

가 3 1 (2000)

()

1. 가

(1994) “
21
가
(1996) “
(1996) “
가
(SCANS, 1992; , 1995; , 1999;
, 1999).

가

2.

가

가 3 1 (2000)

1.

(1995)

가

1

1958

4

1981 12 31

[1]

1



2



3



4

(1992)

63.1%가

36.9%

가

가

가 가

[1]

가 3 1 (2000)

가 , 가

Finch & Crunkilton(1993)

가

· ,

· ·

[3]

· , 가

가

가 가 ·

가

가 ·

가 ,

가 · 가

Mager & Beach

· , ·

·

가

가

가 ·

가

가

가

가

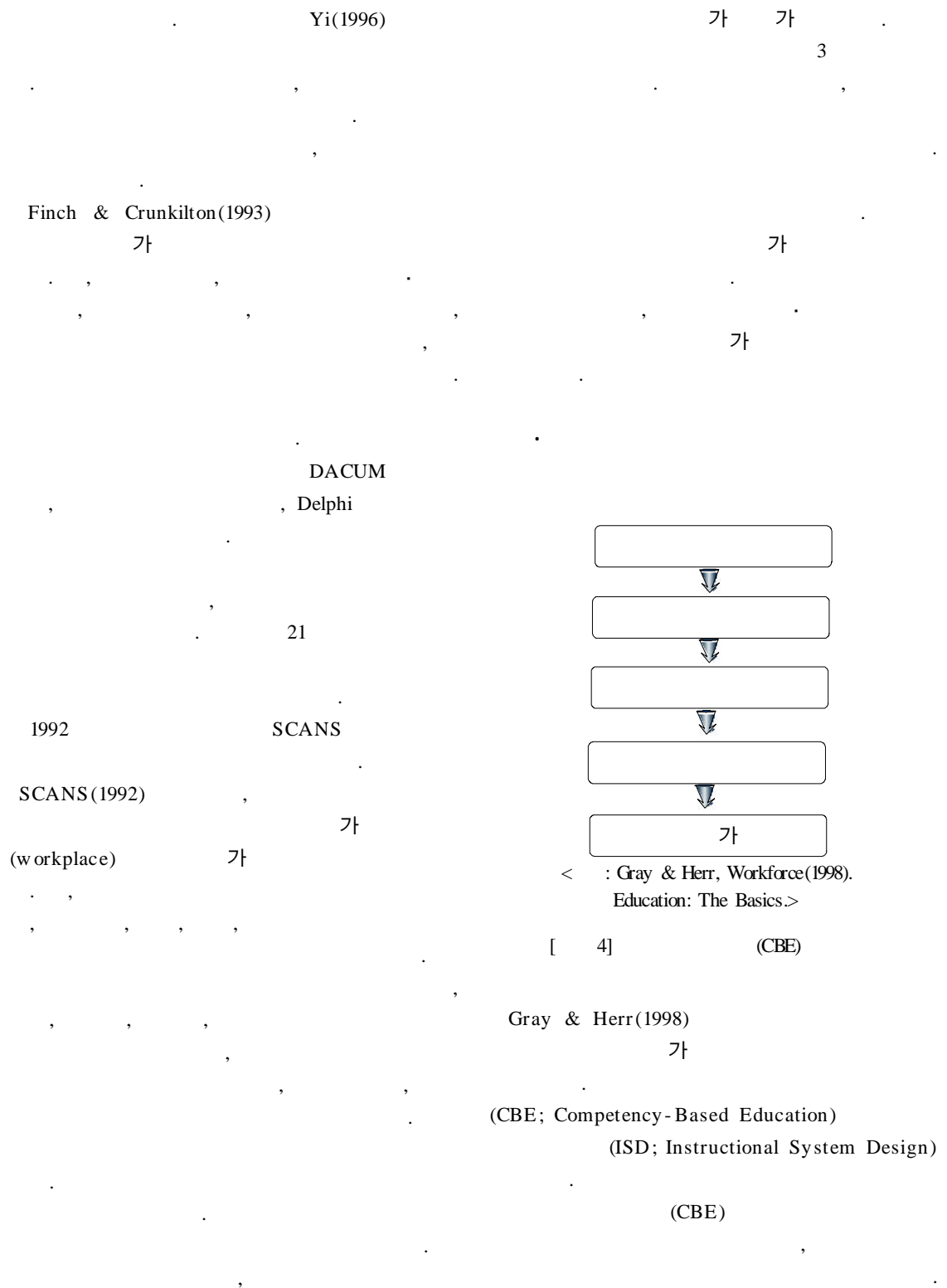
가

· , Merrian-Webster's
collegiate dictionary(1994) “

가 가

·

”



가 3 1 (2000)

[4]

가 , 가 ,

가

CBE

가 가
가

가

가 가

(ISD)

[

5]

CBE

가

가

[5]

(ISD)

CBE

가

, ISD

가

(HRD; Human

가

Research Development)

가

가

. CBE

Mager &

가

Beach

가

ISD

가

가

CBE

가

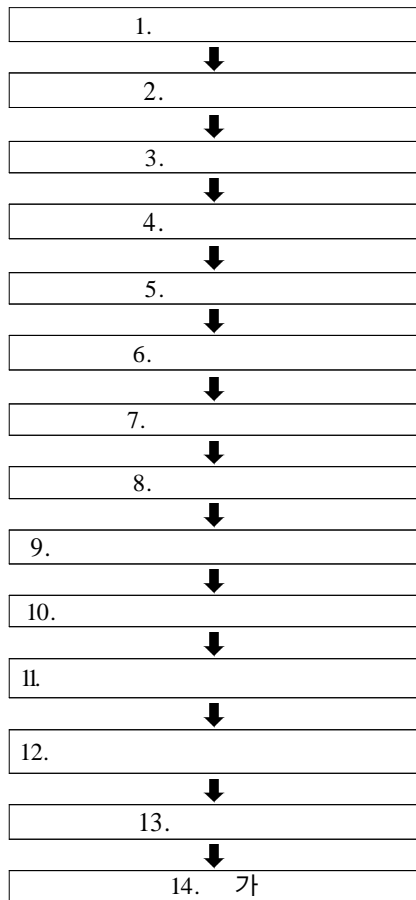
(1996)

가

, ISD

