**TYPES OF CURRICULUM**

1. **Overt, explicit, or written curriculum**

It is simply that which is written as part of formal instruction of schooling experiences. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the *intentional instructional agenda* of a school. Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

It appears in state and local documents like state standards, district curriculum guides, course of study, scope and sequence charts and teachers’ planning documents given to schools.

2. **Societal curriculum (or social curricula)**

As defined by Cortes (1981). Cortes defines this curriculum as:…[the] massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches, organizations, occupations, mass media, and other socializing forces that “educate” all of us throughout our lives.

This type of curricula can now be expanded to include the powerful effects of social media (YouTube; Facebook; Twitter; Pinterest, etc) and how it actively helps create new perspectives, and can help shape both individual and public opinion.

3. **Hidden Curriculum**

**Hidden curriculum** refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. While the “formal” curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.

It is an unintended curriculum which is not planned but may modify behavior or influence learning outcomes that transpire in school.

The hidden curriculum begins early in a child's education. Students learn to form opinions and ideas about their environment and their classmates. For example, children learn 'appropriate' ways to act at school, meaning what's going to make them popular with teachers and students. They also learn what is expected of them; for example, many students pick up on the fact that year-end test scores are what really matter.

4. **Null Curriculum**

That which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society. Eisner offers some major points as he concludes his discussion of the null curriculum. *The major point I have been trying to make thus far is that schools have consequences not only by virtue of what they do teach, but also by virtue of what they neglect to teach. What students cannot consider, what they don’t processes they are unable to use, have consequences for the kinds of lives they lead.*

From Eisner’s perspective the *null curriculum* is simply that which is not taught in schools. Somehow, somewhere, some people are empowered to make conscious decisions as to what is to be included and what is
to be excluded from the overt (written) curriculum. Since it is physically impossible to teach everything in schools, many topics and subject areas must be intentionally excluded from the written curriculum.

Null curriculum refers to what is not taught but actually should be taught in school according to the needs of society. For example, environmental education, gender or sex education, life education, career planning education, local culture and history education courses are still empty in some schools.

5. **Phantom curriculum**

Media and its uses have become important issues in schools. Exposure to different types of media often provides illustrative contexts for class discussions, relevant examples, and common icons and metaphors that make learning and content more meaningful to the real lives and interests of today's students. In an Information Age media has become a very strong type of curricula over which teachers and parents have little or no control. This type of learning has a name and definition. It is called the *phantom curricula*. It can be defined as - "The messages prevalent in and through exposure to any type of media. These components and messages play a major part in enculturation and socializing students into the predominant meta-culture, or in acculturating students into narrower or generational subcultures."

6. **Concomitant Curriculum**

What is taught, or emphasized at home, or those experiences that are part of a family’s experiences, or related experiences sanctioned by the family. (This type of curriculum may be received at church, in the context of religious expression, lessons on values, ethics or morals, molded behaviors, or social experiences based on the family’s preferences.)

7. **Rhetorical curriculum**

It comes from those professionals involved in concept formation and content changes; from those educational initiatives resulting from decisions based on national and state reports, public speeches, from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates in pedagogical knowledge.

8. **Curriculum in Use**

The formal curriculum (written or overt) comprises those things in textbooks, and content and concepts in the district curriculum guides. However, those “formal” elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

9. **Received curriculum**

Those things that students actually take out of classrooms; those concepts and content that are truly learned and remembered.

10. **The internal Curriculum**

Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum since it is unique to each student.
11. The electronic curriculum

Those lessons learned through searching the Internet for information, or through using e-forms of communication. (Wilson, 2004) This type of curriculum may be either formal or informal, and inherent lessons may be overt or covert, good or bad, correct or incorrect depending on ones’ views. Students who use the Internet on a regular basis, both for recreational purposes (as in blogs, wikis, chatrooms, through instant messenger, on-line conversations, or through personal e-mails and sites like Twitter, Facebook, or Youtube) and for personal online research and information gathering are bombarded with all types of media and messages. Much of this information may be factually correct, informative, or even entertaining or inspirational. But there is also a great deal of other e-information that may be very incorrect, dated, passé, biased, perverse, or even manipulative.

12. Supported Curriculum

The supported curriculum continues to have a strong influence on the taught curriculum, especially for elementary teachers, who teach four or five subjects. The textbook is often their major source of content knowledge. It includes all the facilities and materials that will help the teacher in implementing the curriculum for a successful teaching-learning process.

13. Assessed Curriculum

A tested or evaluated curriculum where teachers use paper-and-pencil tests, practical exams, and/or portfolios to assess the student's progress and for them to determine the extent of their teaching during and after each topic they teach.

The Assessed curriculum seems to have the strongest influence on the curriculum actually taught. In an era of accountability, teachers are understandably concerned about how their students perform on tests. Much classroom time is spent on developing test-wiseness and on practicing questions similar to those that will appear on district, state, and national tests. And in almost every class, students ask the perennial question: "Will this be on the test?" There is a positive side to this emphasis on tests, when they take the form of performance assessments.

14. Extra Curriculum

The school project programs. An activity at a school or college pursued in addition to the normal course of study.