

Springstone Community High School

Course Description Handbook



GENERAL PHILOSOPHY

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TRANSITIONS

- **Community Access Program**
- **Counseling/Social Skills/Life Skills/Occupational Therapy**
- **Community Volunteering Experience**

SCHS Program

GENERAL PHILOSOPHY

The Springstone Community High School (SCHS) serves students with neurocognitive challenges that affect their ability to organize and prioritize information and to make meaningful social connections. We believe our students will develop strategies for use in academic and social settings if they are part of a community that understands, accepts, and challenges them. The program aims to strengthen skills by emphasizing process to improve production.

SCHS students learn organizational and planning skills within the context of a rigorous high school curriculum that exceeds the framework of the California content standards. Small structured classrooms allow for individualized instruction, collaboration, discussion and conversation within multiple modalities. We use a wide variety of written materials including textbooks, journal articles, and web resources. Students have access to electronic media such as videos, books on tape, music, interactive websites, and computer software.

SCHS emphasizes the use of technology as an educational tool. Classrooms are equipped with laptop computers, computer projectors, wireless Internet, access to a shared network, and overhead projectors. Our students use laptop computers for concept-mapping and written activities. A shared network allows students to store and retrieve documents in folders that are organized by grade and class.

Occupational therapy is integrated throughout the program and sensory motor strategies are implemented into the school day in several ways. Strategies and tools are available for use during the transition between classes and during class as needed. Our occupational therapist works with teachers and students to develop strategies to maintain focus and attention, decrease anxiety, and enhance social interaction.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR's)

We have the following goals for all our students:

- Acquire a common core of broad and diverse knowledge.
- Plan, start, finish and evaluate individual and collaborative efforts.
- Demonstrate effective communication skills.
- Demonstrate responsibility, flexibility, resiliency in personal, school, and community contexts.
- Develop self-advocacy and self-management skills to achieve school and life success.

GRADUATION REQUIREMENTS

1. Units of Credit: 220 Credits are required for graduation. 10 credits are earned for a passing grade of D or better in a yearlong course.

2. Course Requirements:

- 40 credits.....English
- 10 credits.....World History
- 10 credits.....United States History
- 5 credits.....United States Government
- 5 credits.....Economics
- 10 credits.....Biological Science
- 10 credits.....Physical Science
- 30 credits.....Mathematics, including Algebra 1
- 45 credits..... Life Skills
- 5 credits.....Fine Arts
- 20 credits.....Physical Education
- 50 credits.....Electives
- 240 Total Credits required for graduation**
- 120 hours.....Volunteer in Community

Typical Program

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|---|--|--|--|
| <ol style="list-style-type: none"> 1. English I 2. World History 3. Algebra 1 4. Earth Science 5. Elective 6. PE 7. Community Access | <ol style="list-style-type: none"> 1. English II 2. US History 3. Geometry 4. Biology 5. Elective 6. PE 7. Community Access | <ol style="list-style-type: none"> 1. English III 2. Government/ Economics 3. Algebra 2 4. Physical Science 5. Elective 6. PE 7. Community Access | <ol style="list-style-type: none"> 1. English IV 2. Adv. Math Concepts 3. Anatomy & Physiology 4. Modern U.S. History 5. PE 6. Elective 7. Community Access |

SCHS VALUES

- ◆ PROMOTE STAFF CARING OF STUDENTS
- ◆ PROMOTE A VARIETY OF TEACHING APPROACHES
- ◆ PROVIDE ALTERNATIVE PATHS FOR STUDENTS' SUCCESS
- ◆ VALUE PARENTAL INVOLVEMENT
- ◆ SEEK HIGH PERFORMANCE STANDARDS FOR ALL STUDENTS
- ◆ ENCOURAGE AND PROMOTE NEW COMMUNITY EXPERIENCES

