

School-Connect Curriculum Alignment with Methods of Academic and Personal Success (MAPS) Freshman Seminar Texas Essential Knowledge and Skills (TEKS) Standards

Methods of Academic and Personal Success (MAPS) is a one-semester or one-year freshman seminar course used in districts across Texas. These standards can serve as a potential model for other freshman seminar courses.

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	Lesson 1.19: Improving Memory Skills - Part 1 (<i>Does not include formal learning style assessment but addresses visual, audio and kinesthetic learning styles</i>)
(B) Complete analysis to determine personal communication style	Lesson 1.11: Using Active Listening (<i>Includes brief self-assessment of listening style</i>)
(C) Demonstrate effective communication in a variety of situations with varied audiences	Lesson 1.2: Creating First Impressions Lesson 1.8: Building Rapport with Teachers Lesson 1.11: Using Active Listening Lesson 1.12: Collaborating Effectively Lesson 3.7: Understanding Introverts and Extroverts Lesson 3.8: Responding to Conflict Lesson 3.9: Using a Problem-Solving Approach, Part 1 Lesson 3.16: Refusing and Persuading Lesson 3.17: Making a Sincere Apology Lesson 4.9: Interviewing Effectively Lesson 4.12: Providing Customer Service Lesson 4.14: Responding to Feedback Lesson 4.15: Negotiating an Agreement Culminating Project Presentations and Collaboration
(D) Formulate and provide effective verbal and nonverbal feedback and respond appropriately to presentations of peers	Lesson 1.7: Celebrating and Building Community Lesson 1.10: Tuning In to Others Lesson 1.11: Using Active Listening Lesson 1.12: Collaborating Effectively Lesson 4.11: Practicing Teamwork Culminating Project Presentations and Feedback
(E) Synthesize research and self-analysis in order to establish individual strategies for academic and personal success	Lesson 1.5: Applying Student Success Skills Lesson 1.14: Developing Academic Supports Lesson 2.15: Setting Life Goals Lesson 4.3: Motivating Yourself & Moving Forward
(F) Demonstrate tolerance and appreciation of other's motivations and strengths	Lesson 2.8: Recognizing Character Strengths Lesson 3.3: Empathizing with Others Lesson 3.4: Appreciating Diversity Lesson 3.7: Understanding Introverts and Extroverts Lesson 3.9: Using a Problem-Solving Approach - Part 1 Lesson 3.10: Using a Problem-Solving Approach - Part 2 Lesson 3.11: Using a Problem-Solving Approach - Part 3

	Lesson 4.11: Practicing Teamwork Lesson 4.12: Providing Customer Service Lesson 4.13: Problem Solving in the Workplace Lesson 4.14: Responding to Feedback Lesson 4.15: Negotiating an Agreement
(G) Monitor personal academic success on an ongoing basis for all courses	Lesson 1.5: Applying Student Success Skills 1.5 Lesson Extensions: "Grade Goals" and "Grade Conferencing")
(H) Demonstrate control of personal academic success by maintaining a passing average	Student-Teacher Grade conferencing
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	Lesson 1.4: Creating a Social Contract (For classroom code of conduct)
(B) Demonstrate understanding of existing campus policies	Lesson 1.14: Developing Academic Supports (Includes understanding school resources more than school policy) Lesson 3.13: Addressing and Preventing Bullying Lesson 3.14: Managing Social Media and Cyberbullying
(C) Define attitude and explore the potential effects of attitude on human interactions	Lesson 1.7: Celebrating and Building Community Lesson 1.9: Reviving Digital Zombies Lesson 1.15: Understanding Mindsets Lesson 1.16: Cultivating Curiosity and Grit Lesson 2.3: Recognizing the Power of Thought Lesson 3.1: Developing Positive Relationships Lesson 3.2: Standing in the Other Person's Shoes Lesson 3.3: Empathizing with Others Lesson 3.8: Responding to Conflict Lesson 4.3: Motivating Yourself & Moving Forward Lesson 4.6: Rethinking Stress Lesson 4.10: Developing a Work Ethic Lesson 4.11: Practicing Teamwork Lesson 4.19: Skill Building for Mental Health & Well-Being
(D) Identify personal attitude and the positive and negative effects on self and others	Lesson 1.15: Understanding Mindsets Lesson 2.3: Recognizing the Power of Thought Lesson 2.19: Taking Full Responsibility Lesson 2.20: Fighting Off Victimitis Lesson 3.12: Dealing with Gossip Lesson 3.13: Addressing and Preventing Bullying Lesson 3.14: Managing Social Media and Cyberbullying Lesson 4.3: Motivating Yourself & Moving Forward
(E) Identify personal ability to adhere to campus policies and design a plan of improvement where needed	[NA]
(F) Define anger and analyze the negative and positive strategies for handling anger	Lesson 2.2: Being Aware of Our Emotions Lesson 2.3: Recognizing the Power of Thought Lesson 2.4: Managing Emotions Lesson 2.5: Defusing Anger
(G) Define change and understand the steps necessary to accomplish change	Lesson 2.3: Recognizing the Power of Thought Lesson 2.15: Setting Life Goals

