THE WHOLISTIC EDUCATIONAL SYSTEM: SUPPLEMENTARY CURRICULUM FRAMEWORK CHART

FOUR SUPPLEMENTARY CURRICULAR STRANDS – CAUSATION, REGULATORY SYSTEMS (e.g., LAWS), NEGATIVE PREHENSION, AND ROLE MODELS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The learner interacts with and prehends the known, unknown but knowable, & ultimately unknowable aspects of theseENVIRONMENTS: | thereby actualizingthese POTENTIALITIES(processes): | which are affected by these classes of **CAUSATION**: | and influenced by and/or governed by these **REGULATORY SYSTEMS** (e.g., LAWS): | as he/she positively prehends, i.e., assimilates or acquires bodies of basic DECLARATIVE KNOWLEDGE (Content)and acquires PROCEDURAL KNOWLEDGE (skills)by utilizing higher-order SYMBOL SYSTEMS,thereby forming VALUES/ VIRTUESwhich are 'lured' from potentiality into actuality by IDEALS,and on which HIGHER-ORDER COMPETENCIES are based, | while **NEGATIVELY PREHENDING**, i.e., preventing, excluding, guarding against, avoiding or rejecting these detrimental forces, entities and vices:  | as exemplified by these**ROLE MODELS, HEROINES,****HEROES, & LEADERS** |
| PHYSICAL ENVIRONMENT | PHYSIO-ORIENTED | MATERIAL CAUSATIONEFFICIENT CAUSATION | PHYSICAL LAWS | PHYSICAL HARM caused by, e.g.,unhealthy electromagnetic fields, high levels of ultraviolet light, polluted air & water, toxic chemicals, herbicides, insecticides, addictive substances, unhealthy viruses and bacteria, contagions, animal food products, ultra-processed foods, and others. | PHYSICAL EXCELLENCE:-sports heroines & heroes, models, examples of good nutrition, etc.TECHNOLOGICAL EXCELLENCE:-ecologists, scientists, builders, designers, etc. |
| SOCIAL ENVIRONMENT | SOCI0-ORIENTED | RECIPROCAL CAUSATION | SOCIAL LAWS, ORDINANCES, & RULES | SOCIAL HARM caused by, e.g.,bad friends, backbiting, bullying, blind imitation of others, dangerous persons, unwholesome relationships (in person or via the Internet), and misinformation. | MORAL EXCELLENCE:-parents, elders, teachers, charismatic leaders, social reformers, great law makers, founding fathers of nations, institutions which serve humanity. |
| PSYCHOLOGICAL ENVIRONMENT | PSYCHO-ORIENTED | FORMAL CAUSATIONFINAL CAUSATION | AESTHETIC PRINCIPLESPSYCHOLOGICAL LAWSPRINCIPLES OF LOGICPHILOSOPHICAL AXIOMS | PSYCHOLIGICAL HARM caused by:e.g., detrimental feelings, thoughts, and intentions; vain imaginations; idle fancies; prostituted arts; greed; jealousy; prejudices and biases; inordinate desires and passions. | SPECULATIVE EXCELLENCE:- theorists & philosophersCREATIVE EXCELLENCE:-artists, poets, song-writers, etc. |
| SPIRITUAL ENVIRONMENT | SPIRIT-ORIENTED | SPIRITUAL CAUSATIONPRIMAL CAUSATION | SPIRITUAL LAWS, ORDINANCES, & PRINCIPLES | SPIRITUAL HARM caused by, e.g.,denial of God, rejection of Prophets; materialism, and purposelessness. | FIDUCIAL & SPIRITUAL EXCELLENCE:- religious martyrs, heroines, heroes, & saints, spiritual & religious leaders, minor & major Prophets of God. |
| All of the above combined into theENVIRONMENT THE SELF | All of the aboveoriented to the SELF | All of the above applied toSELF-CAUSATION | All of the aboveapplied toSELF-REGULATION andSELF-DISCIPLINE | All of the above applied toSELF-HARM caused by, e.g.,giving in to the insistent self, the ego, self-hatred, self-neglect, self-ignorance, vainglory, self-cutting, any other bad habits or addictions, and suicide. | SELF-EXCELLENCE:any of the attributes of the former as they are integrated into "the self at its best during peak performances" which can be recalled at will for self-inspiration and self-motivation. |

 Updated: Updated April 3, 2024 by William Keith Bookwalter, Ph.D.