

Chasing Excellence with a Champion Mindset

9 weeks course (45 days)

Unit 1 Growth vs Fixed Mindset

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5-6 days	Growth vs Fixed Mindset	What is the difference between growth and fixed mindsets? Can I grow my intelligence? What type of mindset do I have? How can I turn my fixed mindset into a growth mindset? How can I strengthen my growth mindset? What does it take to become a better student?	Recognize the differences between growth and fixed mindset Read the science behind learning and growing intelligence Reflect on the elements/ingredients that make someone good at their craft	Getting to know you & getting to know yourself icebreaker activity Identify which mindset best reflects your current self (pre assessment) Mental game scorecard (pre assessment) -Champion Mindset Create growth mindset statements Create a pyramid of success for	<i>Mindset: How We Can Learn to Fulfill our Potential</i> by Carol S. Dweck <i>The Champion's Mind: How Great Athletes Think, Train, and Thrive</i> by Jim Afremow Mindset Works materials Mindset Assessment Profile Tool	Mindset Growth Mindset Fixed Mindset Neuron connections Mastery approach Ego-oriented student/athlete Mastery-oriented student/athlete	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text CC.1.2.7.J Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; including graphics and

				academics and a pyramid for a special interest area/hobby	“You Can Grow Your Intelligence” article TedTalk: The Power of Belief Theoretical Hierarchy of the Development of the Athlete Pyramid Chart Graphic Organizers and Infographics, some student-made		multimedia when useful to aiding comprehension CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another’ provide a conclusion that follows from and reflects on the narrated experiences and events. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas
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							and expressing their own clearly CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
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Unit 2 Habit Formation

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5-6 days	Habit Formation	How is a habit created? Why is it difficult to create a new, positive habit? Why is it difficult to eliminate a negative habit? How do I eliminate negative habits? How do I create positive habits? How do I incorporate positive habits?	Analyze the science behind habit formation Analyze what makes a habit stick Analyze why it's difficult to make good habits stick	Reflect on what positive and negative habits you have Identify weaknesses and strengths Identify elements of your positive and negative habit loops Establish a new habit loop: Choose a negative habit to eliminate and, a positive	<i>Atomic Habits: Tiny Changes, Remarkable Results</i> by James Clear <i>The Power of Habit: Why We Do What We Do in Life and Business</i> by Charles Duhigg The study of Eugene Pauly *Connection to unit 1	The Habit Loop Cue Craving Response Routine Reward Habit stacking Latent potential Immediate response	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text CC.1.2.7.J Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.7.C Develop and analyze the topic with relevant facts,

		How do I maintain positive habits and stay away from negative ones?		habit to create, a new reward	Student created development pyramids *From unit 1 Habit loop flow charts Graphic Organizers and Infographics, some student-made	Delayed response Procrastination Reflection The Goldilocks Rule	definitions, concrete details, quotations, or other information and examples; including graphics and multimedia when useful to aiding comprehension CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another' provide a conclusion that follows from and reflects on the narrated experiences and events.
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							CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
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Unit 3 Goal Setting

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7-8 days	Goal Setting	What is a goal? What makes a goal “good” or “bad”/achievable or unachievable? What is my <i>why</i> and what are your goals? How do I set a goal? How do I monitor my progress?	Elements of “good” and “bad”/achievable and unachievable goals How to create a <i>why</i> statement? How professional athletes monitor progress and achieve goals	Determine the difference between “good” and “bad” goals Create a Vision Board: Determine your <i>why</i> and connect it to your goals (academic and personal) Expand on your vision board and	<i>Atomic Habits: Tiny Changes, Remarkable Results</i> by James Clear Student selected articles on professional athletes and goals Vision Board	Positive systems Big picture Instant gratification Goals Benchmarks/ Short-term goals Progress	CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text CC.1.2.7.J Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases;

		What benchmarks should I set for myself? Why are smaller goals/benchmarks important? What habits should be your primary focus in attaining your goal? How do I set myself up for success?	Smaller benchmarks enable goals to be realized Time Management	create a goal for yourself Evaluate how you spend your time Look at your previously created pyramid and habit loop or create new ones to incorporate into your goal *What habits will be your primary focus in attaining your goal? Create a system/habit loop to aid you in achieving your goal	Benchmark and Goals flowchart Student created development pyramids *From unit 1 Student created Habit loop flow charts *From unit 2 Graphic Organizers and Infographics, some student-made	Progress monitoring Identity Outcome-based habits Identity-based habits SMART Goals The Goldilocks Rule *From Unit 2	gather vocabulary knowledge when considering a word or phrase important to comprehension or expression CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; including graphics and multimedia when useful to aiding comprehension CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
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							CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another' provide a conclusion that follows from and reflects on the narrated experiences and events. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
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Unit 4 The Obstacle is the Way

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	The Obstacle is the Way	How do I maintain a growth mindset?	Failure, challenges, and obstacles can be	Reflect: What actions, adjectives, and words do you	<i>The Obstacle is the Way: The</i>	Perseverance Resilience	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text

