THE WHOLISTIC EDUCATIONAL SYSTEM: SUPPLEMENTARY CURRICULUM FRAMEWORK CHART

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

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| The learner interacts with and prehends the known, unknown but knowable, & ultimately unknowable aspects of these  ENVIRONMENTS: | thereby actualizing  these  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/ VIRTUES  which 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 CAUSATION  EFFICIENT 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 CAUSATION  FINAL CAUSATION | AESTHETIC PRINCIPLES  PSYCHOLOGICAL LAWS  PRINCIPLES OF LOGIC  PHILOSOPHICAL 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 & philosophers  CREATIVE EXCELLENCE:  -artists, poets, song-writers, etc. |
| SPIRITUAL ENVIRONMENT | SPIRIT-ORIENTED | SPIRITUAL CAUSATION  PRIMAL 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 the  ENVIRONMENT  THE SELF | All of the above  oriented to the SELF | All of the above applied to  SELF-CAUSATION | All of the above  applied to  SELF-REGULATION and  SELF-DISCIPLINE | All of the above applied to  SELF-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.