

New Home Economics Education in the “National Curriculum Guidelines Grades 1-9” in Taiwan (2003)

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Abstract

The purpose of this investigation is to examine the objectives, contents, competency indicators, and other factors of home economics education, which were included in Taiwan's 2003 National Curriculum Guidelines Grades 1-9. Major results are as follows.

1. The new home economics education was not included in independent learning areas. However, it was a major issue, and its objectives, learning contents, competency indicators have been incorporated in related learning areas and the 10 basic ability fields were included in the National Curriculum Guidelines Grades 1-9.
2. Home economics education consisted of 4 areas: eating habits, clothing, daily life management, and family life. In particular, the area of eating habits included “health and physical education” and “combined activities”; clothing section concerned “combined activities” and “science and technology”; daily life management area included “life course”, “combined activities”, “health and physical education”, and “science and technology”; and family life concerned “combined activities”, “health and physical education”, and “society”.
3. The competency indicators with the levels of I-IV were implemented every two years in elementary school, and over the three years of junior high school. These were based on the 10 basic abilities shared by all learning areas, but the following abilities were closely related: (1) Self awareness and potential ability development, (3) Life planning and lifelong education, (4) Communication and interpersonal communication, and (7) Planning, organizational and practical abilities.

Key words; Taiwan, National Curriculum Guidelines Grades 1-9, Home economics education