



MARBLE FALLS

Independent School District

Meeting Date:

Meeting Type:

How will you present this item to the Board?

Does this item require any documents to be signed by the Board?

LOVE & INSPIRE

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.

Methodology for Academic and Personal Success

PEIMS Code: N1130021

Abbreviation: MAPS

Grade Level(s): 9-10

Award of Credit: 1.0

State 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:

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

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) Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

- (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) Interpersonal skills and communication. The student analyzes their personality traits for strengths and challenges, demonstrates effective communication, and provides peer feedback. The student is expected to:
- (A) synthesize and discuss research and self-analysis to establish individual strategies for academic and personal success;
 - (B) identify personal strengths and challenges through a personality traits assessment;
 - (C) evaluate how individual traits may impact interactions and communication with others;
 - (D) explain the importance of effective communication skills in academic and personal contexts;
 - (E) differentiate occasions for appropriate use of informal, standard, and technical language;
 - (F) analyze the accuracy and appropriateness of a message prior to and after communicating;
 - (G) evaluate one's own and others' verbal and nonverbal communication and listening skills in a variety of group settings;
 - (H) prepare and deliver presentations individually and in groups to demonstrate knowledge of various learned concepts; and
 - (I) assess the effectiveness of one's own and others' presentations by using appropriate rubrics.
- (2) Goal setting and planning. The student sets goals and develops action plans to achieve those goals. The student is expected to:
- (A) create a personal mission statement that exhibits their core values and non-negotiable principles;
 - (B) identify a balanced set of academic and personal goals, including both short-term and long-term goals;
 - (C) formulate and document academic and personal goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART);
 - (D) rank academic and personal goals based on their urgency and importance using methods such as task prioritization matrices and time management quadrants;
 - (E) identify the various tasks and resources needed to achieve an academic or personal goal; and
 - (F) track and evaluate the levels of progress made toward reaching established goals.
- (3) Personal responsibility and mindset. The student reviews campus expectations and understands internal and external factors that help build resilience and navigate personal responsibilities by examining mindsets, managing emotions, and navigating change. The student is expected to:
- (A) analyze existing campus policies for context and intent;
 - (B) identify campus policies that may be challenging and design a plan for personal compliance;
 - (C) identify and understand the concept of personal responsibility and its potential impact on life choices;

- (D) define self-control and research effective strategies for emotional regulation;
 - (E) discuss how internal traits and external factors can affect personal resilience;
 - (F) identify personal resilience tools;
 - (G) define attitude and explore the potential effects of attitude on human interactions;
 - (H) compare the positive and negative effects of growth mindsets and fixed mindsets;
 - (I) identify external factors and resources that build resilience;
 - (J) recognize and explain primary causes of stress and identify healthy stress management skills;
 - (K) define change and research the necessary steps to successfully adapt to change;
 - (L) analyze a difficult situation, comparing possible actions, reactions, and their consequences;
 - (M) identify social contexts and how to respond appropriately by adapting behavior to match situational norms; and
 - (N) demonstrate peaceful conflict resolution skills in both oral and written communication.
- (4) Organization and resource management. The student understands ways to manage time and resources and creates organizational systems to manage academic and personal responsibilities. The student is expected to:
- (A) prioritize and schedule important tasks and events to demonstrate an understanding of time management skills;
 - (B) define and discuss responsibility and accountability in managing time and other resources;
 - (C) identify personal strengths and weaknesses in time management and organizational skills;
 - (D) research and apply various tools and methods of organization; and
 - (E) choose and personalize an organizational system that includes creating and maintaining an ongoing calendar of assignments and projects for all academic courses.
- (5) Study skills and academic success. The student understands the learning cycle, develops study skills, and uses effective strategies for increased academic success. The student is expected to:
- (A) identify key traits that contribute to academic achievement;
 - (B) compare the benefits of various study strategies and techniques;
 - (C) compare the benefits of various test-taking strategies and techniques;
 - (D) identify distractors that diminish effective study time and provide solutions;
 - (E) create a diagram of academic support, including people and educational resources, that can be consulted for academic success;
 - (F) explain how daily attendance, preparation, and engagement impact academic success;
 - (G) memorize academic information using a variety of memory techniques;
 - (H) create accurate student-generated learning artifacts such as notes, summaries, and paraphrases by actively listening;
 - (I) engage with academic resources through learning strategies including annotating, reviewing, and questioning;

