

## 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	<p>What is the difference between growth and fixed mindsets?</p> <p>Can I grow my intelligence?</p> <p>What type of mindset do I have?</p> <p>How can I turn my fixed mindset into a growth mindset?</p> <p>How can I strengthen my growth mindset?</p> <p>What does it take to become a better student?</p>	<p>Recognize the differences between growth and fixed mindset</p> <p>Read the science behind learning and growing intelligence</p> <p>Reflect on the elements/ingredients that make someone good at their craft</p>	<p>Getting to know you &amp; getting to know yourself icebreaker activity</p> <p>Identify which mindset best reflects your current self (pre assessment)</p> <p>Mental game scorecard (pre assessment)</p> <p>-Champion Mindset</p> <p>Create growth mindset statements</p> <p>Create a pyramid of success for</p>	<p><i>Mindset: How We Can Learn to Fulfill our Potential</i> by Carol S. Dweck</p> <p><i>The Champion's Mind: How Great Athletes Think, Train, and Thrive</i> by Jim Afremow</p> <p>Mindset Works materials</p> <p>Mindset Assessment Profile Tool</p>	<p>Mindset</p> <p>Growth Mindset</p> <p>Fixed Mindset</p> <p>Neuron connections</p> <p>Mastery approach</p> <p>Ego-oriented student/athlete</p> <p>Mastery-oriented student/athlete</p>	<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text</p> <p>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</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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</p>

				<p>academics and a pyramid for a special interest area/hobby</p>	<p>“You Can Grow Your Intelligence” article</p> <p>TedTalk: The Power of Belief</p> <p>Theoretical Hierarchy of the Development of the Athlete Pyramid Chart</p> <p>Graphic Organizers and Infographics, some student-made</p>		<p>multimedia when useful to aiding comprehension</p> <p>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</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>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.</p> <p>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas</p>
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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	<p>How is a habit created?</p> <p>Why is it difficult to create a new, positive habit?</p> <p>Why is it difficult to eliminate a negative habit?</p> <p>How do I eliminate negative habits?</p> <p>How do I create positive habits?</p> <p>How do I incorporate positive habits?</p>	<p>Analyze the science behind habit formation</p> <p>Analyze what makes a habit stick</p> <p>Analyze why it's difficult to make good habits stick</p>	<p>Reflect on what positive and negative habits you have</p> <p>Identify weaknesses and strengths</p> <p>Identify elements of your positive and negative habit loops</p> <p>Establish a new habit loop: Choose a negative habit to eliminate and, a positive</p>	<p><i>Atomic Habits: Tiny Changes, Remarkable Results</i> by James Clear</p> <p><i>The Power of Habit: Why We Do What We Do in Life and Business</i> by Charles Duhigg</p> <p>The study of Eugene Pauly *Connection to unit 1</p>	<p>The Habit Loop</p> <p>Cue</p> <p>Craving</p> <p>Response</p> <p>Routine</p> <p>Reward</p> <p>Habit stacking</p> <p>Latent potential</p> <p>Immediate response</p>	<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text</p> <p>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</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts,</p>

		How do I maintain positive habits and stay away from negative ones?		habit to create, a new reward	<p>Student created development pyramids *From unit 1</p> <p>Habit loop flow charts</p> <p>Graphic Organizers and Infographics, some student-made</p>	<p>Delayed response</p> <p>Procrastination</p> <p>Reflection</p> <p>The Goldilocks Rule</p>	<p>definitions, concrete details, quotations, or other information and examples; including graphics and multimedia when useful to aiding comprehension</p> <p>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</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>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.</p>
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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	<p>What is a goal?</p> <p>What makes a goal “good” or “bad”/achievable or unachievable?</p> <p>What is my <i>why</i> and what are your goals?</p> <p>How do I set a goal?</p> <p>How do I monitor my progress?</p>	<p>Elements of “good” and “bad”/achievable and unachievable goals</p> <p>How to create a <i>why</i> statement?</p> <p>How professional athletes monitor progress and achieve goals</p>	<p>Determine the difference between “good” and “bad” goals</p> <p>Create a Vision Board: Determine your <i>why</i> and connect it to your goals (academic and personal)</p> <p>Expand on your vision board and</p>	<p><i>Atomic Habits: Tiny Changes, Remarkable Results</i> by James Clear</p> <p>Student selected articles on professional athletes and goals</p> <p>Vision Board</p>	<p>Positive systems</p> <p>Big picture</p> <p>Instant gratification</p> <p>Goals</p> <p>Benchmarks/ Short-term goals</p> <p>Progress</p>	<p>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</p> <p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text</p> <p>CC.1.2.7.J Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases;</p>

