals; analyzing the effects of each component of a personal life plan on the other components of the plan; and analyzing strategies for balancing work and community commitments with individual and family needs and desires.

**Understand skills developed in individual, family, community, and career roles.**

Includes demonstrating knowledge of leadership and other skills developed through participation in one's family, career, workplace, and community; and identifying skills developed in individual, family, community, and career roles that are transferable to other roles.

**Understand the management of individual, family, community, and career roles and responsibilities.**

Includes analyzing how to respond to family, workplace, and community issues in a socially responsible manner; and understanding how resources, including technology, can be used to manage individual, family, community, and career roles and responsibilities.



**Understand the effect of the environment on human needs.**

Includes evaluating the needs of individuals and families in diverse environments; analyzing the effects of family development, needs, values, and resources on housing choices; and analyzing the importance of aesthetics in meeting human environmental needs.

**CONSUMER EDUCATION AND RESOURCE MANAGEMENT**

**Understand the role of the consumer in the world economy.**

Includes analyzing the interrelationship between the economic system and consumer behaviors; analyzing policies and legislation pertaining to consumer rights and responsibilities; and understanding how economic policies and legislation affect consumers and families.

**Understand individual and family resource management skills.**

Includes applying decision-making and goal-setting skills; understanding the steps and skills involved in developing and maintaining a budget for an individual or a family; recognizing the components of short- and long-term financial management plans; understanding how resources, including technology, can be used in achieving family goals; understanding the types, uses, and misuses of credit; identifying alternative resources for achieving consumer goals; and analyzing the effects of resource management decisions on individual and family well-being.

**Understand factors affecting the management of individual and family resources.**

Includes analyzing resource management as a means of enhancing human potential and the quality of life; understanding differing views about the use of family resources; understanding influences on consumer decision making; and evaluating the effects of values and standards on resource management.

**Understand responsible resource selection and consumption behaviors.**

Includes understanding responsible selection of resources to meet individual and family needs throughout the life span; recognizing consumer fraud and deception; and recognizing responsible resource consumption and conservation behaviors.

## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following changes within a family is most likely to occur when a child reaches adolescence?
  - A. The adolescent and his or her siblings will grow apart as their experiences differ more and more.
  - B. The adolescent and his or her parents will be able to relate to one another as adults.
  - C. The adolescent will take on more responsibility while his or her parents give him or her more freedom.
  - D. The adolescent will rely increasingly on his or her parents for emotional support.
2. Which of the following best explains why children are increasingly able to form close relationships with age-mates as they progress from early to middle childhood?
  - A. They become less self-centered.
  - B. They are less dependent on caregivers.
  - C. They become less competitive.
  - D. They are less fearful of rejection.
3. Which of the following best describes the influence of social factors on the cognitive functioning of people who have passed retirement age?
  - A. The more satisfied people are with their position in the community, the less likely they are to exert themselves intellectually.
  - B. People who stay socially active tend to remain intellectually proficient longer than people who become socially inactive.
  - C. The more responsible the position a person held prior to retirement, the more likely that individual is to retain intellectual competency.
  - D. People who have experienced the loss of family members tend to experience diminishing intellectual capacity.
4. Partners who engage in heterosexual sexual activities should be aware that:
  - A. the risk of pregnancy is greatly increased during the period of the female's menstruation.
  - B. pregnancy is not a risk if no penetration takes place.
  - C. the risk of pregnancy is greatly decreased during the third week of the female's menstrual cycle.
  - D. pregnancy is always a risk, even when using birth control.