- (J) engage with academic resources through study strategies such as skimming, note-taking, outlining, and using study-guide questions;
 - (K) evaluate a test-taking strategy's effectiveness by completing a post-assessment reflection in oral or written form;
 - (L) record ongoing personal academic achievement levels for all courses; and
 - (M) formulate and discuss steps for maintaining or improving academic success.
- (6) Character development. Students will explore and analyze a range of positive character traits such as responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, and trustworthiness. The student is expected to:
- (A) define character;
 - (B) compare and discuss positive and negative character traits;
 - (C) identify positive and negative responses for failure and success;
 - (D) evaluate personal strategies for responding to failure and success, identifying specific weaknesses and strengths;
 - (E) compare the effects of positive and negative influences on personal actions and beliefs;
 - (F) identify the areas of life in which personal responsibility may be exercised or increased;
 - (G) identify and explain key principles that contribute to ethical behavior and integrity; and
 - (H) assess the ethical considerations and potential consequences of participating in different forms of civil engagement.
- (7) Leadership. The student understands leadership qualities, evaluates their own leadership abilities, and participates in group projects as leaders. 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) identify and evaluate strengths and weaknesses of personal leadership abilities and determine a personal leadership preference;
 - (D) analyze how others' emotions and perspectives could affect group dynamics.
 - (E) identify the purpose and benefit of delegation;
 - (F) assess others' motivations and strengths and apply them to group roles to accomplish established goals;
 - (G) collaborate with peers to brainstorm ideas, problem-solve, and reach consensus;
 - (H) communicate effectively with group members, providing constructive feedback and resolving conflicts; and
 - (I) evaluate the results of peer contributions to group projects by using appropriate rubrics.
- (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) identify and evaluate personal strengths and interests in learning and scholarship;
 - (B) identify high school courses related to career choices in the student's interest area;

- (C) research printed materials, online resources, and in-person opportunities to create a summary of possible postsecondary pathways;
 - (D) select a university, college, community college, trade school, internship, or military branch based on prior research and develop a plan to enter or start the selected postsecondary pathway; and
 - (E) identify and discuss important components of postsecondary admission materials such as an application, entrance essay, letter of recommendation, and resume.
- (9) Career exploration. The student explores and analyzes personal strengths, weaknesses, and interests in order to establish a plan for success that continues throughout high school into postsecondary education, an internship, a training program, or a military branch. 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 and discuss careers available with and without a college/university degree using print and online resources as well as personal interviews;
 - (E) analyze employability skills necessary for success in the workplace such as interpersonal skills, communication skills, and critical thinking skills;
 - (F) investigate and complete pre-employment materials in the student's area of interest such as an application, resume, and personal references; and
 - (G) identify the skills necessary for a job interview and participate in a mock job interview.

Recommended Resources and Materials:

N/A

Recommended Course Activities:

Students may interact with course activities that include:

- taking personal, academic, and career inventories that align strengths and interests with future goals.
- participating in structured listening and speaking opportunities to build personal and professional communication skills.
- setting SMART goals and checking in periodically to assess progress and make revisions.
- designing effective study spaces that meet their learning needs.
- researching possible careers and creating projected pathways to employment.
- creating compelling resumes that highlight students' soft and hard skills.
- examining their academic and personal growth through routine personal reflection and assessment.

Suggested methods for evaluating student outcomes:

Students may be evaluated on an ongoing basis through:

- class discussions
- completion of individual and group activities
- daily quizzes
- unit projects
- individual and group presentations
- unit tests, and/or reflections
- long-range individual and group activities
- digital portfolios

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:

No training or additional costs required