

UNIT OF STUDY - 11

<p>Title: Expository Writing Subject/Course: English Length: 2 weeks</p>	
<p>Topic: Mastering the Content Domain Grade: 11 Designer: Mari Robertson</p>	
<p>UNIT GOALS AND EXPECTATIONS</p>	
<p>IMPORTANT CONCEPTS:</p> <p>The Content Domain consists of: Central Idea Elaboration Unity Organization</p> <p>When students master the skills in the content domain, they write in an organized, unified fashion.</p> <p>Learning to write well-organized, unified expository essays increases students' abilities to organize their thinking and promotes better oral communication skills.</p> <p>Good writing and speaking skills are necessary for life.</p>	<p>ESSENTIAL QUESTIONS:</p> <p>What does the content domain consist of?</p> <p>Why is it important to have a clear central idea that unifies the essay?</p> <p>Why is it important to elaborate ideas in an essay?</p> <p>Why does an essay need to be logically organized?</p> <p>Why do students need to know how to write a well-organized, unified expository essay?</p>
<p>STUDENT LEARNING EXPECTATIONS:</p> <p>W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition</p> <p>W.4.11.2 Communicate clearly the purpose of the writing</p> <p>W.4.11.3 Write clear and varied sentences</p> <p>W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p>W.4.11.5 Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p> <p>W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition</p> <p>W.5.11.2 Write expository compositions, including analytical essays and research reports, that:</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas • employ visual aids when appropriate
<p>SPECIFIC DECLARATIVE KNOWLEDGE-What I know Understand elements of the content domain. Understand how to communicate clearly the central idea in an essay. Understand how to elaborate on ideas. Understand how to write clear and varied sentences. Understand how to organize ideas in a logical sequence.</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do Brainstorm ideas for a specific topic on which to write Formulate a thesis statement Plan subtopics and details Research for support of subtopics or details Write an outline of the essay Write an introduction that communicates a clear central idea Write body paragraph that include support for ideas, including</p>

	examples, facts, quotes or statistics. Write a conclusion that neatly wraps up the essay and ties it back to the central idea of the essay.
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Students brainstorm on an abstract topic to narrow ideas into a clear thesis statement. Students create subtopics within the central idea. Students write paragraphs that show a clear, logical progression toward an end.	
Traditional Assessments: Essay written to a prompt Final Essay	Other Evidence of Learning: Thesis statement Outline Research evidence

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Students will write an expository essay to a prompt. Students will grade each other's essays using the content domain. Students will brainstorm on an abstract topic to narrow ideas into a clear thesis statement. Students will research using the internet for specific facts, quotes or statistics that support their essay topic. Students will plan their essay by writing an outline. Students will write their essays using their outlines as a guide, including an introduction, body paragraphs that include specific evidence supporting their ideas, and a conclusion that wraps up the essay and ties the ideas back to the thesis statement.	<i>Writers INC: A Student Handbook for Writing and Learning</i>
Career Connections	
Textbook writer, editor, research assistant, teacher, grant writer, underwriters, college students.	