Developing Personal Integrity15-5

Developing Personal Integrity25-5

Developing Personal Integrity35-5

Submitted By:

The Livingstone Range School Division

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

Developing Personal Integrity 15, 25, 35 is a course series that helps students define, explore and choose integrity as it applies to their own personal lives. Students will understandwhat integrity is and why it is important. Students will demonstrate an understanding by engaging in activities and projects that require and encourage the building of integrity. Students learn about community safety and its importance in encouraging engagement in building integrity, students practice connecting effort with outcome. Students use personal reflection to develop awareness and identify areas of desired growth. Strategies and skills of group interaction are modeled, taught, and practiced. Students will identify their capacity to choose and understand that they are responsible for the consequences of those choices.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

"Developing Personal Integrity 15" focuses students' efforts on understanding what Integrity is and why it is important. Students reflect on the lives of significant people in their association and on their own experiences. Students explore how to develop integrity in the "Developing Personal Integrity 25" course and learn how to apply principles of integrity as they focus on themselves. Students will practice and demonstrate building integrity. The outcomes in "Developing Personal Integrity 35" focus on helping students understand how they can apply principles of integrity as they focus on others. The outcomes of Developing Personal Integrity 35 invite students to lead out by example and help others move towards living with integrity. Students develop an understanding of the power of non-judgement, compassion and leading by example.

Student Need (formerly: Rationale)

Many students go through the motions of learning, or attending school, but miss seeing the important ways that school and learning can help them to change and grow. Students may feel disconnected and unsure of themselves; unaware of their inherent, infinite value. Adolescents have a need for acceptance, and yet they often go through their high school years wondering where they fit in, or even if they fit in at all. Additionally, students may feel an increasing fear of failure that leads to disengagement. This type of programming will provide guidance in helping students explore what possibilities exist in their lives.

To progress toward integrity is to move toward living a more intentional, connected, and whole life. Adolescents are poised at a pivotal time in their development. Students are establishing efficient neural pathways and pruning away pathways seldom used. They are establishing neural pathways that will influence the very way they approach life. They are looking to find their passions, their direction and to derive meaning in life. While adolescents generally have a need for acceptance and belonging, they are also quite idealistic, looking for fairness, equality, honesty and integrity.

Students would benefit from programming which helps them understand that the plasticity of their adolescent brain is an opportunity for them to choose who they want to become. By learning how to develop awareness, become more congruent, and make choices to grow, students make meaning and create identity. They learn from the metaphor of the mask and realize they can take off their metaphorical masks. Vulnerability results in the opportunity for student growth. The Developing Personal Integrity course series provides students the opportunity to foster awareness, find value, choose and grow attributes of good character and make meaningful contributions. Students will learn how to become more integrated as they better understand how to live with integrity.

Scope and Sequence (formerly: Learner Outcomes)

Safety, and a willingness to engage and create an environment where students can fully explore who they want to become and how to get there.

Awareness of thought, feeling, and action empowers our capacity to choose and to be "response-able" for those choices.

We create "masks" that we hide behind and which stop us from becoming "all we can be"

Aligning our thoughts, feelings, and actions creates congruence, can power our willingness to challenge, choose, and change our thoughts, feelings, and actions on our journey toward integrity.

Our willingness to accept that we have choice and that we are "response-able" allows us to progress toward integrity.

Guiding Questions (formerly: General Outcomes

1 How does safety and engagement invite personal introspection and inspire personal change?

2 How does personal awareness empower our capacity to make choices that enable growth in self and others?

3 What is the value of living a life without "masks"?

4 What is the power of congruence in relation to our thoughts, feelings, and actions?

5 How does an understanding of congruence empower us to create integrity?

6 What is the power of a new perspective as we seek for congruence?

7 What is integrity?

8 How do we come to want integrity?

9 How does personally moving toward integrity create integrity in our world?

Learning Outcomes (formerly: Specific Outcomes)