		How do I stay on track to meet my benchmarks and achieve my goals? What is failure? What is success? How can I learn to see failure as an opportunity? How do I get comfortable with being uncomfortable? How can I prepare myself to positively meet difficulties and challenges?	learning opportunities that are paths that lead to your goals The 4 zones and what progress or lack of progress occurs in each Monitor and evaluate your progress	associate with “failure”? What do failure and success look like to me? Research nonfiction articles Evaluate: In which zone do I spend the most time? Reflect on past failures and flip them into opportunities. Evaluate your progress: What difficulties am I having with the benchmarks created/ what are some perceived future difficulties? How can I prepare to meet them to stay on track and how can I view them as opportunities?	<i>Timeless Art of Turning Trials into Triumph</i> by Ryan Holiday <i>The Tao of Pooh</i> by Benjamin Hoff Selections from <i>The Daily Stoic</i> by Ryan Holiday *Journal prompts Student selected articles- famous people examples of resilience Student created development pyramids *From unit 1 Student created Habit loop flow charts *From unit 2 Student created Vision Board and Benchmark and	Perspective Objectivity Obstacles Challenges Optimism Pessimism Opportunities Comfort zone Fear zone Learning zone Growth zone Progress Empowerment	CC.1.2.7.J Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; including graphics and multimedia when useful to aiding comprehension CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension
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				Complete a check in/evaluation of your benchmarks and goal Research a team/group that uses the same concepts in sports psychology	Goals flowchart *From unit 3 Progress monitoring chart Graphic Organizers and Infographics, some student-made		CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another' provide a conclusion that follows from and reflects on the narrated experiences and events. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
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Unit 5 Maintaining a Positive Mindset

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Staying Positive	How do I maintain a positive mindset? What are productive ways to deal with stress and negativity?	"The No Complaining Rule" Daily Gratitude Positive mindset Replacing "I have to" with "I get to" Focusing on what you can control vs what you can't control Being your own biggest cheerleader and being your best self Monitoring your stress bank, meditating/breathing	Evaluate your positive and negative complaints Create "I'm the type of person who ____" statements Change "I have to..." statements into "I get to..." statements Evaluate what you can control, what you can't control, and what you can do about it Evaluate your self-talk and create positive statements about yourself Evaluate how you spend your time	<i>The No Complaining Rule: Positive Ways to Deal with Negativity at Work</i> by Jon Gordon Selections from <i>The Daily Stoic</i> by Ryan Holiday *Journal prompts <i>The Chasing Excellence Podcast</i> by Ben Bergeron <i>The Champion's Mind: How Great Athletes Think, Train, and Thrive</i> by Jim Afremow	Gratitude Mindset Personal affirmation Positive and negative Self-talk Positivity Cost of negativity Positive complaints Negative complaints Cause and effect Solutions Negative energy	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text CC.1.2.7.J Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; including graphics and multimedia when useful to aiding comprehension CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition,

				and connect to your pyramid Create a daily schedule of how you spend your time Complete a check in/evaluation of your benchmarks and goal	Daily Schedule Chart Student created development pyramids *From unit 1 Student created Habit loop flow charts *From unit 2 Student created Vision Board and Benchmark and Goals flowchart *From unit 3 Student created Progress monitoring chart *From unit 4 Graphic Organizers and Infographics, some student-made	Progress Empowerment	classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another' provide a conclusion that follows from and reflects on the narrated experiences and events. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly CC.1.5.7.F Include multimedia components and visual displays in presentations to
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							clarify claims and findings and emphasize salient points
Unit 6 Staying Motivated							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	Staying Motivated	How do I motivate myself? How do I stay motivated when I'm not seeing results? How do I maintain my <i>why</i>? How do I get back on track when I let go of my priorities? How do I reevaluate and change my benchmarks to help meet my goals? Is it okay to change my goals? How do I apply the concepts I learned to	Intrinsic motivation Connecting to your <i>why</i> Changing benchmarks and goals to meet your needs Chasing excellence	Complete a check in/evaluation of your benchmarks and goal Write a narrative describing your imagery rehearsal Reflect on the items you created in this course: pyramid, habit loop flow charts, vision board, benchmarks and goal statement, and self-assessment chart and use them to create benchmarks and a goal for the next marking period, focusing on a class you want in which	<i>Chasing Excellence and the Chasing Excellence Podcast</i> by Ben Bergeron Selections from <i>The Daily Stoic</i> by Ryan Holiday *Journal prompts <i>Grit: The Power of Passion and Perseverance</i> by Angela Duckworth <i>The Champion's Mind: How Great Athletes Think,</i>	Visualization/imagery rehearsal Success Excellence Chasing excellence Commitment Grit Willpower Adversity Confidence Reevaluate The 7 L's to the Champion's Comeback Code	CC.1.4.7.M Write narratives to develop real or imagined experiences or events CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text CC.1.2.7.J Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other

		other classes and other areas in my life?		you want to improve Define success for you Identify which mindset best reflects your current self (pre assessment) Mental game scorecard (pre assessment) -Champion Mindset	<i>Train, and Thrive</i> by Jim Afremow <i>The Champion's Comeback: How Great Athletes Recover, Reflect, and Re-Ignite</i> by Jim Afremow "Academics Visualization Exercise" (195 - 199) Student created development pyramids *From unit 1 Student created Habit loop flow charts *From unit 2 Student created Vision Board and Benchmark and Goals flowchart *From unit 3 Student created	information and examples; including graphics and multimedia when useful to aiding comprehension CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another' provide a conclusion that follows from and reflects on the narrated experiences and events. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level
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					Progress monitoring chart *From unit 4 Self-assessment charts and daily schedule *From unit 5 Graphic Organizers and Infographics, some student-made		topics, texts, and issues, building on others' ideas and expressing their own clearly CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points