## Title: Why Did That Happen?  
**Subject/Course:** English  
**Length:** 2 weeks

### Topic: Cause and Effect Expository Essay  
**Grade:** 12  
**Designer:** J. Powers

### UNIT GOALS AND EXPECTATIONS

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<tr>
<th>IMPORTANT CONCEPTS/UNDERSTANDINGS:</th>
<th>ESSENTIAL QUESTIONS:</th>
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| -People need to understand why things happen so they can adapt for the future.  
-Expository writing helps explain things.  
-Good writers are more successful. | -Why do things affect each other?  
-How can I explain something well?  
-How can I write my best? |

### STUDENT LEARNING EXPECTATIONS:

- All writing SLE's  
- W.5.12.3  
- Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know

- what a cause and effect essay is.  
- how to compose a good c & e essay.  
- how to analyze a c & e essay

### SPECIFIC PROCEDURAL KNOWLEDGE – What I will do

- write a c & e essay  
- analyze a c & e essay

### UNIT ASSESSMENTS

(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

- c & e essay

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<tr>
<th>Traditional Assessments:</th>
<th>Other Evidence of Learning:</th>
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| -quiz                    | -prewriting  
- other daily work |

### ACTIVITIES AND LEARNING EXPERIENCES

- access prior knowledge by writing daily Bellringers related to c & e and discuss  
- model writing a c & e essay from Writers  
- model analyzing a c & e essay from Patterns  
- prewrite  
- write  
- revise and edit

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<th>Resources</th>
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| -ReadWriteThink.org  
-Holt Elements of Language  
Holt Elements of Language: Communication  
Elements of Literature website  
Writers, Inc.  
Reader’s Handbook  
Computer lab  
Patterns for College Writing |

### Career Connections

Scientist, historian