**Subject area/course**: ELA/ AP English Language & Composition

**Grade level/band**: 12

**Task source**: New Hampshire Task Bank; Author: Aaron Cass

**Transcending Limits**

**STUDENT INSTRUCTIONS**

1. **Task context**:

*Essential questions:*What are the limits of human ability? What attitudes, beliefs and methods have allowed people to transcend limits? What are my own limits, and how to I transcend them?

**tran·scend** (*verb)* – to go beyond ordinary limits; surpass; exceed expectations.

For this assignment you will be pushing your own limits – physically, mentally, personally – and documenting your experience in writing. In preparation for what you will do, you will be researching and preparing so you have the best chances of succeeding. While you prepare for and carry out your plan to push your limits, you will be keeping a journal to help document your experience.

1. **Final product**:

Your final product will be an essay in which you document your experience, incorporating what you wrote in your journals along with the information/quotes you gathered in preparation for whatever you did. Your essay will be a combination of *reflective writing* (looking back on your experience and exploring how it affected you) and *synthesis* (incorporating a variety of sources for a common purpose).

*Guidelines:*

* Typed, professional-looking/standard font, no extra spaces between paragraphs
* Double-spaced, **3-4 pages** in length
* Minimum **FIVE** outside sources integrated into your writing
* Full in-text citations and an MLA format works cited

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**

*Students will know:*

* How to evaluate online sources so they can choose the best training methods
* How people have attempted and succeeded at surpassing their (perceived) limits
* How to structure a cohesive narrative to communicate their experience to their reader
* How to integrate outside quotes and information in a non-academic (personal/narrative) writing style
* How to cite outside quotes and information in MLA format
* How to create realistic goals and adjust their preparation/methods based on the feedback they get along the way

*Students will be able to:*

* Integrate and evaluate multiple sources of information presented in different media as well as in words in order to address a question or solve a problem.
* Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
* Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
* Conduct short as well as more sustained research projects to answer a question; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

1. **Materials needed:**

* Have students use online database (via the library, as available), which provides a research database in which students can choose a customized Lexile level of their sources
* Online citation resources
* Journals
* *Born to Run* text

1. **Time requirements:**

This task was designed to take place over the course of two weeks. Your teacher will provide you with more information about the timing of each part of the task.

1. **Scoring:**

Your work will be scored using the Transcending Limits Expository Writing rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.