

2026 EXPLORATORY FAMILY AND CONSUMER SCIENCES & HUMAN SERVICES

Program Standards

CONTENT STANDARD 1.0: PRINCIPLES OF FAMILY CONSUMER SCIENCES

Performance Standard 1.1: Student Leadership in Career Technical Student Organizations (CTSO)

- 1.1.1 Define the value, role, and opportunities provided through career technical student organizations (e.g. Family, Career and Community Leaders of America [FCCLA], SkillsUSA).
- 1.1.2 Investigate in career exploration and skill development.

CONTENT STANDARD 2.0: FINANCIAL LITERACY AND RESOURCE MANAGEMENT

Performance Standard 2.1: Smart Financial Decisions

- 2.1.1 Develop strategies to set financial goals, make intentional financial decisions, and maintain spending plans.
- 2.1.2 Apply decision-making skills to budgeting and consumer purchasing.

CONTENT STANDARD 3.0: FOOD FOR LIFE: NUTRITION, WELLNESS, AND CULINARY SKILLS

Performance Standard 3.1: Nutrition, Wellness, and Culinary Skills

- 3.1.1 Investigate nutrition practices promoting wellness.
- 3.1.2 Apply *Eat Real Food* and USDA Dietary Guidelines.
- 3.1.3 Analyze nutrition labels.

Performance Standard 3.2: Food Preparation Skills

- 3.2.1 Measure ingredients accurately.
- 3.2.2 Demonstrate safe food handling.
- 3.2.3 Read and follow recipes.
- 3.2.4 Practice basic cooking techniques.

CONTENT STANDARD 4.0: HUMAN DEVELOPMENT AND CAREGIVING

Performance Standard 4.1: Human Growth and Development

- 4.1.1 Identify developmental stages.
- 4.1.2 Examine physical, emotional, social, and cognitive development.

Performance Standard 4.2: Caregiving Roles and Responsibilities

- 4.2.1 Demonstrate caregiving skills.
- 4.2.2 Practice supervision and safety.
- 4.2.3 Use age-appropriate language to guide a child's behavior.

Performance Standard 4.4: Safety Preparedness

- 4.4.1 Identify child safety practices.
- 4.4.2 Demonstrate appropriate responses to common childcare emergencies.

CONTENT STANDARD 5.0: BUILDING HEALTHY RELATIONSHIPS

Performance Standard 5.1: Interpersonal Relationships and Communication

- 5.1.1 Explore interpersonal and family relationship concepts.
- 5.1.2 Identify different types of relationships (e.g. family, friendships, school, and workplace relationships).
- 5.1.3 Demonstrate effective communication skills and styles.
- 5.1.4 Apply active listening, through appropriate verbal and nonverbal communication.

Performance Standard 5.2: Healthy vs. Unhealthy Relationships

- 5.2.1 Identify characteristics of healthy and unhealthy relationships.
- 5.2.2 Describe personal boundaries, limits, and refusal skills.

- 5.2.3 Analyze the impact of peer pressure and media influences on relationships.
- 5.2.4 Develop strategies for making safe, responsible relationship choices.

CONTENT STANDARD 6.0: SPACES FOR LIVING

Performance Standard 6.1: Design Principles and Elements

- 6.1.1 Identify basic interior design elements, (e.g. color, texture, line, space, form, and pattern).
- 6.1.2 Apply design principles (e.g. balance, proportion, harmony, and contrast).

Performance Standard 6.2: Interior Design Skills and Applications

- 6.2.1 Demonstrate basic interior design skills through planning and design activities.
- 6.2.2 Create simple design plans.

CONTENT STANDARD 7.0: FASHION FORWARD: TEXTILE, DESIGN, AND CONSUMER SKILLS

Performance Standard 7.1: Textile Knowledge

- 7.1.1 Identify basic textile fibers, fabrics and their uses.
- 7.1.2 Recognize terminology associated with textiles, fashion, and merchandising.

Performance Standard 7.2: Sewing Skills and Equipment

- 7.2.1 Identify and safely use hand-sewing and machine-sewing equipment.
- 7.2.2 Understanding of sewing machine parts and operation (e.g. threading, setup).
- 7.2.3 Apply basic sewing techniques to create or repair a textile product.
- 7.2.4 Follow written and oral directions when completing sewing projects.

Performance Standard 7.3: Clothing Care and Maintenance

- 7.3.1 Interpret care labels to select correct cleaning and maintenance methods.
- 7.3.2 Demonstrate basic clothing care skills (e.g. laundering, ironing, and minor repairs).

IDCTE Document Control Information

Program Standard Revision:

Date	Standard #	Original	Summary of Change	Revised By	Approved By