SCHS Course Offerings

| Course | Subject Area | Credit Value | Duration |
|----------------------|------------------------------|--------------|----------|
| Algebra 1 | Mathematics | 10 | 1-year |
| Algebra 2 | Mathematics | 10 | 1-year |
| Anatomy & Physiology | Science | 10 | 1-year |
| Anthropology | Social Science | 5 | ½-year |
| Art | Fine Arts | 5 | ½-year |
| Art & Culture | Fine Arts, Social Science | 5 | ½-year |
| Biology | Science | 10 | 1-year |
| Calculus | Mathematics | 10 | 1-year |
| Community Access | Life Skills | 10 | 1-year |
| Conceptual Art | Fine Arts, Social Science | 5 | ½-year |
| Current Events | Social Science | 5 | ½-year |
| Earth Science | Science | 10 | 1-year |
| Economics | Social Science | 5 | ½-year |
| English 9 | English | 10 | 1-year |
| English 10 | English | 10 | 1-year |
| English 11 | English | 10 | 1-year |
| English 12 | English | 10 | 1-year |
| Geometry | Mathematics | 10 | 1-year |
| Government | Social Science | 5 | ½-year |
| Health | Science | 5 | ½-year |
| Home Economics | Life Skills | 5 | ½-year |
| Multi-media | Fine Arts | 5 | ½-year |
| Music | Fine Arts | 5 | ½-year |
| Physics | Science | 10 | 1-year |
| Pre-Calculus | Mathematics | 5 | ½-year |
| Sculpture | Fine Arts | 5 | ½-year |
| Sociology | Social Science | 5 | ½-year |
| Trigonometry | Mathematics | 5 | ½-year |
| U.S. History | Social Science | 10 | 1-year |
| World History | Social Science | 10 | 1-year |

ENGLISH

Freshman Year:

Grammar, vocabulary development, and reading comprehension are the central themes of the first semester.

1. Grammar: Sentence structure and mechanics (including writing skills development).
2. Vocabulary Development
3. Reading comprehension
 - Elements of the short story;
 - Four types of conflict in literature;
 - Elements and language of poetry;
 - Greek mythology – purpose and themes
 - Point of view and theme

During the second semester, there is focus on imagery, figurative language and poetics. Students respond daily to writing prompts in personal journals and complete exercises on symbolism, personification, repetition, metaphor and simile. Readings include “House on Mango Street”, “Romeo and Juliet”, and “American Born Chinese”.

Texts Used: Wordly Wise 3000; Reading Comprehension in Varied Subject Matter; Literature & Language Arts, 4th Course (Holt).

Sophomore Year:

Grammar, vocabulary development, and reading comprehension continue to be developed through various literary works. Early American Literature is covered first: poetry and sermons by Puritan writers are examined, followed by a thorough investigation of “The Crucible”. Students are expected to write a five-paragraph essay based on a piece of literature examined in class. There is also a study of the persuasive rhetoric and the persuasive literature of the Revolutionary War period.

Romanticism is covered next; students study the philosophies of Longfellow, Emerson, Thoreau and Whitman. Imagery is studied and art projects are completed based on one of their readings. Modeling the romantic style, students write poems and illustrate them using PowerPoint and iMovie.

Gothic writers such as Edgar Allen Poe are examined next. An essay is written based on the exploration of these writings. There is a brief survey of 19th century women’s literature concluding with the poetry of Emily Dickinson. Students write a literary analysis of one of her poems. The slave narratives of Frederick Douglass and Harriet Beecher Stowe are surveyed, followed by a study of Realism, focusing on satire.

A study of Naturalism comes next, focusing on the works of Jack London, Stephen Crane and Kate Chopin. Students write essays concerning a theme or literary device used by these authors. The year ends with a reading of “Othello”, and the students perform

scenes, construct graphic organizers and act as dramaturges, giving a research presentation on a topic from Othello.

Texts used: Wordly Wise 3000; Literature & Language Arts, 5th Course (Holt).

Junior Year:

Throughout the year, students continue to work on vocabulary, grammar and reading comprehension through various literary works. American Modernist Literature is studied, focusing on the works of Ernest Hemingway and William Faulkner. There is a concentration on writing style, theme and historical context. Students develop five-paragraph critical essays, first on the works of Hemingway and then on the works of Faulkner. Students also read and analyze Steinbeck's "Of Mice and Men" or F. Scott Fitzgerald's "The Great Gatsby".

Students next cover the literature of the Harlem Renaissance, specifically the works of Langston Hughes, Countee Cullen, Claude McKay, and Zora Neale Hurston. Poetry explication is studied, in order to identify literary tools such as onomatopoeia, rhythm, imagery, metaphor, rhyme scheme, etc. Students independently analyze two poems from this period.