1 How does safety and engagement invite personal introspection and inspire personal change?	15-5 25-5 35-5
1.1 Understand that engagement helps create safety and safety helps create engagement.	X
1.2 Identify emotional, physical, and social barriers to engagement and safety.	X
1.3 Reflect on and record their expanding perceptions of safety and engagement	X
1.4 Act on feelings of safety to engage in a variety of opportunities and challenges.	X
1.5 Understand that engagement and safety are core principles of a community where personal growth can occur.	X
1.6 Decide how to apply insights about engagement and safety to social, emotional, and physical well-being.	X
1.7 Reflect on one's own role in engaging and creating safety.	X
1.8 Discuss how boundaries create a safe place where we can empower action.	X
1.9 Act on feelings of safety to create opportunities to engage.	X
1.10 Recognize that they have an important role in helping create the engagement and safety of others.	X
1.11 Describe a life lived with the principles of engagement and safety.	X
1.12 Describe the thoughts, feelings, and actions they've become more aware of within the safety they've created.	X
1.13 Develop a plan to contribute to personal and community safety.	X

2 How does personal awareness empower our capacity to make choices that enable growth in self and others?	15-5 25-5 35-5

2.1 Identify positive and negative thoughts, feelings, and actions.	X
2.2 Reflect on how thoughts, feelings and actions impact their lives.	X
2.3 Identify the impact of positive and negative thoughts, feelings, and actions	X
2.4 Identify current patterns of thought, feeling, and action that stop their growth, or that help them move toward integrity.	X
2.5 Identify thoughts, feelings, or actions that are barriers to becoming who they want to be.	X
2.6 Identify thoughts, feelings, and actions that empower them to become who they want to be.	X
2.7 Describe the thoughts, feelings, and actions they will challenge, choose, and change to align with who they want to be.	X
2.8 Describe feelings and actions of empathy, nonjudgement, and selflessness.	X
2.9 Describe how empathy, non judgment, and selflessness empower change in others.	X
2.10 Record personal experiences of reaching out to others with empathy, non judgment, and selflessness.	X
2.11 Examine the idea that the accumulation of their choices determine who they become (e.g. a non-choice is a choice; inaction is an action).	X

3 What is the value of living a life without "masks"?	15-5 25-5 35-5
3.1 Define masks as anything they hide behind that keeps them from being "all they can be".	X
3.2 Identify the masks they wear that keep them from becoming "all they can be".	X
3.3 Describe the benefits of living a life without masks.	X
3.4 Further define masks as an unwillingness to allow others to see their value	X
3.5 Identify personal positive attributes they already possess that they keep hidden.	X

3.6 Identify authentic personal positive attributes they are developing as they progress toward integrity.	X
3.7 Understand that their willingness to be open and vulnerable is an important process toward integrity	X
3.8 Discuss how masks allow us to be who we want to be rather than "all we can be".	X
3.9 Identify personal positive attributes they are developing as they make choices to move toward integrity.	X
3.10 Reflect on who they might become and describe how they could impact others.	X
3.11 Describe the impact that people of integrity have had on their lives.	X
3.12 Describe what being authentic looks like.	X
3.13 Demonstrate non-judgmental authenticity with others.	X

4 What is the power of congruence in relation to our thoughts, feelings, and actions?	**15-5 25-5 35-5**
4.1 Students define personal congruence as an alignment of thoughts, feelings, and actions.	X
4.2 Students explore personal situations where their thoughts, feelings, and actions have been incongruent.	X
4.3 Students explore personal situations where their thoughts, feelings, and actions are congruent.	X
4.4 Understand that they can create congruence by changing their thoughts, feelings, and/or actions.	X
4.5 Understand that creating congruence creates feelings of peace.	X

5 How does an understanding of congruence empower us to create integrity?	**15-5 25-5 35-5**
5.1 Comprehend that we all seek congruence.	X
5.2 Comprehend that our need to be congruent can move us away from or toward integrity	X

5.3 Comprehend that new perspectives often disrupt our current state of congruence and can create an impetus for change toward integrity.	X
5.4 Describe the power of changing their perspectives in creating temporary incongruence leading to change.	X
5.5 Describe how they might challenge, choose, and change perspectives in their search for integrity.	X
5.6 Identify when discomfort, pain, or guilt in our lives alerts us to incongruence and motivates change.	X
5.7 Identify when harmony, joy, or happiness in our lives informs us of our growing integrity.	X

6 What is the power of a new perspective as we seek for congruence?	15-5 25-5 35-5
6.1 Explore new perceptions and perspectives.	X
6.2 Share changes of personal perceptions and perspectives with others.	X
6.3 Develop a plan to act on the potential they see in others.	X
6.4 Describe new perceptions and perspectives that you will act on.	X

