Unit 3: The Need To Live On The Edge: Extreme Sports

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **3-5 Weeks**
Status: **Published**

Brief Summary of Unit

This unit examines the need to test the forces of nature, ingenuity, and human endurance. Extreme Sports competitors are chasing an escape from contemporary life: from surfing Mavericks (California) to flying jet packs at 4,000 feet, these sports demand that athletes seize the day. During this unit, students will examine the subculture, transcendental thought, and ethics of extreme sports.

Interdisciplinary Connections and Career Readiness:

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Essential Questions

- How are the fans of twenty-first century extreme sports similar to the audience of a gladiator fight?
- How can performing an act of extreme challenge change a person mentally as well as physically?
- How does the increased popularity of extreme sports reflect society? What does a culture's need for extremism say about the values of the culture?
- How does TV glorify extreme sports and, in doing so, neglect to show the risks to the participants involved? At what point does society have a responsibility to protect athletes from themselves?
- Is the risk for sport the same as the risk for survival? Do human beings have limits or is potential limitless?
- What is fear? Does it manifest itself in secular life? How do athletes cope with the fear of not only failure but also death?
- Why do some humans have the urge to test the limits? At what point is risk-taking foolhardy? In what ways are these participants of extreme sports thrill-seekers?

Essential Understandings

- And analyze fear and understand how humans conquer it.
- Connections exist between the fascination with extreme conditions and the technology that encourages it.
- Cultural values that society espouses when it yearns for the threat of not just failure but death.
- Many seek challenge as part of nature throughout history.

Students Will Know

- the difference between a "risk" and a challenge.
- the difference between traditional sports and extreme sports.

Students Will Be Skilled At

- Developing personal inquiry and thought in journals.
- Discussing cogent ideas in a cooperative setting.
- Evaluating effectiveness of texts based on intended purpose.
- Manipulating digital media.
- Writing thought-provoking essays.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target

skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-

aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- ● As a culminating assessment, develop a new extreme sport and define its rules. Why would this appeal to a mass audience? Could it be televised?
- ● Conduct a graded discussion on human's need to test against the forces of nature.
- ● Write a rhetorical analysis discussing whether society has a moral obligation to protect its citizens from hurting themselves or others.
- ● Write journal entries reacting to the extreme sports clips.

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during this class targets not only comprehension, but also analysis. Students may read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in

addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

- Compare fear in all aspects of secular life with the fears of athletes and soldiers. Is there a difference or is it the same fear?
- Read article about Jetman. "Jetman Yves Rossy Shows Us How to Fly His Carbon Fiber Jet Wing" Short analysis of risk versus reward. Can technology make any feat possible?
- Read Calm In The Sky, Above All Else: A World Champion Skydiver's Story of Survival and What It Taught Him About Fear, Adversity, and Success,Higher Love: Skiing the Seven Summits, How Did I Get Here, Evel: The High-Flying Life of Evel Knievel: American Showman, Daredevil, and Legend in teams and discuss the elements of fear, mind control, and sub-culture that define extreme sports.
- Read excerpts from John Krakauer's Into Thin Air and show clips from Everest for comparison.
- Read excerpts from Thoreau's Walden, Krakauer's Into the Wild, and Jack London's Call of the Wild. What is "driving life into a corner?" Consider the elements of transcendental thought: non conformity, self-reliance, free thought, confidence, and importance of nature. Write a reaction and discuss in a table talk with peers.
- Show footage of Evel Knievel bus jumping and Snake River Canyon jumping.
- Show Global X Games. Describe the emotions the fan goes through watching the participant.
- Through a series of journal entries, students tap into personal experience involving fear and the Latin aphorism carpe diem or seize the day.
- Watch clips from A Lack Of Better which depicts urban skiing and Sean White's ski boarding. Write an analysis of how the attitude of the athlete creates a sub-culture outside of the societal norm.
- Watch clips from Chasing Mavericks. Consider the elements of fear that Jay Moriarty needs to address not only about the wave but also about life.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

- Brodsky-Chenfeld. Above All Else- ISBN-10: 1616084464, ISBN-13: 978-1616084462
- DesLauriers, Kit. Higher Love Skiing the Seven Summits-ISBN-10: 1941729010, ISBN-13: 978-1941729014
- Garner, Art. Black Noon: The Year They Stopped the Indy 500—ISBN-10: 1250075122, ISBN-13: 978-1250075123
- Hawk, Tony. How Did I Get Here: The Ascent of an Unlikely CEO-ISBN-10: 047063149X, ISBN-13:

978-0470631492

- Montville, Leigh. Evel: The High Flying Life of Evel Knievel- ISBN-10: 0767930525, ISBN-13: 978-0767930529
- Moore, Colten, Catching the Sky-ISBN-10: 1501117246, ISBN-13: 978-1501117244
- Global X Games

Suggested Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan