

# **ANISA PROCESS and CONTENT Curriculum:**

**The following summary table relates  
the development of  
psychological competencies  
to various environments  
and domains of knowledge.**

Created by Greg Kagira-Watson in 1983  
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<b>The child Actualizes these Potentialities (process)</b>	<b>As he interacts with these environments</b>
<b>Psycho- motor</b>	<b>Physical</b>
<b>Perceptual</b>	<b>Human</b>
<b>Cognitive Affective Volitional</b>	<b>Unknowns and unknowables</b>
	<b>Self</b>

<b>The child Actualizes these Potentialities (process)</b>	<b>As he interacts with these environments</b>	Assimilating these bodies of information <b>(content)</b>
<b>Psycho- motor</b>	<b>Physical</b>	Sciences & technology:
<b>Perceptual</b>	<b>Human</b>	<b>Social sciences</b>
<b>Cognitive Affective Volitional</b>	<b>Unknowns and unknowables</b>	Philosophy, religion, aesthetics, humanities...
	<b>Self</b>	All above applied to the development of the self: (physical, psycho-social & spiritual health)

<b>The child Actualizes these Potentialities (process)</b>	<b>As he interacts with these environments</b>	Assimilating these bodies of information (content)	<b>Utilizing these symbol systems</b>
<b>Psycho-motor</b>	<b>Physical</b>	Sciences & technology:	Math
<b>Perceptual</b>	<b>Human</b>	<b>Social sciences</b>	Language(s)
<b>Cognitive</b>	<b>Unknowns and unknowables</b>	Philosophy, religion, aesthetics, humanities...	The arts (expressions of ideals, structuring the unknown)
<b>Affective</b>			
<b>Volitional</b>			
	<b>Self</b>	All above applied to the development of the self: (physical, psycho-social & spiritual health)	All of the above applied to the self

<b>The child Actualizes these Potentialities (process)</b>	<b>As he interacts with these environments</b>	Assimilating these bodies of information (content)	<b>Utilizing these symbol systems</b>	Thereby forming these values (content fused with process)
<b>Psycho-motor</b>	<b>Physical</b>	Sciences & technology:	Math	<b>Material</b>
<b>Perceptual</b>	<b>Human</b>	<b>Social sciences</b>	Language(s)	<b>Social</b>
<b>Cognitive Affective Volitional</b>	<b>Unknowns and unknowables</b>	Philosophy, religion, aesthetics, humanities...	The arts (expressions of ideals, structuring the unknown)	<b>Spiritual and religious</b>
	<b>Self</b>	All above applied to the development of the self: (physical, psycho-social & spiritual health)	All of the above applied to the self	<b>Personal identity</b> or character (all above combined into self)

<b>The child Actualizes these Potentialities (process)</b>	<b>As he interacts with these environments</b>	Assimilating these bodies of information (content)	<b>Utilizing these symbol systems</b>	Thereby forming these values (content fused with process)	On which these <b>higher-order competencies</b> are based
<b>Psycho-motor</b>	<b>Physical</b>	Sciences & technology:	Math	<b>Material</b>	<b>Technological</b>
<b>Perceptual</b>	<b>Human</b>	<b>Social sciences</b>	Language(s)	<b>Social</b>	<b>Moral</b>
<b>Cognitive Affective Volitional</b>	<b>Unknowns and unknowables</b>	Philosophy, religion, aesthetics, humanities...	The arts (expressions of ideals, structuring the unknown)	<b>Spiritual and religious</b>	<b>Spiritual Fiducial (trust, hope, etc.) Philosophical</b>
	<b>Self</b>	All above applied to the development of the self: (physical, psycho-social & spiritual health)	All of the above applied to the self	<b>Personal identity</b> or character (all above combined into self)	<b>Personal effectance</b> (all of the above combine into this aspect of self)