7 What is integrity?	15-5 25-5 35-5
7.1 Define personal integrity as aligning thoughts, feelings, and actions in becoming all they can be.	X
7.2 Identify people who live with integrity and explain why they hold them in high esteem.	X

8 How do we come to want integrity?	15-5 25-5 35-5
8.1 Recognize that integrity is realized when thoughts, feelings, and actions working together towards help them become "all they can be".	X
8.2 Explore and define their principles, beliefs and values.	X
8.3 Describe a life lived with integrity.	X

8.4 Reflect on and describe how they can live with greater integrity.	X
8.5 Connect their feelings of personal value to their desire to live with integrity.	X
8.6 Appreciate that wanting integrity leads to a life of growth.	X

9 How does personally moving toward integrity create integrity in our world?	15-5 25-5 35-5
9.1 Describe the impact their choices to move toward integrity have on themselves, their families, and their communities.	X
9.2 Develop and apply ideas about how they can positively impact their relationships and communities.	X
9.3 Describe how their personal choices align with their principles, beliefs, and values.	X
9.4 Describe what they would like to do to move toward becoming "all they can be".	X
9.5 Analyze how taking calculated risks toward a positive outcome helps us break through barriers to developing integrity.	X
9.6 Describe the growth they've seen in themselves as a result of their efforts to live with integrity.	X

Facilities or Equipment

Facility

No required facilities specified.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

no required resources

Sensitive or Controversial Content

The value of learning about personal "masks" and talking about personal incongruence is that it invites students to examine their experiences, revealing things that they hide from and other personally sensitive issues.

Issue Management Strategy

To mitigate these potential issues, teachers will:
·Create a safe environment that encourages appropriate sharing.
·Frame what students become aware of in positive ways and help students to see how their past experiences have created significant awareness. This awareness can empower their future choices.
·Teach, model, and expect confidentiality.
·Model and teach appropriate personal sharing.
·Provide opportunities for students to debrief and receive support.

Health and Safety

No specific health and safety issues identified.

Risk Management Strategy

No risk management strategy needed.

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

Physical Education K-12

Identified Overlap/Similarity

The idea of teaching "safety" can be found in both the Developing Personal Integrity course and the PE Curriculum: General Outcome D: Safety

Cooperation is an idea reflected in the Developing Personal Integrity course and is a major part of the PE Curriculum: General Outcome C: Cooperation.

Reasoning as to Why Locally Developed Course is Necessary

The PE K-12 curriculum lists outcomes designed to keep students safe as they engage in physical activity.

The PE K-12 Curriculum lists learning outcomes around communication and team work (e.g. interact positively with others, demonstrate fair play, contribute to teamwork, etc.)

Within the Developing Personal Integrity course series the concept of safety itself is taught as student explore how safety allows them to develop a deeper understanding of themselves, and those around them. While there is similarity in the word "safety" between the courses, Developing Personal Integrity goes beyond teaching the rules of safety and helps students see that safety extends beyond physical safety to include emotional, social, and community safety as well. Students learn how safety is something they can seek as part of a framework to help them create the lives they want.

Additionally, the concept of safety within the Developing Personal Integrity course series is extended and applied to the community that the students create together. While this involves skills like cooperation, fair play, and teamwork as found in the PE K-12 curriculum, the Developing Personal Integrity treatment of safety goes beyond the skills of staying safe and teaches students how to recognize the effects of safety on their emotional, social, and physical selves and how to use safety as part of their framework for progressing toward integrity.

Provincial Courses with Overlap and/or Similarity

Health and Life Skills K-9

Identified Overlap/Similarity

There is some similarity between the Developing Personal Integrity course and some of the outcomes found within the Health and Life Skills K-9 course series. Specific similarities include: safety, our response to feelings, and choices. The stated intentions of the Health and Life Skills curriculum is to "make responsible and informed choices to maintain health and to promote safety for self and others," and to establish and maintain healthy interactions." The "emphasis is on overall well-being" in the Health and Life Skills curriculum.