	Lesson 2.16: Going on a Mission Lesson 4.3: Motivating Yourself & Moving Forward
(H) Analyze a variety of situations, determine the basic issue or problem involved in each, outline possible responses, and propose a positive solution	Lesson 3.9: Using a Problem-Solving Approach - Part 1 Lesson 3.10: Using a Problem-Solving Approach - Part 2 Lesson 3.11: Using a Problem-Solving Approach - Part 3 Lesson 4.13: Problem Solving in the Workplace Lesson 4.15: Negotiating an Agreement
(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	Lesson 1.15: Understanding Mindsets Lesson 1.16: Cultivating Curiosity and Grit Lesson 2.19: Taking Full Responsibility Lesson 2.20: Fighting Off Victimitis Lesson 4.3: Motivating Yourself & Moving Forward
(B) Understand the concept of self-image and its potential impact on life choices	Lesson 2.11: Forging Your Identity Lesson 3.5: Debunking the Myths of Womanhood Lesson 3.6: Debunking the Myths of Manhood Lesson 3.15: Making Personal Decisions Lesson 4.20: Choosing Wisely
(C) Identify personal resiliency tools and self-image	Lesson 1.2: Creating First Impressions Lesson 1.3: Introducing Social and Emotional Learning (SEL Self-Assessment) Lesson 2.11: Forging Your Identity Lesson 2.8: Recognizing Character Strengths Lesson 3.5: Debunking the Myths of Womanhood Lesson 3.6: Debunking the Myths of Manhood Lesson 3.7: Understanding Introverts and Extroverts Lesson 4.6: Rethinking Stress Lesson 4.19: Skill Building for Mental Health & Well-Being
(D) Understand and demonstrate positive conflict resolution skills both orally and in writing	Lesson 3.8: Responding to Conflict Lesson 3.9: Using a Problem-Solving Approach - Part 1 Lesson 3.10: Using a Problem-Solving Approach - Part 2 Lesson 3.11: Using a Problem-Solving Approach - Part 3 Lesson 3.12: Dealing with Gossip Lesson 3.13: Addressing and Preventing Bullying Lesson 3.14: Managing Social Media and Cyberbullying Lesson 3.15: Making Personal Decisions Lesson 3.16: Refusing and Persuading Lesson 3.17: Making a Sincere Apology Lesson 3.18: Forgiving Others and Ourselves Lesson 3.19: Understanding Healthy Dating Lesson 4.13: Problem Solving in the Workplace Lesson 4.15: Negotiating an Agreement
(E) Recognize and explain primary causes of stress and identify healthy stress management skills	Lesson 2.1: Understanding the Teenage Brain Lesson 2.2: Being Aware of Our Emotions Lesson 2.3: Recognizing the Power of Thought Lesson 2.4: Managing Emotions Lesson 2.6: Coping with Stress Lesson 2.7: Inducing Positive Emotions Lesson 4.6: Rethinking Stress Lesson 4.7: Understanding Mindfulness

(F) Identify and clearly articulate a balanced set of personal and academic goals, including both short-term and long-term goals	Lesson 1.13: Valuing an Education Lesson 2.12: Exploring Career Options Lesson 2.13: Planning for College Lesson 2.14: Envisioning Your Future Lesson 2.15: Setting Life Goals Lesson 2.16: Going on a Mission Lesson 4.1: Thinking Ahead About Life After High School Lesson 4.2: Charting Your Future Lesson 4.3: Motivating Yourself & Moving Forward
(G) Outline a specific action plan, including a proposed time frame, to achieve a set of goals.	Lesson 2.14: Envisioning Your Future Lesson 2.15: Setting Life Goals Lesson 2.16: Going on a Mission Lesson 4.2: Charting Your Future