		<p>What benchmarks should I set for myself?</p> <p>Why are smaller goals/benchmarks important?</p> <p>What habits should be your primary focus in attaining your goal?</p> <p>How do I set myself up for success?</p>	<p>Smaller benchmarks enable goals to be realized</p> <p>Time Management</p>	<p>create a goal for yourself</p> <p>Evaluate how you spend your time</p> <p>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</p>	<p>Benchmark and Goals flowchart</p> <p>Student created development pyramids *From unit 1</p> <p>Student created Habit loop flow charts *From unit 2</p> <p>Graphic Organizers and Infographics, some student-made</p>	<p>Progress monitoring</p> <p>Identity</p> <p>Outcome-based habits</p> <p>Identity-based habits</p> <p>SMART Goals</p> <p>The Goldilocks Rule *From Unit 2</p>	<p>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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</p> <p>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</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>
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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

		<p>How do I stay on track to meet my benchmarks and achieve my goals?</p> <p>What is failure?</p> <p>What is success?</p> <p>How can I learn to see failure as an opportunity?</p> <p>How do I get comfortable with being uncomfortable?</p> <p>How can I prepare myself to positively meet difficulties and challenges?</p>	<p>learning opportunities that are paths that lead to your goals</p> <p>The 4 zones and what progress or lack of progress occurs in each</p> <p>Monitor and evaluate your progress</p>	<p>associate with “failure”?</p> <p>What do failure and success look like to me?</p> <p>Research nonfiction articles</p> <p>Evaluate: In which zone do I spend the most time?</p> <p>Reflect on past failures and flip them into opportunities.</p> <p>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?</p>	<p><i>Timeless Art of Turning Trials into Triumph</i> by Ryan Holiday</p> <p><i>The Tao of Pooh</i> by Benjamin Hoff</p> <p>Selections from <i>The Daily Stoic</i> by Ryan Holiday *Journal prompts</p> <p>Student selected articles- famous people examples of resilience</p> <p>Student created development pyramids *From unit 1</p> <p>Student created Habit loop flow charts *From unit 2</p> <p>Student created Vision Board and Benchmark and</p>	<p>Perspective</p> <p>Objectivity</p> <p>Obstacles</p> <p>Challenges</p> <p>Optimism</p> <p>Pessimism</p> <p>Opportunities</p> <p>Comfort zone</p> <p>Fear zone</p> <p>Learning zone</p> <p>Growth zone</p> <p>Progress</p> <p>Empowerment</p>	<p>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</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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</p> <p>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</p>
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				<p>Complete a check in/evaluation of your benchmarks and goal</p> <p>Research a team/group that uses the same concepts in sports psychology</p>	<p>Goals flowchart *From unit 3</p> <p>Progress monitoring chart</p> <p>Graphic Organizers and Infographics, some student-made</p>		<p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>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.</p> <p>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</p> <p>CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p>
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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?	<p>"The No Complaining Rule"</p> <p>Daily Gratitude</p> <p>Positive mindset</p> <p>Replacing "I have to" with "I get to"</p> <p>Focusing on what you can control vs what you can't control</p> <p>Being your own biggest cheerleader and being your best self</p> <p>Monitoring your stress bank, meditating/breathing</p>	<p>Evaluate your positive and negative complaints</p> <p>Create "I'm the type of person who ____" statements</p> <p>Change "I have to..." statements into "I get to..." statements</p> <p>Evaluate what you can control, what you can't control, and what you can do about it</p> <p>Evaluate your self-talk and create positive statements about yourself</p> <p>Evaluate how you spend your time</p>	<p><i>The No Complaining Rule: Positive Ways to Deal with Negativity at Work</i> by Jon Gordon</p> <p>Selections from <i>The Daily Stoic</i> by Ryan Holiday</p> <p>*Journal prompts</p> <p><i>The Chasing Excellence Podcast</i> by Ben Bergeron</p> <p><i>The Champion's Mind: How Great Athletes Think, Train, and Thrive</i> by Jim Afremow</p>	<p>Gratitude</p> <p>Mindset</p> <p>Personal affirmation</p> <p>Positive and negative Self-talk</p> <p>Positivity</p> <p>Cost of negativity</p> <p>Positive complaints</p> <p>Negative complaints</p> <p>Cause and effect</p> <p>Solutions</p> <p>Negative energy</p>	<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text</p> <p>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</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition,</p>