5. C. J., a 21-year-old college student, is planning to move back into her parents' home after she graduates in May. She has lived away from home during college, and she and her parents are concerned that they may experience some conflict when C. J. returns to the family home. To avoid such conflicts, which of the following steps should the family take?
- A. C. J. and her parents should discuss and negotiate expectations and household rules prior to C. J.'s return.
  - B. C. J. should recognize that in her parents' house, she will need to follow the same rules that she followed before college.
  - C. C. J.'s parents should plan to provide C. J. with the same freedoms that she experienced while she was away at college.
  - D. C. J. and her parents should view one another as independent adults and avoid judging one another's behavior.
6. A six-year-old boy lives with his mother. An allegation is made that the mother's boyfriend has physically abused the boy. In these circumstances, the mother's legal responsibility to her son is to:
- A. file a complaint against the boyfriend with the local police.
  - B. make certain that the boy is never alone with the boyfriend.
  - C. take any steps necessary to protect her son from potential abuse.
  - D. determine whether the allegation of abuse is true.
7. Which of the following best explains why, compared with first- and second-grade students, older children have a significantly greater ability to perform memory tasks?
- A. First- and second-grade students have not yet developed simple reasoning skills.
  - B. Older children are better able to link information that they are learning to existing knowledge.
  - C. First- and second-grade students are unable to follow sequences of events.
  - D. Older children are better able to distinguish ways in which objects differ from one another.

8. A young woman is expecting her first child. Although she is taking a parenting course through a local community agency, she is insecure about her ability to be a "good mother." Which of the following additional steps would best help this woman feel more confident about her role as a mother?
- A. spending time with parents whose parenting skills she admires and observing how they care for their children
  - B. enrolling in a course about child growth and development at a local college or university
  - C. reading a wide variety of textbooks and journal articles about parenting and specific parenting challenges
  - D. volunteering to help organize after-school programs for children at a local elementary school
9. The parents of a seventh-grade girl learn that their daughter has been physically harassed and intimidated by another girl at her school. Their daughter also tells them that this individual has stolen her and other students' lunch money on several occasions. The parents can respond most appropriately to this information by:
- A. reporting the incidents of bullying to the school authorities and requesting that appropriate steps be taken to address the problem.
  - B. encouraging their daughter to stand up to the bully by enrolling her in a self-defense class that would train her to succeed in a physical confrontation with the other girl.
  - C. contacting the parents of the bully to inform them of the problem and request that they take action to stop their daughter's bullying behavior.
  - D. suggesting that their daughter minimize her interactions with the bully at school by ignoring the girl and avoiding her whenever possible.

10. A two-year-old child often engages in temper tantrums, throwing himself on the floor and screaming when he does not get his own way. Which of the following would be the most effective way for the child's parents to discourage this behavior?
- A. insisting that the child articulate his needs without resorting to disruptive tantrums
  - B. distracting the child during the tantrum by offering to play a game or read a book
  - C. ignoring the behavior as much as possible and offering comfort when the tantrum has ended
  - D. anticipating and satisfying the child's need for attention before the tantrum begins
11. Many adults say that they cannot fit in three 30-minute sessions of exercise per week because it interferes too much with their family time. The most effective way to solve this problem while promoting family wellness is to:
- A. try to exercise late at night or at other times when the family is occupied.
  - B. establish family rituals, such as an after-dinner walk, that involve physical activity.
  - C. create time for exercise by asking other family members to take on additional responsibilities.
  - D. try to find opportunities throughout the day to exercise for a few minutes.
12. Regular and vigorous participation in physical activity helps prevent osteoporosis because it:
- A. stimulates the release of growth hormones, which slow down the process of bone ossification.
  - B. causes a greater force transmission from muscles to bones via the tendons, thereby lengthening tendons and bones.
  - C. strengthens the muscles, allowing them to better support and absorb shock for the bones.
  - D. causes more minerals to be deposited into the bone matrix, increasing bone density and strength.
13. For the last month, a slightly overweight adult has been walking for a half-hour three times a week in an attempt to lose weight but has not been successful. Which of the following is the most likely explanation for this individual's difficulty in losing weight?
- A. The individual's body is at its "set point" and is resisting going below that weight.
  - B. The individual has not been eating a balanced diet based on the food guide pyramid.
  - C. The individual's body has not yet adjusted to exercise and is clinging to fat in starvation mode.
  - D. The individual is still consuming more calories than he or she is burning through exercise.