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	Lesson 1.6: Playing Plan-O-Rama Lesson 1.17: Focusing and Prioritizing Lesson 1.18: Taking Effective Notes
(B) Define and understand responsibility and accountability in time management	Lesson 2.16: Going on a Mission Lesson 2.17: Preparing for Tests –Part 1
(C) Study the tools of organization including different methods of organization	Lesson 2.18: Preparing for Tests – Part 2 Lesson 4.3: Motivating Yourself & Moving Forward
(D) Identify personal time management and organization skills to clarify strengths and weaknesses	
(E) Prioritize personal and academic goals	Lesson 1.13: Valuing an Education Lesson 2.14: Envisioning Your Future Lesson 2.15: Setting Life Goals Lesson 2.16: Going on a Mission Lesson 4.1: Thinking Ahead About Life After High School Lesson 4.2: Charting Your Future
(F) Develop a personal organization system that includes creating and maintaining an ongoing calendar of assignments and projects for all academic courses	Lesson 1.6: Playing Plan-O-Rama

(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	Lesson 1.5: Applying Student Success Skills Lesson 1.18: Taking Effective Notes Lesson 2.13: Planning for College
(B) Understand the benefits of good study habits and the costs of poor ones	Lesson 1.13: Valuing an Education
(C) Discuss and understand the learning cycle	NA
(D) Review and demonstrate use of a variety of memory techniques	Lesson 1.19: Improving Memory Skills - Part 1 Lesson 1.20: Improving Memory Skills - Part 2
(E) Demonstrate the ability to follow directions and listen for a specific purpose	Lesson 1.5: Applying Student Success Skills Lesson 1.11: Using Active Listening Lesson 1.18: Taking Effective Notes

(F) Demonstrate understanding and use of specific reading strategies, including reading and questioning	Lesson 1.18: Taking Effective Notes Lesson 2.17: Preparing for Tests –Part 1
(G) Demonstrate and practice study strategies such as skimming, note-taking, outlining, and using study-guide questions	Lesson 1.18: Taking Effective Notes Lesson 2.17: Preparing for Tests –Part 1
(H) Review and understand test-taking strategies	Lesson 2.17: Preparing for Tests –Part 1 Lesson 2.18: Preparing for Tests –Part 2
(I) Work with a partner or a group to create a brochure outlining the use and benefits of one of the study skills	Module 1 Culminating Project: (Presents brochure as a culminating project option)
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	NA
(B) Analyze and define the characteristics of an effective leader, including interpersonal skills required for leadership	Lesson 1.3: Introducing Social and Emotional Learning (not specific to “leadership”) Lesson 4.11: Practicing Teamwork (Addresses shared leadership)
(C) Evaluate personal leadership ability to identify strengths and weaknesses and determine a personal leadership style	Lesson 2.8: Recognizing Character Strengths (not specific to “leadership”) Lesson 4.11: Practicing Teamwork (addresses shared leadership)
(D) Identify the purpose and benefit of delegation	Lesson 1.12: Collaborating Effectively Lesson 4.11: Practicing Teamwork Culminating Project Rubrics
(E) Participate in group projects as both the leader and a supporting member	Group work and role plays embedded throughout curriculum Culminating Projects Lesson Extensions (optional group activities)
(F) Evaluate the results of group projects using appropriate rubrics	Culminating Project Rubric – Includes multiple aspects of teamwork and time management metrics.
(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	Lesson 2.8: Recognizing Character Strengths Lesson 3.5: Debunking the Myths of Womanhood Lesson 3.6: Debunking the Myths of Manhood
(B) Identify the positive and negative strategies for dealing with failure and success	Lesson 1.15: Understanding Mindsets Lesson 1.16: Cultivating Curiosity and Grit Lesson 2.19: Taking Full Responsibility Lesson 2.20: Fighting Off Victimitis Lesson 4.3: Motivating Yourself & Moving Forward Lesson 4.6: Rethinking Stress Lesson 4.14: Responding to Feedback
(C) Evaluate personal strategies for dealing with failure and with success, identifying	Lesson 1.15: Understanding Mindsets Lesson 1.16: Cultivating Curiosity and Grit