Reasoning as to Why Locally Developed Course is Necessary

The Developing Personal Integrity course series extends the learning that students have experienced in the Health and Life Skills curriculum. Within the Health and Life Skills curriculum, an emphasis is placed on specific health and wellness choices whereas in the Developing Personal Integrity curriculum a specific framework helping students become aware of choices is taught. Rather than teaching the students what the healthy choices are, Developing Personal Integrity teaches them how to create a process of reflection and choice in their lives. Furthermore, the outcomes within Developing Personal Integrity are necessary to help students synthesize their previous experiences in Health and Life Skills into a more robust framework of recognizing the complexity of choices within their maturing lives and being intentional about the choices they make. Additionally, while the focus on "overall well-being" within the Health and Life Skills curriculum is important, the outcomes related to choices, safety, and relationships within Developing Personal Integrity are focused specifically on progressing toward a life of integrity. This involves a more philosophical approach to learning and the development of a specific framework compared to what students have experienced in the Health and Life Skills curriculum.

Provincial Courses with Overlap and/or Similarity

Career and Life Management

Identified Overlap/Similarity

There is some similarity between the Developing Personal Integrity course and the Personal Choices General Outcome in CALM.

Reasoning as to Why Locally Developed Course is Necessary

The Developing Personal Integrity courses help students to engage in a more meaningful way to "evaluate, analyze, and assess choices" within the CALM curriculum. Developing Personal Integrity outcomes prepare and support students in this process by encouraging exploration and identification of choice and by helping them break through personal barriers that impede personal exploration of choices. Developing Personal Integrity's learning outcomes connect the concept of personal awareness to the concept of choice, broadening student's

understanding of their own role in the choices they can make. The focus on choices within Developing Personal Integrity is to help students establish a framework for looking at future choices in, rather than in guiding students through a process of making choices about specific topics..

Provincial Courses with Overlap and/or Similarity

 CTS: The Recreation Leadership courses were reviewed.

Identified Overlap/Similarity

 No overlap or similarity was identified

Reasoning as to Why Locally Developed Course is Necessary

 No overlap or similarity was identified

Provincial Courses with Overlap and/or Similarity

 CTS: HRH Cluster--Community Care Services courses

Identified Overlap/Similarity

 The Community Care Services courses use some language that is similar to words also used within Developing Personal Integrity. Words such as: awareness, skills, cooperate, and communicate.

Reasoning as to Why Locally Developed Course is Necessary

 The learning experienced within the Community Care Services courses is centered around students developing the specific skills that they might need to work or learn within a Community Care Services job or program. The outcomes of these courses are very specific to these skills and the application of these skills. The learning outcomes found within the Developing Personal Integrity course series help students develop a philosophical and broader framework of learning that enables them to engage more deeply in the specifics of a variety of other high school courses, CTS included.

Overall, the similarities between the Developing Personal Integrity course series and various CTS courses are found mainly in some of the language that is shared between the courses. Words such as awareness and skills are found throughout both courses, but the overall intentions of Developing Personal Integrity and the CTS courses are vastly different.

Provincial Courses with Overlap and/or Similarity

Other CTS courses reviewed for overlap or similarity: BIT, MDC, NAT, TMT, and CTR clusters.

Identified Overlap/Similarity

No overlap or similarity was found between the Developing Personal Integrity course series and the BIT, MDC, NAT, TMT, and CTR clusters.

Reasoning as to Why Locally Developed Course is Necessary

No overlap or similarity was found between the Developing Personal Integrity course series and the BIT, MDC, NAT, TMT, and CTR clusters.

Provincial Courses with Overlap and/or Similarity

Aboriginal Studies 10-20-30 were reviewed for overlap or similarity with the Developing Personal Integrity course series. While both courses seek to help students develop perspective and make connections, the learning within Aboriginal Studies is very specific to the context of Aboriginal history and world views whereas the learning within Developing Personal Integrity is not applied to a specific context.

Identified Overlap/Similarity

No overlap or similarity was identified.

Reasoning as to Why Locally Developed Course is Necessary

No overlap or similarity was identified.

Provincial Courses with Overlap and/or Similarity

Ethics 8

Identified Overlap/Similarity

Community, positive change, values, and responsibility are ideas that are found within both the Ethics 8 course and the Developing Personal Integrity course series.

The goal of both courses is similar "to assist young people in their growth as ethical persons who are able to contribute to the well-being of all individuals and the community."

Reasoning as to Why Locally Developed Course is Necessary

Ethics 8 introduces these ideas to students as they specifically study "the values of the community."