The year concludes with Post-Modernist Literature. Students read J.D. Salinger's "The Catcher in the Rye" as well as short stories by authors such as John Hersey, Elie Wiesel, Amy Tan, Donald Barthelme, and Gabriel Garcia Marquez. Students read William Shakespeare's "Hamlet" as well. Students write two five-paragraph critical essays based on these readings.

Texts used: Wordly Wise 3000; Literature & Language Arts, 5th Course (Holt).

Senior Year:

Throughout the year, students continue to work on vocabulary, grammar, and reading comprehension through various literary works. Multi-cultural literature from 3000 BC to the present time period is studied. There is a concentration on writing style, theme and historical context. Students develop five-paragraph critical essays on four literary works.

Students first read and analyze text from the Ancient Middle East and Ancient Greek and Roman literature. Students critically analyze and respond to "The Epic of Gilgamesh," "The Iliad," and "Oedipus Rex." Students independently write a five-paragraph critical essay that compares and contrasts two main characters from the selected readings.

Next, students cover literature from India, China and Japan, specifically the works of Confucius, Matsuo Basho, Uejima Onitsura, Taniguchi Buson and Kobayashi Issa. Students also read Hermann Hesse's "Siddhartha." Students write one five-paragraph critical essay based upon this novel. Students read various literary works from Africa and the Middle East as well.

The year concludes with European literature from the Renaissance and Enlightenment period, as well as modern and contemporary world literature. Students read "The Kite

Runner” by Khaled Hosseini as well as literary works by Francesco Petrarch and Johann Wolfgang von Goethe. Students also read William Shakespeare’s “MacBeth.” Students write two to three five-paragraph critical essays based on these readings.

Texts used: Wordly Wise 3000; Elements of Literature: World Literature (Holt).

HISTORY

WORLD HISTORY

Students learn to identify the geographic, political, economic, and cultural features of different civilizations, as well as the reasons that fueled their eventual decline. Topics include but are not limited to:

- Mayans, Aztecs and Incas
- Middle Eastern Civilizations
 - Safavid Empire
 - Nughal Empire
 - Ottoman Empire
- Spanish Empire in the Americas
- Atlantic Slave Trade
- Columbian Exchange
- Imperialism in the late 1800’s and early 1900’s
- European imperialism and colonialism in Africa
- American imperialism in Japan and China
- American imperialism in Latin America
- World War I
- 20th Century Revolutions
 - Russia
 - China
 - India

Students also study world geography extensively, including the countries and capitols of:

- Central and South America
- Western, Northern, and Eastern Europe
- Middle East and North Africa
- African continent
- Central and East Asia

Text used: *World History: Patterns of Interaction* (McDougal Littel)

U.S. HISTORY

Students learn to identify the economic, political, and cultural factors of different eras, with special attention given to the experiences of African Americans, women, and Native Americans. Topics include but are not limited to:

- Colonial America

- Revolutionary War
- Early American government
- Westward expansion
- Manifest destiny
- Civil War
- Reconstruction
- Railroad expansion
- Expansion of big business
- Labor movements
- Immigration and urbanization
- Institutionalized segregation
- Progressive movement
- U.S. imperialism in Latin America
- World War I
- 1920's America
- Great Depression
- World War II

Students are required to do a research project on a selected aspect of 1920's popular culture. The project includes a 2 – 3 page written report and 1 5 – 10 minute PowerPoint presentation.

Text used: *The Americans* (McDougal Littell)

ECONOMICS

Students first evaluate why the study of economics is important before examining:

- Different types of economic systems
- Various aspects of supply and demand
- Effect of prices
- Interventions in the price system
- Determination of wages
- Saving and investments
- Stocks and bonds

There is an emphasis on relating the topics covered to day-to-day life. Students are responsible for current events reports comparing topics to current newspaper articles. Students also participate in an on-line simulated stock market game, allowing them to buy and sell stocks over a month long period. This is followed up with a two-page report on the experience.

