

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
1. A world full of People	The world is full of diversity in its peoples	Diverse resources	To value diversity as a source of infinite ideas, creativity, opinions and desires	To treat all people with respect	To be willing to learn from diverse groups	Unit 1: The richness of diversity. Ch 1-4.
		The greatest natural resource- human beings.	To value diversity in culture and tradition as valid expressions of the infinite variety of human beings		To treat all people, even those who are different from them, with respect.	
		Perspective-taking				
2. Different But Alike	Unity in the midst of diversity	Everyday experience	To treat all other people in a friendly, accepting, respectful way	To treat all other people in a friendly, accepting, respectful way regardless of differences	To look beyond external differences when meeting another person to what important similarities they share.	
		Body language	To accept that other human beings are more like one than they are different	To want to learn about the various cultural expressions of diverse peoples	To treat strangers, foreigners, and people who are different with more respect and inclusion.	
		Universals				
		More universals				
3. The Goldmine	Respecting each person's inner potential	The goldmine			To look for other's talents and strong points as if looking for a hidden goldmine.	
		Harmony in diversity			To appreciate the diversity among their classmates	
		Don't judge by appearances			To treat their classmates with greater respect	

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
4. A Gobar Village	Our modern world is made up of the talents and inventions of many diverse people	A shrinking world	To value the contributions of each person and group to the common well being, including one's own	To contribute his or her part to the whole	To notice mentions of other countries or cultures and to ask questions or listen respectfully with an attitude of learning	
		Humility-what others have done for us		To show interest in other's contributions and to tolerate others' differences	When others "put down" another culture or nation, to point out the contributions that nation or culture has made to their daily lives, such as, "China is cool! My video game system was made there!"	
		Technology-good and bad		To value his or her own contribution as being as important as others'	To continue to explore where the things and habits of their culture come from and not to take them for granted.	
5. Ooh!	Managing our own mistakes and those of others	Dealing with mistakes	To accept that we, as well as others, make mistakes	To exercise understanding when mistakes are made		Unit II: Accepting Others and Being accepted. Ch 5-8.
		Empathy		To have a listening and understanding attitude toward others, even when they make mistakes	To admit mistakes to responsible persons	
					To be merciful toward themselves and others over mistakes	

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
					To understand other people's emotions better by looking for facial cues	
6. The Green-Eyed Monster	How to handle the successes of others well	Jealousy and envy	To see accepting the success of others as noble and mature	To enjoy and appreciate, complimenting and applauding, the successes of others	To celebrate the successes of others and one's own successes.	
		Self-image	To accept him- or herself as worthy of success as well	To make effort to overcome feelings of envy or defeatism	To win more self-esteem knowing and valuing themselves.	
		Methods for dealing with jealousy	To consider envy and defeatism as defects which cause unhappiness and which hurt relationships .		To appreciate physically and mentally challenged people in their society for who they are.	
7. The Fox	Discerning qualities in friends and choosing friends wisely	The need and desire for friendship	To analyze his or her own attitude toward others in order to have good judgement	To try to be objective when forming an opinion about others	To be friendly always but careful where one invests one's time and heart in friendship	
		Discerning a friend's qualities	To wish to be involved with good people in constructive activities		To be forgiving of friends' foibles, but to know where to draw the line.	
		Protecting one's self from harmful behaviour such as lying				
8. the longing for Belonging	The different groups people belong to	Group belonging	To value belonging to different human groups as a way to develop and enhance his or her talents and aptitudes.	To integrate willingly into positive groups as his or her life goes on.		

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
		Groups that help you grow	To understand the responsibility of choosing the group to belong to.		To look closely at the groups to which he or she belongs and to choose well when deciding what groups to join and what groups to avoid.	
9. "Count Me in!"	Distinguishing between positive and negative leadership	Analyzing good leadership qualities	To appreciate and value the position of the leader within the group	To have an analytical attitude toward negative leaders and a cooperative attitude toward positive ones.	To discern qualities in leaders, including political leaders, so as to better know who to support or follow.	Unit III: Authority and Leadership. Ch 9-13.
		Analyzing bad leadership qualities	To be willing to exercise leadership when appropriate	To make effort to develop the qualities of a leader	To strive to develop leadership qualities in themselves.	
		Scouts as a good place to learn leadership, to learn to follow a leader and to groom good citizenship.				
10. Follow the Leader	The concept of authority	Legitimate authority	To appreciate and value leadership and authority as functions based on truth.	To distinguish between the strength of the authority, whom one obeys, and that of the leader, whom one follows.	To search for the qualities of leadership in the people who would lead them, either officially or socially	
		Leadership and authority	To reject the bad use of authority and leadership		To reject the influence and charisma of false leaders	
		Following a leader	To accept leadership and authority as a service for others			
		Liking, respecting, admiring				

