



## Methods for Academic and Personal Success (MAPS)

PEIMS Code: N1130021

Abbreviation: MAPS

Grade Level(s): 9-12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

### Course Description:

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization, and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service-learning experience in addition to class assignments.

### Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9 or 10. There are no prerequisites for this course. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
  - (1) The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career.
  - (2) Students will explore the options available in high school, higher education, and the professional world to establish both immediate and long-range personal goals.
- (c) Knowledge and Skills.
  - (1) Learning and Communication Styles. The student analyzes learning and communication styles based on current research and practices effective communication. The student is expected to:

## Methods for Academic and Personal Success (MAPS)

- (A) determine personal learning style;
  - (B) determine personal communication style;
  - (C) identify demonstrate effective communication strategies in a variety of situations with varied audiences;
  - (D) formulate and provide effective verbal and nonverbal feedback and respond appropriately to presentations of peers;
  - (E) synthesize research and self-analysis to establish strategies for academic and personal success;
  - (F) demonstrate tolerance and appreciation of other's motivations and strengths; and
  - (G) identify and monitor personal behaviors of academic success that are critical in maintaining a passing average.
- (2) Self-Discipline and Attitude. The student reviews campus policies and rules of conduct and defines attitude and the effects of personal attitude on conduct. The student is expected to:
- (A) brainstorm and compile a code of conduct for a model campus;
  - (B) identify the student's personal attitude and the positive and negative effects of attitude on self and others;
  - (C) identify the student's personal ability to adhere to campus policies and design a plan of improvement as needed;
  - (D) define anger and analyze positive and negative methods for handling anger;
  - (E) define change and identify steps necessary to accomplish change; and
  - (F) analyze situations regarding campus policies and rules of conduct to determine the issue or problem involved in each, outline possible responses, and propose a positive solution.
- (3) Resiliency. The student analyzes and applies personal and environmental resiliency builders to use in establishing and realizing goals. The student is expected to:
- (A) identify and discuss elements of personal and environmental resiliency;
  - (B) explain the concept of self-image and its potential impact on life choices;
  - (C) apply conflict resolution skills both orally and in writing;
  - (D) identify and explain primary causes of stress and identify healthy stress-management skills and strategies;
  - (E) identify a balanced set of personal and academic goals, including both short-term and long-term goals; and
  - (F) outline an action plan, including a proposed time frame, to achieve a specific goal.
- (4) Time Management and Organization. The student understands the skills of time management and the tools of organization. The student is expected to:
- (A) describe the importance of time management skills including prioritizing and scheduling;
  - (B) define and demonstrate responsibility and accountability in time management;
  - (C) describe tools of organization including different methods of organization;
  - (D) prioritize personal and academic goals; and
  - (E) develop a personal organization system to monitor progress and completion of assignments and projects for all academic courses.

## Methods for Academic and Personal Success (MAPS)

- (5) Study Skills. The student analyzes the characteristics of a successful student and practices effective study skills. The student is expected to:
- (A) define the characteristics of a successful student;
  - (B) analyze the benefits of good study habits and the costs of poor ones;
  - (C) describe and apply characteristics of effective study skills;
  - (D) discuss and demonstrate use of a variety of memory techniques;
  - (E) follow directions and to listen for a specific purpose;
  - (F) use reading strategies, including rereading and questioning, to increase comprehension;
  - (G) apply various study strategies such as skimming, note-taking, outlining, and using study-guide questions to determine which strategies work best for the student;
  - (H) discuss and apply test-taking strategies; and
  - (I) research and present on the use and benefits of commonly used study skills.
- (6) Leadership. The student analyzes the role and characteristics of an effective leader in order to demonstrate leadership in a group setting. The student is expected to:
- (A) define leadership;
  - (B) list and analyze the characteristics of an effective leader, including the interpersonal skills required for leadership;
  - (C) evaluate personal strengths and areas for growth to determine one's own leadership style;
  - (D) identify the purpose and benefit of delegating; and
  - (E) participate in group projects as both the leader and a supporting member.
- (7) Character. The student explores and analyzes positive character. The student is expected to:
- (A) define positive character traits that comprise the following strands: trustworthiness, responsibility, caring, and citizenship;
  - (B) define character and describe someone in history who can be considered a person of character;
  - (C) identify positive and negative strategies for dealing with failure and with success;
  - (D) evaluate personal strategies for dealing with failure and with success, identifying specific strengths and weaknesses;
  - (E) analyze positive and negative influences that others have on personal action and beliefs;
  - (F) identify areas in which personal responsibility may be exercised or improved; and
  - (G) discuss ethical behavior and integrity as a part of academic and personal success.
- (8) Academic Exploration. The student analyzes interests and goals to establish a plan for academic success in high school as well as postsecondary education. The student is expected to:
- (A) determine individual talents, abilities, skills, and interests;
  - (B) identify high school courses related to career choices in the student's interest area;
  - (C) select a university, college, community college, trade school or internship based on a college choice survey and develop a plan to enter or start selected post high school career plan;
  - (D) research postsecondary options by writing professional letters requesting information from selected programs; and