Text used: *Economics: Concepts and Choices* (McDougal Littell)

GOVERNMENT

In this course there is an ongoing discussion and analysis of current events and present day politicians and how they relate to the areas of examination. Topics include but are not limited to:

- Structure and principles of the U.S. Constitution
- Three branches of government

- Constitutional amendment process
- Existing amendments
- Federal system of government
- Organization of the U.S. Congress
- How bills become law
- Influencing congress
- Presidential responsibilities
- Electing the president
- Presidential cabinet roles

Text used: *U.S. Government – Democracy in Action* (Glencoe)

MODERN TOPICS IN U.S. HISTORY

This is a challenging course in which students study and analyze the time period from World War II through the present. Students will intensely investigate the geopolitical, economic, and cultural factors motivating foreign and domestic events in the postwar era. Special attention will be given to foreign policy, African Americans, and women. Topics include by are no limited to:

- Truman administration
- Rise of international and domestic anti-Communism
- Eisenhower administration
- 1950's Latin American intervention
- Korean War
- Military-industrial complex
- Kennedy administration
- Vietnam conflict
- Civil Rights Movement
- Johnson administration
- Great Society
- Anti-war movement
- Cultural changes of the 1960's
- Nixon administration
- Watergate affair
- Ford administration
- Carter administration
- 1970's oil crisis
- Reagan administration
- Grenada Invasion
- Iran-Contra affair
- G.H.W. Bush administration
- First Iraq War
- Clinton administration

Students are required to do three to four research projects on selected aspects of American popular culture in the 1950's, 1960's, 1970's, and 1980's. The projects include a 2 – 3 page written report and a 5 – 10 minute PowerPoint/multimedia presentation.

Text used: *On the Edge: The United States Since 1945* (Wadsworth)

MATHEMATICS

ALGEBRA 1

In algebra, an emphasis is placed on concept development and the ability to communicate mathematical reasoning and understanding into all topics covered. Algebraic skills are developed and used in a wide variety of real-life problem solving situations. Topics include:

- Integers and rational numbers
- Solving equations
- Solving inequalities
- Exponents and polynomials
- Polynomials and factoring
- Graphs and linear functions
- Systems of equations
- Absolute value
- Rational expressions and equations
- Radical expressions and equations
- Quadratic functions

Text used: Algebra 1 - CA edition, Prentice Hall

GEOMETRY

After an introductory period that includes definitions of basic geometric terms and measuring line segments and angles, students learn geometric concepts based on their understanding of algebraic procedures. Students are required to use compasses and straight edges to reinforce all concepts. Topics include:

- Figure transformations
- Logics and proofs
- Symmetry
- Properties of:
 - Quadrilaterals
 - Parallel lines
 - Transversals
 - Triangles
 - Trapezoids
- Triangle congruence
- Quadrilateral properties
- Two-dimensional objects (perimeter and area)
- Three-dimensional objects (surface area and volume)
- Graphing on a three-coordinate plane with translations
- Trigonometry

Text used: Geometry, Holt

ALGEBRA 2

Once students clearly understand the basic algebraic concepts, they begin to examine higher-level algebra:

- Solving equations and inequalities
- Linear functions and graphs
- Absolute value functions and graphs
- Quadratic equations and functions
- Polynomial equations and functions
- Sequences and series
- Matrices
- Radical functions
- Radical exponents
- Permutations, combinations and probability
- Complex numbers
- Logarithmic functions

Text used: Algebra 2, Prentice-Hall

PRE-CALCULUS/TRIGONOMETRY

This is a topic-by-topic course aimed at preparing students for higher-level courses in calculus and trigonometry. Topics include:

- Rational and irrational numbers
- Functions
 - Linear
 - Quadratic
 - Rational
 - Inverse
 - Logarithmic
 - Exponential
- Graphs
 - Reflections
 - Symmetry
 - Translations
- Factorials
- Permutations and combinations
- Binomial theorem
- Multiplication of sums
- Mathematical induction

No text is used for this course - students rely on instructor notes and Internet resources. A graphing calculator is required for this course.

SCIENCE

EARTH SCIENCE

Earth Science is designed to help students develop a solid foundation in their understanding of the scientific method through the development of scientific thinking processes and the mastery of basic science concepts. This is done through the investigation of topics within the four main branches of earth science: geology, astronomy, oceanography and meteorology. In addition to these topics, there will be an emphasis on understanding and interpreting spatial information on various types of maps. Wherever possible, Bay Area examples are used and concepts studied are related to real world problems and personal decision-making.

