### Course: Methodology for Academic and Personal Success I and II

**PEIMS Code:** N1130021 and N1130022  
**Abbreviation:** MAPS1 and MAPS2  
**Grade Level(s):** 9-10  
**Number of Credits:** 1/2-2

### Course description:

The *Methodology for Academic and Personal Success* courses focus 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 courses focus 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 the goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignments.

### Essential knowledge and skills:

**Learning and Communication Styles**

1. The student explores and analyzes the basic concepts of learning and communication styles based on current research and practices effective communication. The student is expected to:

   (A) complete analysis to determine personal learning style;

   (B) complete analysis to determine personal communication style;

   (C) demonstrate effective communication 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 in order to establish individual strategies for academic and personal success;
(F) demonstrate tolerance and appreciation of others' motivation and strengths;

(G) monitor personal academic success on an ongoing basis for all courses; and

(H) demonstrate control of personal academic success by maintaining a passing average.

Self-Discipline, Attitude, and Resiliency

(1) The student reviews campus policies and rules of conduct and defines attitude and the effects of attitude on personal conduct. The student is expected to:

(A) work in a group to brainstorm and compile a code of conduct for a model campus;

(B) demonstrate understanding of existing campus policies;

(C) define attitude and explore the potential effects of attitude on human interactions;

(D) identify personal attitude and the positive and negative effects on self and others;

(E) identify personal ability to adhere to campus policies and design a plan of improvement where needed;

(F) define anger and analyze the negative and positive strategies for handling anger;

(G) define change and understand the steps necessary to accomplish change; and

(D) analyze a variety of situations, determine the basic issue or problem involved in each, outline possible responses, and propose a positive solution.

(2) The student reviews and understands personal and environmental resiliency builders to use in establishing and realizing goals. The student is expected to:

(A) define and understand the elements of personal and environmental resiliency;

(B) understand the concept of self-image and its potential impact on life choices;

(C) identify personal resiliency tools and self-image;

(D) understand and demonstrate positive conflict resolution skills both orally and in writing;

(E) recognize and explain primary causes of stress and identify healthy stress management skills;

(F) identify and clearly articulate a balanced set of personal and academic goals, including both short-term and long-term goals; and
(G) outline a specific action plan, including a proposed time frame, to achieve a set of goals.

Time Management, Organization, and Study Skills

(1) The student understands the skills of time management and the tools of organization. The student is expected to:

(A) demonstrate understanding of time management skills including prioritizing and scheduling;

(B) define and understand responsibility and accountability in time management;

(C) study the tools of organization including different methods of organization;

(D) identify personal time management and organization skills to clarify strengths and weaknesses;

(E) prioritize personal and academic goals; and

(F) develop a personal organization system that includes creating and maintaining an ongoing calendar of assignments and projects for all academic courses.

(2) The student analyzes the characteristics of a successful student and reviews and practices effective study skills including: memory skills, following directions, communication skills, listening skills, note-taking skills, reading skills, problem-solving skills and test-taking skills. The student is expected to:

(A) define the characteristics of a successful student;

(B) understand the benefits of good study habits and the costs of poor ones;

(C) discuss and understand the learning cycle;

(D) review and demonstrate use of a variety of memory techniques;

(E) demonstrate the ability to follow directions and to listen for a specific purpose;

(F) demonstrate understanding and use of reading strategies, including rereading and questioning;

(G) demonstrate and practice study strategies such as skimming, note-taking, outlining, and using study-guide questions;

(H) review and understand test-taking strategies; and

(I) work with a partner or a group to create a brochure outlining the use and benefits of one of
the study skills.

Leadership and Character

(1) The student explores and 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 the role of leadership;

(B) analyze and define the characteristics of an effective leader, including the interpersonal skills required for leadership;

(C) evaluate personal leadership ability to identify strengths and weaknesses and determine a personal leadership style;

(D) identify the purpose and benefit of delegation;

(E) participate in group projects as both the leader and a supporting member; and

(F) evaluate the results of group projects using appropriate rubrics.

(2) The student explores and analyzes positive character traits including responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, and trustworthiness. The student is expected to:

(A) define character and describe a person of character;

(B) identify the positive and negative strategies for dealing with failure and with success;

(C) evaluate personal strategies for dealing with failure and with success, identifying specific weaknesses and strengths;

(D) analyze the positive and negative influences that others have on personal action and beliefs;

(E) identify the areas of life in which personal responsibility may be exercised or increased;

(F) formulate five standards that the student will not compromise;

(G) demonstrate an understanding of ethical behavior and integrity; and

(H) analyze and critique negative and positive examples of citizenship.