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
11. Who I Am	Integrity	Integrity defined	To value integrity as the best way to live and to relate to others	To behave with integrity even in small details	To not cheat on homework, tests, seatwork, or reports	
		What cheating does to us inside			To gain the knowledge base needed for a better future	
		Cheating and the future			To appreciate that honesty has its rewards	
		An example of integrity				
12. Choosing to Be a Hero-Every Day	A person is known through his or her actions; we must learn to choose to do right and not wrong					
13. One Eyed Jack	Valuing and managing television time	Quality and quantity	To value the need to set limits to TV viewing	To have an analytical attitude towards the advantages and disadvantages of being "connected" to the world of TV	With guidance of their parents, to limit the quantity and quality of television viewing- mention that experts recommend no more than one or two hours a day at most	
		The zombie effect	To value the positive things that TV could offer and to reject its negative influence.	To assess accurately the value of a given TV program and whether it should be watched or not	To make a list of alternative activities and interests to occupy them during time they usually watch TV and to use this list.	

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
		Detrimental to relationships	To be aware of the dangers of becoming a slave or addict of TV.	To voluntarily set limits on the time spent watching TV	To be able to make a choice to stop watching television if I am unable to limit quantity and quality.	
		Is TV evil?				
14. Who needs Beauty	Beauty and the human heart	What is "beauty"?	To become conscious that things are objectively beautiful.	To try to be objective and independent regarding fashions and customs.		Unit IV: Real and False. Ch 14-17.
		Types of beauty	To feel comfortable rejecting what is ugly or unhealthy and embracing what is beautiful and true.		To recognize and appreciate beauty in their everyday surroundings	
		Characteristics of beauty	To accept that ugliness is objectively real and it's not just a matter of opinion.		To actively seek beauty and goodness in their every day lives and the choices they make as to what they expose themselves to.	
		Beauty and goodness			To detest ugliness.	
		Beauty and art				
		Beauty and joy				
15. The whole truth and nothing but the truth	Lies, their attraction and consequences	The results of lying	To reject cowardice and every kind of lie.	To notice the degree of truthfulness in those around him or her.	To be more truthful in every day life, especially looking out for the ways people lie by omission and silence.	
		Why people lie		To determine to act always with courage and truthfulness even when it is difficult		
		How people lie				
		Is it always wrong to lie?				

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
		The Boy Who Cried Wolf-lying erodes trust				
		Diverse ways people lie				
16. The power of Truth	The value of truth	Accomplices and accessories to crimes			To be more truthful in every day life, especially looking out for the ways people lie by omission and silence.	
		Whistle blowers				
		Secrets, gossip, and confidences- what are you obligated not to tell?				
		Avoiding the occasion of temptation				
17. Ladies and Gentlemen	Courtesy	Gentle giants	To value courtesy as a pleasant way of reciprocal relations	To behave courteously and expect courtesy from others	When situations of conflict occur this week, to try kindness rather than force or trying to get one's own way.	
		Using our strengths for others			To resolve to use one's strengths and gifts to benefit others rather than to make oneself grand.	
		Noblesse oblige				
		Courtesy as part of the "Golden Rule"				

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
18. Who's Better? Men or Women?	The differences between men and women	The unity of male and female	To feel comfortable with the basic differences between women and men.		To treat members of the opposite sex with respect, as the "other half" of the universe	Unit V: The Plural World of ours. Ch 18-21.
		Complementary opposites	To value the complementarity of the sexes and acquire a tolerant attitude regarding the differences.		To be observant about differences between men and women and how well they complement one another	
		Division of labor	To relate correctly to persons of the opposite sex		To be positive about their own sex as an important part of being	
		Brain differences			To grow in their knowledge of God as their creator	
		But men are stronger! (Aren't they?)			To know and understand that marriage exist only between men and women	
19. Sugar and Spice	The special characteristics of women	Women and children	To value womanliness	Girls: to live out a positive attitude toward being a girl, relating to motherhood and the professions	To treat girls and women with respect	
	To present women as they are, avoiding stereotypes	Women and the world		Boys: to have respect for women and girls and their characteristics, without feeling superior.	To appreciate the female mind and body as gifts to the world	
		Women and beauty		To reject all sexual discrimination	To appreciate womanhood and motherhood	
					To clarify between my aspirations and my duties	