Text used: *Earth Science*, Holt

BIOLOGY

This course continues to develop students' skills in scientific thinking and reasoning. Students examine living organisms through lecture, lab studies, and other multi-media activities in a well-organized and structured format. The course covers:

- Cell biology
- Genetics and evolution
- Ecology
- Viruses and bacteria
- Protists
- Fungi
- Plants
- Invertebrates
- Vertebrates
- Human biology

Text used: *Biology: Principles and Explorations*, Holt

PHYSICS

Students participate in a series of intensive hands-on learning activities that requires the production of models to demonstrate basic physical science concepts. Students begin the year studying mechanics (motion, force and work) and creating battery-powered air carts. When studying electricity and electrical circuits, they first learn how to draw circuit diagrams and solve equations to find voltage differences. They then build circuits to demonstrate the different properties of electrical energy and construct circuits using schematics from electronic websites on the Internet.

Next students investigate the relationship between electricity and sound and examine how different sound waves create different kinds of sound. They build circuits that generate sound, listen to how different circuit components affect sound properties, and observe waves using an oscilloscope computer application. Lastly, students learn the properties of light, especially refraction and diffraction. They use lenses and mirrors to observe the effects of light passing through water and other liquids.

Text used: *Physical Science*, Pearson

THE HUMAN BODY

This course is an introductory course that allows students to develop a basic understanding of anatomy and physiology, the interrelationships between structure and function, and the effects of disease on body systems. In addition to the textbook and class notes, students use workbooks that help guide them in learning information. The course promotes intensive hands-on activities through multi-media to help re-enforce subject matter. Topics include:

- Human body as a whole
- Disease
- Movement and support
- Coordination and control
- Circulation and body defense
- Energy supply and use
- Perpetuation of life

The course is taught in college lecture-style format with lab activities that require regular student reporting.

Texts used: *The Human Body in Health and Disease*, and the accompanying Study Guide, Lippincott, Williams and Wilkins

OTHER HUMANITIES

SOCIOLOGY

This is an introductory course in sociology that begins with learning the key terms essential to understanding the discipline. Class format is then a mixture of reading relevant journal articles and viewing videos, followed by class discussions and ending with students writing critical essays on topics covered. There is an emphasis on exploring topical social problems in today's media.

ANTHROPOLOGY

Anthropology is the study of human nature, society and history. This course introduces students to the four fields of anthropology (biology, culture, archaeology, linguistics). The curriculum consists of lectures, films and discussions of different forms of human organization, lifestyles, and practices throughout the world. Students are required to write analytical essays based on topics covered.

ELECTIVES

HEALTH

Students are presented a general overview of the concept of general health, with coverage of physical health, mental/emotional health, and social health. They study the different influence on health and how to identify and avoid risk behaviors and they learn how character is related to overall health. Other topics covered include:

- Nutrition
- Stress management
- Relationships
- Sexual education

Text used: *Health*, Glencoe

MUSIC

This is a survey course and includes the following: ear training, music theory, music appreciation, basic performance on Orff instruments, and composition using Apple's recording software, GarageBand.

MULTI-MEDIA

Students begin with simple video shooting and editing techniques, including lighting, audio and using iMovie. After mastering these techniques, students move on to stop-motion animation and editing with Final Cut Pro, green screening (keying), and using video and audio effects.

ART

Art can be used as another language to express feelings, thoughts and observations. Sometimes seeing another person's viewpoint starts with the images they convey through their art. The students explore a wide range of materials - beginning with a controlled medium (collage) and ending with the loosest medium (clay). With each new material, the students are introduced to an artist and style that coincides with this medium. This class involves both individual projects to expand personal expression and group projects to encourage flexibility, compromise, communication and shared experience.

ART & CULTURE

An important role of art is its' reflection of a culture. Culture drives art in new directions as well. We find examples of this throughout History and across the globe. In this class, students begin by exploring the connection between Art and Culture. This class supplements the History class by learning about the styles, mediums and culture through the art of the time period of which they are learning. Finally, the students explore their own personal culture expressed through their artwork.

CONCEPTUAL ART

“In conceptual art the idea or concept is the most important aspect of the work. When an artist uses a conceptual form of art, it means that all of the planning and decisions are made beforehand and the execution is a perfunctory affair. The idea becomes a machine that makes the art.” – Sol LeWitt

In this course, students are encouraged to be thoughtful of their artistic process. The first half of the course is dedicated to learning about conceptual art and to answering the question, “what is art?” Students are given time to explore concept in relation to art and asked to create an object to convey an idea.