Academic and Career Exploration

(1) The student explores and analyzes personal strengths, weaknesses, interests and goals in order to establish a plan for success that continues throughout high school into
postsecondary education, an internship or a training program. The student is expected to:

(A) complete a career interest and aptitude assessment or survey;

(B) determine individual talents, abilities, skills, and interests;

(C) match interests and aptitudes to career opportunities;

(D) recognize and understand the impact of career choice on lifestyle, including budget; and

(E) begin a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas.

(2) The student researches, analyzes, and applies career information. The student is expected to:

(A) research careers available with and without a university degree using print and online resources as well as personal interviews;

(B) analyze the personal characteristics, knowledge and skills necessary for the workplace;

(C) complete a college choice survey;

(D) select a university, college, community college, trade school or internship process to complete after high school;

(E) learn how to search for a job, collect personal references, and complete a job application or apply for an internship;

(F) identify and practice the skills relevant to a job interview and participate in a formal mock job interview;

(G) identify high school courses related to career choices in the student's interest area;

(H) write professional letters requesting information from the programs listed in (C) above;

(I) prepare and deliver presentations individually and in groups to demonstrate knowledge of career possibilities and the decision process involved in identifying career goals;

(J) write a college entrance essay and complete a college application; and

(K) develop a model resume for a career opportunity in the student's area of interest.
Description of specific student needs this course is designed to meet:

Students entering high school continue to need specific instruction in time management, organization, and study skills, particularly as those skills apply to the increasing expectations, responsibilities and academic demands of high school. They also need a structured introduction to and exploration of the personal and academic options available in high school and beyond. It is essential that young people have the format and guidance early in their high school careers that enables them to identify their own particular strengths and interests and to establish their individual goals. At the same time, we can help all of our students to develop and practice resiliency, leadership, and self-determination.

Major resources and materials:

Required activities and sample optional activities to be used:

Appendix A: Course Table of Contents
Appendix B: Sample Lesson

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.

Appendix C: Sample Pretest
Appendix D: Sample Rubric for evaluation

Recommended qualifications of teachers:

Teachers holding a Texas Teaching Certificate for the high school level will teach the course. Campus administrators will select teachers based on their ability to develop positive relationships with students and their commitment to work with students to enhance their academic and personal success. Campus and central office administrators will provide both the implementation and ongoing training for teachers. Teachers who have created, piloted, and taught the curriculum will also be available to train and mentor teachers new to the course content.
Appendix A

Table of Contents  MAPS

1. True Colors and Learning Styles--The True Colors lessons are sequential and build on each other. There are two alternate learning styles lessons.
2. Discipline--The first three lessons are interconnected.
3. Attitude
4. Time Management
5. Study Skills--The lessons are sequential and build on each other.
6. Resiliency
7. Organization--The lessons are independent.
8. 7 Habits of Highly Effective Teens
9. Leadership
10. Careers--The lessons are sequential.
11. Character--The lessons are independent and may be used throughout the course.

Appendix B

Organizational Skills Lesson 1

Topic: Why be organized?

Time Frame: 45 minutes

15 minutes – Puzzle
5 minutes – Discussion
15 minutes – Organization Pre Test
10 minutes – Discussion and follow up

Materials: one 50-piece puzzle for each group (bought or homemade)

Organization Pre Test

Activity:

1. Divide the class into groups of 3-4 students.
2. Explain that each group will put together a puzzle, which won’t be too difficult since the puzzle has only 50 pieces. This is a competition to see which group can finish first.
3. Give each group a puzzle. Without informing the students ahead of time, give only one or two groups a puzzle with the picture to follow and all pieces included. If asked why this is, you might
offer that there is a reason and challenge students to discover what it is. Explain to the class that everyone will have enough time to finish. The other groups receive puzzles with the picture missing or a few pieces missing. (If the puzzles are homemade, be sure to have duplicate pictures so that there are patterns.)

4. Students try to finish the puzzles.

5. When the groups are finished or when 15 minutes have gone by, discuss the activity:

   “Which group(s) had the advantage? Why?” (Elicit that the group(s) with all the materials had the best chance to finish ahead of the others.)