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
20. Frogs and snails.	The special characteristics of men	Testosterone- the male hormone	To value the essence of masculinity	For boys: to live out a positive vision of manhood	For girls: to respect and appreciate the distinctive qualities of boys and men and yet to recognize the underlying human unity between all people, men and women.	
	Men as they are, avoiding stereotypes	Boys, Men, and Emotion	To reject all forms of discrimination, sexual or based on "macho" concepts of masculinity.	For girls: to respect men and understand that they are different, without feeling superior or inferior.	For boys: to have genuine self-respect for their masculinity, wishing to use it to benefit and protect others.	
		The Life Force			To understand and appreciate the procreative roles of men and women as designed by God.	
		Leadership and Groups				
21. Men and Women: The Winning Team	Women and men as a team	Interdependence	To value the differences in behavior of boys and girls	To relate appropriately with boys and girls, respecting their differences.	To cooperate with and appreciate the opposite sex	
	Rights and respect	Diversity and similarity	To respect and value the differences in talents and tastes	To avoid the language of exclusion or superiority	To treat the opposite sex as respected partners in life	
22. Great Women in history	Famous women who exemplified universal values.	Famous women	To value the way some talents are shown in women.	For girls: to think positively in terms of ambition to be great	To stop using terms that "put down" the opposite sex.	Unit VI: Great Women and Great Men. Ch 22-26.

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
		Respecting girls and woman	To value the strength and intelligence of women.	For boys: to grow in respect toward great women and women in general	To notice the accomplishments of women in the home, neighborhood, community, nation, and world.	
		The qualities of great women			To understand that greatness comes from serving others	
23. Great men in history	Historic models who exemplify male virtues	The warrior's virtues	To value principal male characteristics	For boys: To feel reaffirmed by male role models		As a project. Have the students choose, research and write about an inspiring person.
		Warriors on the home front-a different kind of bravery		For girls: To respect male role models and men in general	For boys: to practice specific manly virtues, always recognizing that women are needed to balance and temper these qualities.	
		Single-mindedness			For girls: to respect boys and men for their uniqueness and accomplishments, realizing that they have an important role to play in rounding out men's characters.	

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
24. Compliments and Complements	Complementarity	Teamwork	To be respectful toward those of the opposite sex	To appreciate the participation of those of the opposite sex in discussions or games.	To accept the differences between boys and girls and men and women as part of their complementarity and ability to form a good team.	
		Another Kind of Complementarity	To sense that friendship with people of the opposite sex is not impossible		To work and play and live cooperatively with members of the opposite sex, friends and family, appreciating everyone's contributions.	
25. Working together	Famous couples in history	Natural shyness	To value the complementarity of the couple and how this favors the fulfillment of both.	To look forward to teamwork with complementary opposites	To see partnership between the opposite sexes as a good thing.	
		Interacting with the opposite sex			To experience more comfort, ease, and understanding with the opposite sex.	
		The power of the couple			To look forward to the partnership of marriage and to prepare to be a good partner one's self.	
					To value the ministry of Religious life, priesthood and other special services to God	
26. Famous twosomes	Solidarity	Cooperation				

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
		The leader/follower relationship-an example of solidarity				
		United we stand, divided we fall				
		The weakest link				
27. Marriage around the World	Marriage as the basis of society	The yearning to unite between men and women	To value marriage as a large and natural step in life which needs serious preparation.	To analyze the different opinions and concepts about marriage, distinguishing the positive from the negative.	To respect the institution of marriage and to speak and think well of it.	Unit VII: The human Couple. Ch 27-30.
		Complementarity	To value marriage as a permanent commitment.		To treat it as life's most serious decision.	
					To understand that marriage is the first institution established by God.	
					To appreciate that God's first blessing to human race was given through a married couple - the family	
28. Baby	Conception	The dignity of each human life	To marvel at the miracle of life	To differentiate between respectful and disrespectful messages about conception and life.	To affirm that the right place for conception and the raising of children is within the context of a lifelong commitment in marriage.	
		Marriage-the most protected place for new young lives	To feel this is a subject that can be discussed and that questions may be asked	To avoid superficial and vulgar remarks about conception	To feel and express respect for the processes of conception and growth.	

ATTW 6: Different and Complementary. Curriculum outline.

Chapter	Topic	Content	Activity objective - Accepting	Activity objective - Doing	Specific Resolutions	Comments
					To be determined to refer any questions or concerns about such matters to responsible adults, primarily parents.	
29. Marvelous "Me"!	Intrauterine development	The perfect "building"	To value the role of fathers and mothers in the intrauterine development of the baby.	To think and speak positively about the unborn, realizing that we all started that way and that it is a process to respect.	To respect life and the processes of life through attitudes held and expressed	
		Daddy's role	To reject the notion that life is disposable		To respect their own lives and selves	
		The value of the baby			To respect the deep biological and supportive connection they have with their parents	
					To respect life because it is created by God - God's gift to us.	
30. Our Triumphant Entry into the world	Childbirth	More details about childbirth	To appreciate the complexities and beauty of the birth process	To express appreciation towards parents	To treat matters relating to childbirth with respect and as natural-not something to giggle or be embarrassed about.	
		Newborns	To value the dedication of parents during birth and the first days of life	To respond to the needs of babies in his or her life	To treat newborns with respect and care	
					To respect mothers for their special role in child birth	