Studies of ethics, well-being, and contribution to community cannot be limited to grade 8. The Developing Personal Integrity course series provides ongoing opportunities for students to engage in thinking and learning about ethics, well-being, and contribution to community throughout high school. Furthermore, the Developing Personal Integrity course outcomes provide much more breadth for students to develop their own ideas of ethics, well-being, and contribution by looking within themselves and within others for understanding. The framework developed through the Developing Personal Integrity course series is an extension of the work they may have started in Ethics 8 where they focused more on what society's expectations of them are.

The availability of the Developing Personal Integrity course series throughout student's high school years allows students to revisit their own ideas of ethics within their new contexts as they progress toward maturity and more independent thinking.

Provincial Courses with Overlap and/or Similarity

The Social Sciences program of study was reviewed for overlap or similarity. Specifically, Philosophy 20-30, Psychology 20-30, and Sociology 20-30 were courses where overlap may have been found. No overlap was found, however.

Identified Overlap/Similarity

Within already established provincial curriculum, the treatment of philosophy, psychology,

and sociology are specific to the academic study of these disciplines. Whereas within the Developing Personal Integrity course series, philosophical, psychological, and sociological principles are scattered throughout the learning opportunities, the specific study of these principles is not the intent or practice. The study of integrity and the framework for developing it is the overall intent of the Developing Personal Integrity course series and philosophical, psychological, and sociological principles are merely used to help students understand how to progress toward it. No overlap was found.

Reasoning as to Why Locally Developed Course is Necessary

No overlap was found

Locally Developed Courses with Overlap and/or Similarity

Building Communities of Hope

Identified Overlap/Similarity

Both Building Communities of Hope and Developing Personal Integrity seek to help students develop overall well-being.

Reasoning as to Why Locally Developed Course is Necessary

The Building Communities of Hope curriculum is very specific to the concept of "hope" and the creation of hope in students' lives. In Developing Personal Integrity, hope may be developed as students come to better understand integrity and how they can progress toward it in their lives. However, the concept of hope is not taught in Developing Personal Integrity. The Developing Personal Integrity outcomes are more about developing a framework with which concepts can be explored and invited into a student's life.

Locally Developed Courses with Overlap and/or Similarity

Positive Psychology

Identified Overlap/Similarity

The Positive Psychology course and Developing Personal Integrity course series both

recognize the importance of mental health instruction for students and seek to help students develop tools for living meaningful lives. However, these similarities are broad goals for these courses, as with many other courses.

Reasoning as to Why Locally Developed Course is Necessary

 The similarities between these courses end with their similar intentions to address mental wellness and to help students develop tools for living meaningful lives. The approach within each of these courses is very different from one another. The Positive Psychology course is very specific to the discipline of positive psychology along with a focus on related researchers within that specific field. The application of outcomes within the Positive Psychology course helps students move toward developing a growth mindset, but within the framework of positive psychology: focus, determination, and optimism. While growth is certainly a part of the Developing Personal Integrity curriculum as well, growth is the desired outcome of all Alberta Education courses. Furthermore, the concept of growth in Developing Personal Integrity is a result of the framework of developing Integrity that is being taught to students. The outcomes of Developing Personal Integrity do not teach growth as a separate concept, rather they focus on why students might want growth in their lives and create a framework for how to access growth.

Locally Developed Courses with Overlap and/or Similarity

 Mental Health Literacy

Identified Overlap/Similarity

 The Mental Health Literacy course deals mainly with mental health disorders. Mental health disorders are not within the scope of Developing Personal Integrity.

Reasoning as to Why Locally Developed Course is Necessary

 No overlap and/or similarity noted.

Locally Developed Courses with Overlap and/or Similarity

 Social Literacy

Identified Overlap/Similarity

 The Social Literacy course series teaches students specific skills in communication, developing relationships, and conflict management. These are important processes or skills that would assist students to engage in the Developing Personal Integrity courses. However, these processes and skills are part of the teaching methodology that one might employ to teach Developing Personal Integrity, they do not represent the learning outcomes of the course.

Reasoning as to Why Locally Developed Course is Necessary

 No overlap between Social Literacy and Developing Personal Integrity is noted.

Locally Developed Courses with Overlap and/or Similarity

 Leadership, Character, and Socially Responsibility.

Identified Overlap/Similarity

 No overlap identified.

Reasoning as to Why Locally Developed Course is Necessary

 No overlap identified.

Student Assessment

 no identified student assessments

Course Approval Implementation and Evaluation

No specific processes