				<p>and connect to your pyramid</p> <p>Create a daily schedule of how you spend your time</p> <p>Complete a check in/evaluation of your benchmarks and goal</p>	<p>Daily Schedule Chart</p> <p>Student created development pyramids *From unit 1</p> <p>Student created Habit loop flow charts *From unit 2</p> <p>Student created Vision Board and Benchmark and Goals flowchart *From unit 3</p> <p>Student created Progress monitoring chart *From unit 4</p> <p>Graphic Organizers and Infographics, some student-made</p>	<p>Progress</p> <p>Empowerment</p>	<p>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</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>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.</p> <p>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</p> <p>CC.1.5.7.F Include multimedia components and visual displays in presentations to</p>
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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	<p>How do I motivate myself?</p> <p>How do I stay motivated when I'm not seeing results?</p> <p>How do I maintain my <i>why</i>?</p> <p>How do I get back on track when I let go of my priorities?</p> <p>How do I reevaluate and change my benchmarks to help meet my goals?</p> <p>Is it okay to change my goals?</p> <p>How do I apply the concepts I learned to</p>	<p>Intrinsic motivation</p> <p>Connecting to your <i>why</i></p> <p>Changing benchmarks and goals to meet your needs</p> <p>Chasing excellence</p>	<p>Complete a check in/evaluation of your benchmarks and goal</p> <p>Write a narrative describing your imagery rehearsal</p> <p>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</p>	<p><i>Chasing Excellence and the Chasing Excellence Podcast</i> by Ben Bergeron</p> <p>Selections from <i>The Daily Stoic</i> by Ryan Holiday</p> <p>*Journal prompts</p> <p><i>Grit: The Power of Passion and Perseverance</i> by Angela Duckworth</p> <p><i>The Champion's Mind: How Great Athletes Think,</i></p>	<p>Visualization/imagery rehearsal</p> <p>Success</p> <p>Excellence</p> <p>Chasing excellence</p> <p>Commitment</p> <p>Grit</p> <p>Willpower</p> <p>Adversity</p> <p>Confidence</p> <p>Reevaluate</p> <p>The 7 L's to the Champion's Comeback Code</p>	<p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events</p> <p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text</p> <p>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</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other</p>

		other classes and other areas in my life?		<p>you want to improve</p> <p>Define success for you</p> <p>Identify which mindset best reflects your current self (pre assessment)</p> <p>Mental game scorecard (pre assessment) -Champion Mindset</p>	<p><i>Train, and Thrive</i> by Jim Afremow</p> <p><i>The Champion's Comeback: How Great Athletes Recover, Reflect, and Re-Ignite</i> by Jim Afremow</p> <p>"Academics Visualization Exercise" (195 - 199)</p> <p>Student created development pyramids *From unit 1</p> <p>Student created Habit loop flow charts *From unit 2</p> <p>Student created Vision Board and Benchmark and Goals flowchart *From unit 3</p> <p>Student created</p>	<p>information and examples; including graphics and multimedia when useful to aiding comprehension</p> <p>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</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>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.</p> <p>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level</p>
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