14. Which of the following strategies would best help ensure clear communication with a health care provider?
- A. asking questions and taking notes to be sure you understand and remember everything that is discussed
  - B. maintaining your own records of the prescriptions that you have taken
  - C. knowing the information that is in your medical records and using it to make good decisions about your care
  - D. asking the office support staff for a copy of the health care provider's notes
15. Deacon's elderly father has recently moved in with him, and Deacon is eager to provide his father with a comfortable living environment. Deacon works full time and is an active volunteer in the community. While he must continue to work full time to support himself and his father, he is willing to sacrifice and rearrange other components of his life to accommodate this new responsibility. Deacon's revised life plan is most likely to be workable over time if he includes:
- A. specific goals he hopes to achieve in his career.
  - B. plans for leisure time and opportunities for pursuing personal goals.
  - C. a set time after which he can resume his life as it was before his father moved in with him.
  - D. a goal to find volunteer opportunities for his father.
16. As a child grows and changes, the child's parents have to adjust their parenting strategies to accommodate the child's changing wants, needs, and abilities. As a result, parents are most likely to develop the ability to:
- A. maintain control over the behavior of others.
  - B. remain calm in any situation.
  - C. approach challenges with creativity and flexibility.
  - D. recognize special skills in other people.

17. Which of the following decorating strategies should be used to avoid having a small bedroom feel cramped and cluttered?
- A. hanging clusters of small paintings on the wall to make the walls appear larger
  - B. installing a picture rail eight inches below the ceiling to make the room seem taller
  - C. choosing sheer curtains instead of drapes to increase the amount of natural light in the room
  - D. selecting large pieces of furniture and accessories to give a sense of generous space
18. In which of the following situations would consumer behavior most likely cause inflation?
- A. Consumers cut back on spending and retail inventories increase.
  - B. Increased consumer purchases prompt suppliers to produce greater quantities of goods and services.
  - C. Interest rates increase and institutional and consumer borrowing declines.
  - D. Suppliers are producing at full capacity and consumer demand exceeds supply.
19. Tomas and Juanita are the parents of three children aged six, ten, and fourteen. In delegating household duties, they hope to use assigned tasks as a means of helping their children develop skills and habits that will be useful in other areas of their lives. At the same time, they want to ensure that the jobs are likely to be completed. Which of the following would be the most appropriate way for them to achieve these two aims?
- A. having the children compete to see who can complete the most work
  - B. basing work assignments on the abilities and preferences of each child
  - C. rotating work assignments among the children every few weeks
  - D. decreasing the work assignment when a child fails to complete a task
20. Which of the following actions on the part of a seller would constitute consumer fraud?
- A. making gross exaggerations about the item being sold in a way that is clearly intended to be humorous
  - B. informing the buyer of a defective feature of the item being sold but failing to specify the full cost of repairing the defect
  - C. wrongfully misrepresenting the item being sold to someone other than the buyer
  - D. deliberately concealing negative facts about the item being sold

## ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand the characteristics of families.
2.	A	Understand the characteristics of interpersonal relationships.
3.	B	Understand human growth, development, and aging throughout adulthood.
4.	D	Understand the development of human sexuality.
5.	A	Understand strategies for individuals and families experiencing change and transitions.
6.	C	Understand the rights and responsibilities of individuals and families toward each other.
7.	B	Understand the stages, characteristics, and implications of physical, motor, cognitive, social, and emotional development in children and adolescents.
8.	A	Understand preparation for parenthood.
9.	A	Understand the roles, rewards, demands, and responsibilities of parenting.
10.	C	Understand the role of communication in parent-child relationships.
11.	B	Understand factors that influence the achievement of personal wellness.
12.	D	Understand strategies and techniques for maintaining personal wellness.
13.	D	Understand the effects of nutritional choices on personal wellness.
14.	A	Understand individual and institutional rights and responsibilities regarding health care.
15.	B	Understand the interrelatedness of family, career, and community roles and responsibilities.
16.	C	Understand skills developed in individual, family, community, and career roles.
17.	C	Understand the effect of the environment on human needs.
18.	D	Understand the role of the consumer in the world economy.
19.	B	Understand factors affecting the management of individual and family resources.
20.	D	Understand responsible resource selection and consumption behaviors.