## Methods for Academic and Personal Success (MAPS)

- (E) investigate and develop application materials such as an entrance essay or resume needed for postsecondary institution applications.
- (9) Career Exploration. The student researches, analyzes, and applies career readiness information. The student is expected to:
  - (A) compare interests and aptitudes identified via a career interest or aptitude assessment survey to career opportunities;
  - (B) explain the impact of career choice on lifestyle, including budget;
  - (C) create a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas;
  - (D) research careers available with and without a college/university degree using print and online resources as well as personal interviews;
  - (E) analyze the personal characteristics, knowledge, and skills necessary for the workplace;
  - (F) investigate and develop employment materials such as an application, resume, or personal references in the student's area of interest;
  - (G) identify and practice the skills necessary for a job interview and participate in a mock job interview; and
  - (H) prepare and deliver presentations individually and in groups to demonstrate knowledge of career possibilities and the decision process involved in identifying career goals.

### Recommended Resources and Materials:

Plano ISD MAPS course contains over 150 detailed, comprehensive lesson plans covering: learning styles, discipline, attitude, time management, study skills, resiliency, organizational skills, goal setting, leadership, careers, and character. The lesson plans have been written by master teachers in Plano ISD and revised based on student participation and feedback. The course contains more material and lessons than a teacher can use in the classroom during a one- or two-semester course. However, each campus will select the lessons and customize the course to meet the specific needs of its students. The lesson plans include specific information for teachers as to timing, materials needed, student activities, discussion questions, follow-up, and evaluation. Activity sheets, handouts, for each lesson are provided for the teacher. For more information on acquiring the Plano ISD MAPS course, please contact [eschool@pisd.edu](mailto:eschool@pisd.edu).

### Among the additional resources used in the course are:

Covey, Stephen. *The 7 Habits of Highly Effective Teens*. New York: Fireside, 1998.

"Fighting Poverty in America." *NPR* online. March 27, 2006.

<https://www.npr.org/templates/story/story.php?storyId=5300726>.

Martin, Carole. "Interviewers' Pet Peeves." Accessed December 7, 2021.

<https://www.military.com/veteran-jobs/career-advice/job-interview-pet-peeves.html>.

"Prep for the Top 10 Interview Questions." Accessed December 7, 2021.

<https://www.casp.uscourts.gov/sites/casp/files/Top%2010%20Interview%20Questions.pdf>

## Methods for Academic and Personal Success (MAPS)

### Recommended Course Activities:

- Personality inventory
- Reflective journals
- Learning style inventory
- Attitude map
- Role playing with real-life scenarios
- Listening activities
- Study place survey
- Circle of control activity
- Relationship bank account assignment
- Presentation of leadership hat

### Suggested methods for evaluating student outcomes:

Students will be evaluated on an ongoing basis through their participation in class discussion, completion of individual and group activities, daily quizzes, unit projects and/or unit tests. Students will complete long-range individual and group activities, including a career research project.

### Teacher qualifications:

An assignment for Methods for Academic and Personal Success (MAPS) is allowed with a valid Texas secondary teacher certificate appropriate for grade level assignment.

### Additional information:

None