SCULPTURE

The purpose of this class is to expand the students’ understanding and exploration of both the definition of art and their own creative capabilities.

There is a focus on the use of non-traditional materials (pencils, toothpicks, cotton balls, plastic straws, etc.) to make traditional sculpture.

Students use natural and found objects (leaves, rocks, reeds, etc.) to create site-specific works in the community.

MASK-MAKING

Throughout History, people have expressed both personal and shared culture through the art of mask-making. Students use a variety of materials to create masks that express varying aspects of personality and culture. Materials included in this course include but are not limited to: plaster of Paris, paper-mache, wire mesh, foam core and cardboard.

CURRENT EVENTS

Contemporary news and cultural events is an elective class that focuses on local, state, national, and international news events. The class uses the San Francisco Chronicle, New York Times and other print/internet media resources as a means to discuss, examine, analyze and provide assignments/presentation material on the important issues of the day. Students participate in class discussions and group activities and are required to do a research project that includes a typed essay.

TRANSITIONS

At SCHS, there is an emphasis on transitions from the moment students enter ninth grade. Each student is assigned a Guidance Counselor who is responsible for helping that student navigate high school and begin the transition to adulthood. The SCHS Community Access Program challenges students in both academic and social endeavors. Students acquire and practice pragmatic language skills during academic and elective classes, and during daily experiential activities. Approximately every six weeks, students participate in a weeklong Community Access Program where they practice and use life skills that have been previously addressed.

Each student's individualized Community Access Program helps him or her to develop self-awareness, social-awareness and decision-making skills through group and individual activities. Activities and instruction occur both on and off campus and serve to promote life skills development and to enhance academic knowledge. These activities focus on conversation, vocation aptitudes, critical thinking, self-advocacy, recreational interests and volunteer work.

LIFE SKILLS

This class allows for discussion/brainstorming, role play, peer feedback and journaling to explore topics such as: managing emotions (recognizing and reacting to them in healthy ways, implement relaxation techniques and buy yourself time activities), making friends, appropriate relationship interactions in different settings (school, home, work), leisure skills (where and how to meet new people and how to deepen existing friendships through leisure activities), conflict resolution (feel, say action, listen, respond) and what to expect in a vocational environment.

The class then goes on to explore: identifying learning style and type of accommodations that work best for individuals, requesting those accommodations in a different environment (work, college, trade school), identifying an ideal work environment, techniques for managing workplace problems, workplace communication and etiquette and monthly budgeting.

OCCUPATIONAL THERAPY

In this class students are taught about the various senses, the brain and movement, and then provided the opportunity to use each sense given numerous tools. They engage in a wide range of activities in an effort to discover how our body and brain take in information from the world. Students will explore strategies that help them to learn, be calm and focused, become more alert and they will learn where and when these strategies are most appropriate. Skills developed in this class will positively impact the student's ability to pay attention, to move more efficiently through the environment, to improve mood, to reduce anxiety, and so much more. Students are also taught how to integrate occupational therapy tools when they are out in the community so that they can move through various environments smoothly.

SCHOOL CONNECT

School- connect: Optimizing the High School Experience is a 40-lesson curriculum which is designed to improve the social, emotional, and academic skills of high school students and strengthen relationships between students and teachers as well as among students. The curriculum is built upon five social and emotional competency areas: social awareness, self-awareness, self-management, relationship skills, and responsible decision-making. These are the areas identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) as being crucial to the creation of a common language and goals for social and emotional learning.

In addition, the curriculum is designed to foster the ABC's of student motivation: Autonomy, Belonging, and Competence. Throughout the curriculum, students are given

opportunities to exercise autonomy through activities that offer “voice and choice.” Group discussions and pair/group activities that help create conditions that endow students with a feeling of being supported and valued and a sense of attachment to school. Through role-play, applications to real life, and reflection, students acquire personal and interpersonal skills important to life and learning. In the process, they gain a greater sense of self-efficacy-the belief that they can affect their own lives and the lives of others in positive ways.

Individual lessons draw on additional research in the field of psychology, particularly positive psychology and violence prevention. For example, students are given opportunities to discover and capitalize on their unique strengths and pathways to learning, use positive emotions to increase self-motivation, and address underlying beliefs about achievement that either help or hamper them in school. Students also become aware of possible biases in the way they interpret events, learn to think more positively in ambiguous situations and practice a conflict resolution strategy.