가 가 [6] 가
 . (1999) , . 1, 2, 3, 4, 5, 6
 21 , , , . 7
 가 . 8
 . , ,
 . 9
 . 10

(NBCA) ,
 (BBCA) . 11
 . .



. 12
 . 13
 . 14 가
 . 가
 . 3
 . 1 7
 , 8 12
 13
 14 가
 가
 가
 . , (BBCA; broad
 based curriculum approach)
 (NBCA; narrow based curriculum
 approach) . BBCA
 , NBCA

< : (1999a). >
 [6]

가 3 1 (2000)

30 50% 50 70%

3

<

1>

10 30%,

70 90%

1

, 2

, 3

가

(1999b) 21

가

가

가

NBCA

가

가

BBCA

(, 1998; , 1997b).

Gray & Herr(1998)

< 2>

2.

가.

< 1>

		1	2	3
		.	.	. 가
		.	.	.
	CBE	.	.	. 가
	ISD	.	.	. 가
		.	.	. 가
		.	.	. 가

	1 :	2 :	3 : 가
	• • • • 가 • • • • 가	• • • • • •	• 가 • 가 •
	• • •	• • •	• • • • 가

↘

		1 : :	2 : :	3 : : 가
	CBE	• • • •	• • • •	• • • •
	ISD	• • • • • • • • •	• • • •	• • • •
		• • • • • • •	• • • •	• • 가

•

1.

