

*Abstract: This study is focused on various key concepts of curriculum from the European and Romanian perspective. The aim of this research is to structure the main definitions of the word 'curriculum' so that the multiple definitions may be associated with different conceptualisations of objectives or simply products or ends from different perspectives: teacher-oriented or student-oriented levels. The first chapter introduces the European and American theoretical background built upon the curricular studies starting in the 1970s: Scribner and Cole (unwritten curriculum, 1974), Anderson (official curriculum, 1984), Oliva (phantom curriculum and concomitant curriculum, 1988), Longstreet and Shane (hidden curriculum, 1993), Eisner (null curriculum, 1997) and studies after 2000: Bjornavold (2000), Eraut (2000), Livingstone (2001), Billett (2001) and Beckett and Hager (2002). In the second chapter, the Romanian school is represented by education researchers whose recent studies regarding curricula as a system of principles have been applied in modern school. The theoretical framework is based on a functional-communicative model of learning and teaching. Innovative ideas like the 'accomplished curriculum' and 'real curriculum' (Păun, 1982), the difference between educational process and curriculum (Nicola, 2003) or the personal curricular model that Dobridor offered in 2011 as a model of correspondence between objective-centered and competence-centered curricula for a better conversion into the curricular implementation, are specifically defined inside the Romanian educational system but with future European consequences.*