Hidden curriculum in school and classroom. Paper instructions: Your assignment is to develop a perspective on the hidden curriculum in your school and in your classroom. You will be asking yourself and reflecting on such questions as: • What are my most basic commitments as I teach and work with my students? • How are these commitments reflected in the way I work and teach my students? • How can I better communicate these commitments through the structures I have established in my classroom? Your assignment will also take a look at the “hidden curriculum” of your school. That perspective is often one that comes with a few years of teaching in a particular school, but is an essential ingredient as you seek to better understand yourself. Consider starting by looking at your school’s mission of philosophy statement and see if it is an accurate direction you agree with and support. Then, ask yourself some of the questions above. Next, look at how you teach and what you teach. Are there things you want your students to know, but don’t always have the time or energy to focus on? Are there skills or attributes that you would like to teach directly, but often have to limit you time on that topic, or not spend any time on it at all? These are the kinds of questions and perspectives that this assignment is all about. How you actually set this paper up and how you will discuss it in our final SKYPE meetings is up to you. There will be no proto-type for you to follow, and no correct or incorrect perspectives on your part, but you will be expected to define the term and concept as well as discuss your own teachings in terms of the “hidden curriculum” in your own classroom Consider the following as possible examples of the hidden curriculum in today’s elementary schools: • In most science classes, teachers demonstrate experiments instead of having children conduct them. Doesn’t this actually sacrifice achievement in the name of order? • Aren’t most elementary art lessons more likely to be exercises in following directions than acts directed toward building student creativity? • Don’t most social studies lessons exclude discussion of controversial topics, doesn’t this sacrifice student self-expression? • Consider language arts classes when teachers are apt to evaluate student stories on the basis of spelling and punctuation rather than on the quality of the student’s ideas? What does this say about student originality and perception? • Consider how individuality is sacrificed in a music class when children learn to sing songs like the teacher does them, instead of creating their own music interpretations all in the name of conformity. • Conformity and control pervade the school day. Students are expected to chant “Good morning” in unison to visitors, to sit in a prescribed fashion, and to ask permission for basic tasks like pencil sharpening