

**COURSE OF STUDY FOR JUNIOR HIGH SCHOOL:
HOME ECONOMICS FIELD
IN TECHNOLOGY & HOME ECONOMICS 2008**
(Translated by Ministry of Education, Culture, Sports, Science and Technology)

1. Objectives

To enable students to acquire basic and fundamental knowledge and skills necessary for an independent life through practical and hands-on activities relating to food, clothing and housing; to deepen understanding of the functions of a family, have the students look toward their future lives and take up issues to develop the skills and attitude towards a better life.

2. Content

A. Family, home and child growth

(1) The following item should be targeted in instruction with regard to the growth of students themselves and their families:

(a) To consider one's personal growth and its connection with one's family and home life.

(2) The following items should be targeted in instruction with regard to students' home and family relations:

(a) To understand the basic functions of the home and family, and the connection between family life and the community.

(b) To take an interest in one's own family relationship from here onward and think about ways to improve better family relations.

(3) The following items should be targeted in instruction with regard to children's lives and their families:

(a) To understand characteristics of child development and their lives, and to understand the role of families as an environment for raising children.

(b) To understand the significance of child's play through activities such as observing children and creating playthings.

(c) To deepen the students' interest in children and be able to devise ways for them to be involved with children through activities such as contact with children.

(d) To take an interest in the lives of families and children, and be able to devise initiatives, set up plans and put these into practice with regard to family relations and children's lives with a task in mind.

B. Food, cooking and independent life

- (1) The following items should be targeted in instruction with regard to lower secondary students' dietary habits and nutrition:
 - (a) To take an interest in one's own dietary habits, understand the role that food plays in life and think about eating habits that are good for one's health.
 - (b) To understand the types of nutrients and their functions, and to think about characteristics of the nourishment that lower secondary students require.
- (2) The following items should be targeted in instruction with regard to how to select a daily menu and foods:
 - (a) To understand the nutritional qualities and the types of food, and general quantities of food that lower secondary students need each day.
 - (b) To plan an appropriate menu for lower secondary students for a day.
 - (c) To be able to distinguish the quality of food and select them according to use.
- (3) The following items should be targeted in instruction with regard to the preparation of daily meals and regional food culture:
 - (a) To be able to cook basic daily meals. To also be able to manage food and cooking utensils appropriately while keeping safety and hygiene in mind.
 - (b) To understand regional ingredients culture through cooking which utilizes regional foods.
 - (c) To take an interest in eating habits, and be able to devise, set up plans for, and put these into practice for one's daily meals or activities like cooking which utilizes regional ingredients with a task in mind.

C. Clothing, housing and independent life

- (1) The following items should be targeted in instruction with regard to selecting and caring for clothing:
 - (a) To understand the connection between clothing and social life, and to be able to understand what to wear according to the purpose and by using one's individuality.
 - (b) To understand the necessity of utilizing clothing in a planned manner, and to be able to select it appropriately.
 - (c) To be able to care for daily wear according to the clothing material and its condition.
- (2) The following items should be targeted in instruction with regard to the function of housing and modes of living:
 - (a) To consider family living spaces and understand the basic functions of housing.
 - (b) To understand how to lay out an indoor environment that considers family safety, and be able to devise comfortable modes of living.

Appendix

(3) The following items should be targeted in instruction with regard to life techniques such as clothing habits and manner of housing:

- (a) To be able to devise techniques for enriching one's life through making things using cloth.
- (b) To take an interest in clothing and housing, and be able to devise initiatives, set up plans and put these into practice concerning clothing habits and manner of housing with a task in mind.

D. Daily consumption and the environment

(1) The following items should be targeted in instruction with regard to domestic life and consumption:

- (a) To take an interest in one's personal and family's consumption, and understand the basic rights and responsibilities of consumers.
- (b) To understand characteristics of marketing methods, and be able to appropriately select, purchase and use the goods and services necessary for life.

(2) The following items should be targeted in instruction with regard to domestic life and the environment:

- (a) To think about the impact that one's personal and family's consumption has on the environment, and be able to devise and practice a consumer life that takes the environment into consideration.