< 3>

			CBE	ISD		
	■			■		
	■		■			
가	■			■		
	■				■	
	■			■	■	
	■			■	■	
가	■					
		■				
		■				
		■				
			■	■	■	
			■			
			■	■		
				■		
				■		
				■		

) ■

가

() 가

< 3>

, < 2>

. < 4>

.

가 3 1 (2000)

2.

가 3
1 2

,
()
, 가

, < 3>

< 4>

< 4>

			CBE	ISD		
	■					
	■					
	■		■	■	■	
	■		■	■		
	■				■	
	■					
		■				
		■			■	
		■				
			■			
			■	■		
					■	
					■	

) ■

가

< 5>

1		ISD	,
2		CBE	,
3	가	ISD	,
4		CBE , ISD	,
5			,
6		ISD	,
7		ISD	,
8		CBE , ISD	
9		CBE , ISD	,
10			,
11			,
12		CBE , ISD	,
13	,	CBE , ISD	

)

. < 5>

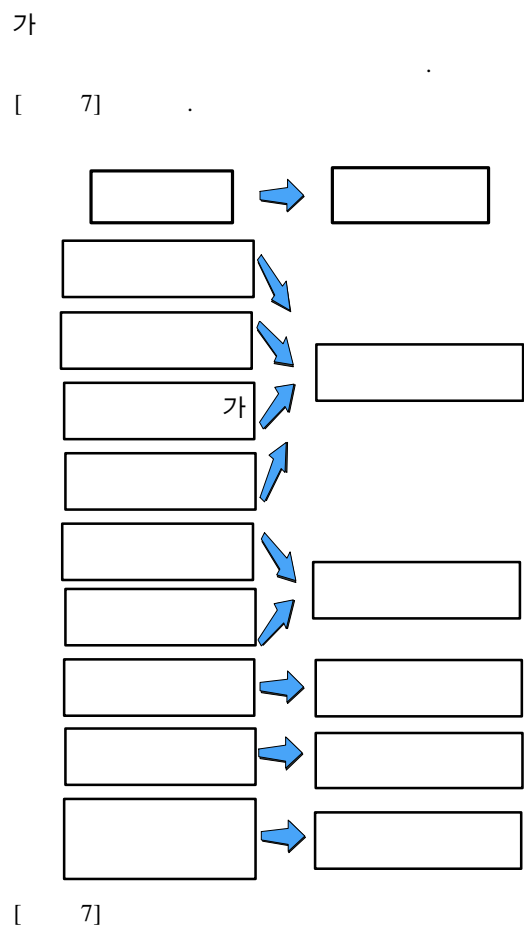
< 5>

,
가

가

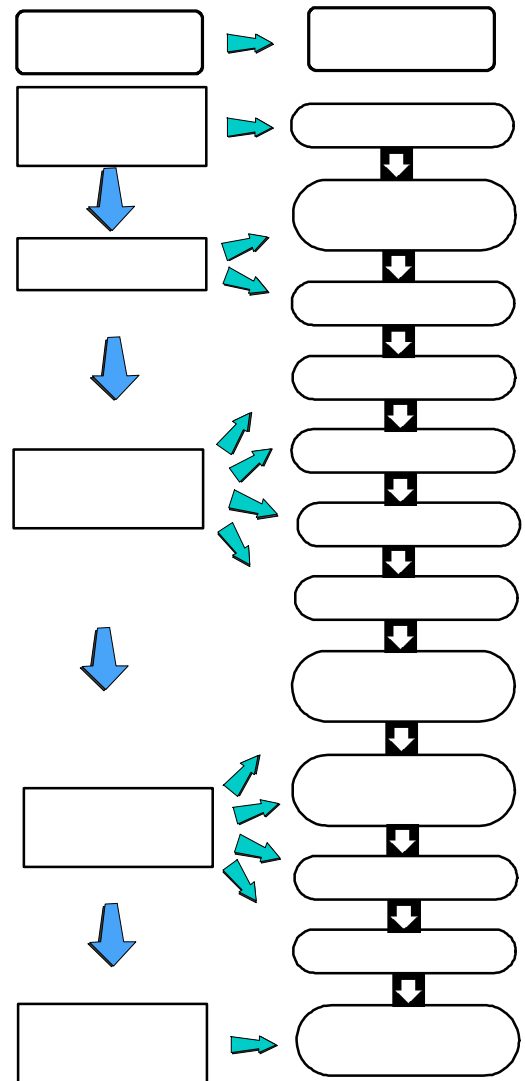
[7]