specific weaknesses and strengths	
(D) Analyze the positive and negative influences others have on personal action and beliefs	Lesson 1.7: Celebrating and Building Community Lesson 2.7: Inducing Positive Emotions Lesson 2.9: Building True Happiness Lesson 2.10: Outsmarting Media Advertising Lesson 3.5: Debunking the Myths of Womanhood Lesson 3.6: Debunking the Myths of Manhood Lesson 3.13: Addressing and Preventing Bullying Lesson 3.14: Managing Social Media & Cyberbullying Lesson 3.16: Refusing and Persuading Lesson 3.19: Understanding Healthy Dating Lesson 3.20: Helping Others Lesson 4.14: Responding to Feedback
(E) Identify the areas of life in which personal responsibility may be exercised or increased	Lesson 2.19: Taking Full Responsibility Lesson 4.20: Choosing Wisely
(F) Formulate five standards that the student will not compromise	Lesson 2.15: Setting Life Goals Lesson 2.16: Going on a Mission (Students identify four core values that will guide their decisions when they create a long-term goal "Mission Map")
(G) Demonstrate an understanding of ethical behavior and integrity	Lesson 1.3: Introducing Social and Emotional Learning Lesson 2.8: Recognizing Character Strengths Lesson 3.15: Making Personal Decisions Lesson 3.17: Making a Sincere Apology Lesson 3.19: Understanding Healthy Dating Lesson 4.20: Choosing Wisely
(H) Analyze and critique negative and positive examples of citizenship	Lesson 1.4: Creating a Social Contract Lesson 3.20: Helping Others (GAP in discussing "citizenship" specifically)
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	Lesson 2.12: Exploring Career Options
(B) Determine individual talents, abilities, skills, and interests	Lesson 2.8: Recognizing Character Strengths Lesson 2.11: Forging Your Identity Lesson 2.12: Exploring Career Options
(C) Match interests and aptitudes to career opportunities	Lesson 2.14: Envisioning Your Future Lesson 2.12: Exploring Career Options
(D) Recognize and understand the impact of career choice on lifestyle, including budget	Lesson 1.13: Valuing an Education Lesson 4.16: Building a Budget
(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	Lesson 2.12: Exploring Career Options Lesson 4.8: Writing a Resume Lesson 4.9: Interviewing Effectively
(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	Lesson 2.12: Exploring Career Options Lesson 2.13: Planning for College

interviews	
(B) Analyze the personal characteristics, knowledge and skills necessary for the workplace;	Lesson 4.9: Interviewing Effectively Lesson 4.10: Developing a Work Ethic Lesson 4.11: Practicing Teamwork Lesson 4.12: Providing Customer Service Lesson 4.13: Problem Solving in the Workplace
(C) Complete a college choice survey	Lesson 2.13: Planning for College (Students research college options, but do not complete a specific "college choice survey") Lesson 4.4: Navigating College Applications
(D) Select a university, college, community college, trade school or internship process to complete after high school	Lesson 2.13: Planning for College (Students research college options, but do not complete a specific "college choice survey".) Lesson 4.4: Navigating College Applications
(E) Learn how to search for a job, collect personal references, and complete a job application or apply for an internship	Lesson 4.8: Writing a Resume (Includes job search tips)
(F) Identify and practice the skills relevant to a job interview and participate in a formal mock job interview	Lesson 4.9: Interviewing Effectively
(G) Identify high school courses related to career choices in the student's interest area	Lesson 1.14: Developing Academic Supports Lesson 2.13: Planning for College Lesson 2.15: Setting Life Goals
(H) Write professional letters requesting information from the programs listed in (C) above	NA (S-C encourages writing "thank you" letters after job and college interviews.)
(I) Prepare and deliver presentations individually and in groups to demonstrate knowledge of career possibilities and the decision process involved in identifying career goals	Lesson 2.12: Exploring Career Options Module 2 and Module 4 Culminating Project Option
(J) Write a college entrance essay and complete a college application	Lesson 4.4: Navigating College Applications Lesson 4.5: Writing Your College Essay
(K) Develop a model resume for a career opportunity in the student's area of interest	Lesson 4.8: Writing a Resume