

# Abstract

Bachelors thesis „Myth called American high school“ deals with an issue of high school studies in the United States of America from the perspective of Czechs who have experienced it in real terms. The main focus is on the hidden curriculum including knowledge, skills and attitudes which pupils learn even though this matter is not explicitly defined. In general terms it is possible to talk about a cultural transmission as it also includes values transferred from the teacher to the pupils. Hidden curriculum arises from the actual teaching style, the teachers' approach and the things being valued and encouraged the most. Less emphasis is then put on the officially declared curriculum with respect to the content of knowledge. The subject of study primarily includes social relations and interactions among people involved in the schooling environment, in which the informal rules of cooperation and coexistence are shaped. Strategies and types of authority which teachers assert when dealing with deviant behavior are being described, as well as the definition of deviant behavior from teacher perspective. Secondly, the study covers the structure of the class work with emphasis being put on the space devoted to different persons involved. At last, various types of lesson activities on which pupils participate are described and those types of knowledge and competencies particularly being developed.