3.



< 5>

가



가 3 1 (2000)

4.

2.

가.

21

가

[8]

1.

1)

가

2)

3)

가

- (1997b).
- 「 518, 58-65.
- Evans, R. N. & Herr, E. L. (2nd ed.). (1978). *Foundation of vocational education*. Columbus, OH: Charles E. Merrill Publishing.
- Finch, C. R. & Crunkilton, J. R. (1993). *Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation*. Boston: Allyn and Bacon.
- Gray, K. C. & Herr, E. L. (1998). *Workforce Education: The Basics*. Boston: Allyn and Bacon.
- Mager, R. F. & Beach, Jr. K. M. (1967). *Developing Vocational Instruction*. Belmont, California: FEARON PUBLISHERS, INC.
- Merrian-Webster's Collegiate Dictionary (10th ed.). (1994). Springfield, MA: Merrian-Webster.
- SCANS. (1992). *Learning A Living: A Blueprint For High Performance*, A SCANS Report For America 2000. Washington, DC: U.S. Department of Labor.
- Yi. (1996). Problem solving in technology education at the secondary level as perceived by technology educators in the United Kingdom and the United States. Unpublished doctoral dissertation, The Ohio State University, Columbus, OH.
- (1996). 「 .
- (1995). 「 1992- 19 ('92. 10.30)
- 「 .
- (1996). 「 가」 .
- (1996). 「 가」 .
- (1995). 2+1
- 「 」 , 494, 98- 105.
- (1999a). 「 」 .
- (1999b). 「 21 21
- 「 」 .
- (1999). 「 」 .
- (1994). 「 」 .
- (1998). 「 」 .
- (1999). 「 100 100 100
- (1992). 「 」 .
- (1999). 「 」 .
- 「 2
- (1997a).
- 「 」 16(1), 1-29.

ABSTRACT

The Development a Curriculum Model for Major Departments in Technical High Schools

Ki Seog Oh · Sang Bong Yi

(Kunja Technical High School) · (Korea National University of Education)

The purpose of this study was to develop a curriculum model of major departments in technical high school.

To attain this purpose of the study, the contents of this study were stated as following:

- (1) The analysis of curriculum development models for vocational education;
- (2) The generation of a curriculum development model for technical high schools.

This study was conducted by the literature review. For this, among the curriculum theory for vocational education, the most common curriculum development models were compared and analyzed by reviewing the related literatures.

The results of this study were summarized as following; Generated curriculum development model applicable to every department in technical high school. And this model is consist of twelve steps determining next contents, that is, the curriculum plan, the goals of technical

high school education, the objects of major department education, the major subjects, the required subjects for each tracks, the required subjects for each departments, the elective subjects for each departments, the units of major subjects, the unit by each major subjects, the units by term levels, the subjects by term levels and the curriculum of major subjects.

As we enter the 21th century, at the present day, knowledge and information is thought much of. Therefore problem solving and/or foundation skills inclusive of basic skills, thinking skills and personal qualities are powerfully called for nowadays rather than simple skills or one-sided knowledge which is emphasized for the curriculum development up to now. For reasons of this, however task analysis method fit itself very well to curriculum development, various curriculum development approach must be taken into account from now on.

Key words: Technical High School, Major Departments, Curriculum Development Model, Vocational Education