QUICK REFERENCE: 8TH GRADE FACE

A. CONTINUING CONCERNS OF THE FAMILY

Content Standard

Students in Wisconsin will understand the meaning and significance of the broad, continuing concerns of the family.

Rationale:

Continuing concerns of the family are broad questions of social significance about what action to take. They are ongoing in that the same questions come up again and again in different situations and generations. One of the biggest ongoing concerns for families is "What kind of life should we create and live as a family and society?" Other concerns focus on how families relate to various forces and conditions affecting their lives and the environments in which they live, work, and contribute; such as the home, workplace, neighborhood, community, and world. How and whether families address these concerns can have a strong impact not only on individual members of the family, but also on society at large. Students need to develop the skills necessary to identify and understand continuing concerns of families.

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will:

A.1. Explain the personal and social significance of the family in meeting family members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to
- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern
- use data gathered from a variety of sources to describe the current situation
- identify the personal and social significance of current conditions
- describe different goals that families might have in the situation

A.4. Describe gaps between existing conditions and goals and ask specific questions for further investigation

B: PRACTICAL REASONING

Content Standard

Students in Wisconsin will understand and use practical reasoning skills to address broad, continuing concerns of the family.

Rationale:

Practical reasoning is a special kind of thinking process that families can use in everyday problem solving situations to help them investigate complex issues or questions of concern to the family. Family members use their critical and creative thinking skills and communication to search for and process relevant information from a variety of sources. They organize and use this information to reach a conclusion about what to do. The culmination of the practical reasoning process is family action. Students who develop these skills are more likely to approach everyday problem solving more deliberately, with greater flexibility, and increased open-mindedness.

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will:

B.1. Analyze the parts of the practical reasoning process

B.2. Explain how each part works and the relationships among the parts of the practical reasoning process

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

B.4. Detect and correct errors in using the parts of the practical reasoning process

C: FAMILY ACTION

Content Standard

Students in Wisconsin will understand and use reasoned action to address broad, continuing concerns of the family and to accomplish family goals.

Rationale:

The actions families take or do not take in response to their concerns have significant consequences for themselves and others. Communication, reflection, and the application of technical information, methods, and tools are three types of reasoned action families use to accomplish their goals. Family members communicate to understand each other, to resolve continuing concerns, to build nurturing relationships, and to establish connections to the outside world. Reflection helps family members identify and evaluate attitudes, beliefs, and patterns of thinking and acting that can block creative and critical thinking and communication. Families use technical information, methods, and tools to manage their environment and provide for the physical well being of family members (including food, clothing, shelter, and economic resources). Students who use their understandings about family action can actively participate in their own development and influence the conditions of their lives now and in the future.

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will:

C.1. Understand and use communication to reach understanding and agreement about what to do

- give examples that illustrate effective and ineffective communication in different settings
- demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
- analyze examples of communication breakdowns and identify ways communication might be improved in these situations
- use reliable procedures to gather, record, and interpret data on patterns of interaction during class/family discussions

C.2. Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly

—retrieve, examine, and use relevant information about the project
—identify personal knowledge and skills, procedures, and tools to use
—summarize and assess the results of the project

D: PERSONAL AND SOCIAL RESPONSIBILITY

Content Standard

Students in Wisconsin will assume responsibility as family members and citizens, and take informed, socially responsible individual, family, and community action.

Rationale:

Families play an important role in generating and preserving values and can encourage their members to take informed, socially responsible action. It is in the home that compassion for others and democratic ideals are first introduced and practiced. Through family communication and reflection, members can develop feelings of concern about others and can learn to apply ethical principles of respect, equality, and justice when making choices and judgments. Students are more likely to become confident, contributing family members and citizens when they get involved in individual, family, and community action.

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will:

D.1. Explain what it means to take informed, socially responsible action

D.2. Survey the school, neighborhood, or community to identify a family-related issue or concern

D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals

- respond to questions and/or criticisms of plans from classmates
- use feedback in revising plans as needed
- analyze the results, write a reflective summary explaining the results, and use the results to identify next steps

D.4. Apply leadership skills during classroom discussions or FHA-HERO chapter meetings; such as skills in perceiving problems and thinking them through, presenting ideas, understanding others' views, understanding and responding to conflicts and disagreements that arise during discussion, and applying citizenship values (including honesty, respect, and responsibility)

D.5. Set an individual, family, or community action goal and record progress toward accomplishment of the goal

E: WORK OF FAMILY

Content Standard

Students in Wisconsin will understand and actively use specific knowledge, attitudes, and skills related to creating conditions in the family and society to accomplish the work of the family.

Rationale:

Work of the family refers to family efforts to accomplish the full development of family members and the continued development of a democratic society. Through various types of action, families create conditions within the family and in society that support and challenge the cognitive, social, emotional, physical, and brain development, and well being of family members throughout life. By developing members' capacities for informed and socially responsible action, families participate in the development of society. The family can be a place where democracy is practiced. Individuals can work together as a family unit and with other families to discuss common concerns and take reasoned action to improve conditions in the home, workplace, community, and world. Students who develop an understanding of the role of family work are more likely to appreciate the significance of their individual choices for the family and society.

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will:

E.1. Give examples that show the meaning and significance of family work

E.2. Summarize current understandings of family work goals and relationships between family work and other social settings that affect the family

E.3. Describe how family work has changed over time and identify some cultural similarities and differences

E.4. Describe some factors and conditions that affect the development of individuals, families, and society

E.5. Access, analyze, and evaluate selected sources of information about human growth and development

F: LEARNING TO LEARN

Content Standard

Students in Wisconsin will reflect on their thinking, manage learning tasks, evaluate their work, monitor their progress and attitudes toward learning, and set new learning goals.

Rationale:

Many habits of thinking, attitudes toward working and learning, and work readiness skills are established in early childhood before the child enters school. Thus, the family has a major influence on children's intellectual and social development. Families who keep informed and skillful in addressing the concerns they continually face experience joy and satisfaction from accomplishing family work goals. Students, therefore, should continue to develop the understanding, attitudes, and skills for meeting life and work tasks resourcefully and for lifelong learning.

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will:

F.1. Demonstrate the ability to attend to learning tasks

- explain the family's role in helping to focus attention on learning tasks
- make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
- practice skills in handling distractions; such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed

F.2. Demonstrate the ability to set learning goals

- explain the importance of goal setting in everyday family life and work
- develop a time frame for reaching a series of specific short-term goals; such as finding out about specific careers
- describe what to look for to determine whether specific goals have been accomplished

F.3. Demonstrate the ability to monitor attitudes

- give examples from different media that show how attitudes affect work habits and learning
- practice asking questions to identify personal attitudes and work habits
- describe how specific thoughts about a difficult learning task affect personal behavior

F.4. Demonstrate the ability to use self-evaluation skills

- give examples of paired problem solving in everyday life; such as family members or peers working together on a specific learning task or problem
- describe specific knowledge, attitudes, and skills learned in other classes that help with planning
- make, implement, and assess an action plan to reach a series of specific learning goals that help to reach long-term goals, including the specific resources needed to complete the action plan