   “Having all the pieces and a guide makes getting the job done faster and easier. How does having the ‘pieces’ (materials) help a person to begin studying sooner and finish more easily?”

   “What materials do you need for school work?”

   “Did your group organize the puzzle to finish it?

   “How do you organize for studying?”

6. Introduce Organization Pre-Test: Say “Keeping yourself organized will save you valuable time and allow you to do everything you need to do. Remember: ‘A place for everything and everything in its place.’ Keep all your study materials (calculator, planner, books, notebooks, laptop, etc.) in one convenient location. Just as not having the picture or puzzle pieces prevented you from completing the puzzle quickly, not having your study materials prevents you from being as successful as possible in studying. Answer the pre-test to see some of the ways you may already be successful with studying and some of the ways that you could improve with your organization.”

7. Hand out pre-test. Give students time to complete it.

8. Have the students add the number of YES answers, the number of NO answers, and the number of SOMETIMES answers.

9. Discussion: “How many YES answers do you have?” Give time for students to respond. “Whatever the number is, keep up the good work. Look at the number of NO and SOMETIMES answers. Your goal is to change these answers to YES answers.”
## Appendix C

### Organization Pretest

#### Lockers

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- ① I usually arrive at school with everything I need for that day.
- ② I finally figured out my locker combination.
- ③ I have my class schedule taped inside my locker.
- ④ I keep a few emergency school supplies in my locker.
- ⑤ I can usually find what I’m looking for in my locker in less than a minute.

#### In Class

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- ① I am usually on time for my classes.
- ② I usually have what I need for each class.
- ③ I write down all my assignments and the due dates.
- ④ I ask the teacher questions about parts of the homework I’m not sure about.
- ⑤ Before I leave class, I know what books and papers I’ll need to do the assignment.
- ⑥ I leave school with everything I need to do all my homework.
### Listening and Note-taking

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| I am a good listener in class.  
| ___ | ___ | ___ |  
| I write down what the teacher tells the class to write down.  
| ___ | ___ | ___ |  
| I usually raise my hand when I know the answers.  
| ___ | ___ | ___ |  
| I ask the teacher or another student if I am confused about something.  
| ___ | ___ | ___ |  
| I always write down the homework in my planner each day.  

### General Class Behavior

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| ___ | ___ | ___ |  
| I rarely have to be reminded to keep quiet in class.  
| ___ | ___ | ___ |  
| I get along with my teachers.  
| ___ | ___ | ___ |  
| I am pretty good at managing all my different classes.  

### At Home

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| I have figured out the best time of day to schedule my homework.  
| ___ | ___ | ___ |  
| I have a quiet, well-lighted place to do my homework.  
| ___ | ___ | ___ |  
| I have writing materials, a dictionary, a calculator, a protractor and compass, a ruler, tape, and scissors in my study place.  

I write down future projects and tests in my planner.

I check my planner every day to see if anything important is coming up soon.

I rarely postpone doing my homework.

I do a little bit every day on big projects or tests that are coming up.

I write down questions about parts of the homework I don’t understand.

I have a friend or someone in my family I can ask about the homework I don’t understand.

I reread each assignment when I finish it. I check that it is neat and complete and has the right punctuation and spelling.

I check my planner when I finish my homework to see if I have done it all.

I put my homework and books by the door or in a place where I can grab them quickly in the morning.

**Follow-up**

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<td>I usually have my homework on hand when the teacher collects it.</td>
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<td>My homework is usually marked good or satisfactory.</td>
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<td>I save my homework and class notes to study from them at test time.</td>
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Appendix D

Career Unit

RUBRIC FOR THE INTERVIEW

100-85

The student responded to the interview in a serious manner. His/her demeanor showed confidence and poise; the student's handshake was firm, and eye contact was maintained. The questions were answered with specific responses, and the student inserted his own questions when appropriate. The student elaborated when necessary. The interview was not "one-sided."

84-70

The student did not take the interview as seriously as expected. He forgot to shake hands with the "interviewer" or his handshake was weak and eye contact was not maintained. His demeanor did not show confidence, and his answers were general and evasive. There was little elaboration, and the "interviewer" did most of the talking.

50-69

The student obviously did not take the interview seriously. There was no handshake, and eye contact was not maintained. The student simply responded to the questions with "yes/no" answers; there was no elaboration or interest on the student's part.