11.3	Module Overview

Researching Multiple Perspectives to Develop a Position

Texts	**Unit 1:**
	Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.
	Unit 2:
	Student research sources will vary. Students choose texts for research based on their individual research question/problem.
	Model Research Sources:
	• "When the U.N. Fails, We All Do" by Fareed Zakaria (Source #1)
	• "Why Genocide?" by Fred Edwords (Source #2)
	• "After Rwanda's Genocide" by The New York Times Editorial Board (Source #3)
	• "Bodies Count; A definition of genocide that makes sense of history." by Aaron Rothstein (Source #4)
	• "The Only Way to Prevent Genocide" by Tod Lindberg (Source #5)
	• "Convention for the Prevention and Punishment of Genocide" by William A. Schabas (Source #6)
	• "Convention on the Prevention and Punishment of the Crime of Genocide" by The U.N. (Source #7)
	• "The Ten Stages of Genocide." By Gregory Stanton (Source #8)
	• "Why Do We Look the Other Way?" By Gregory Stanton (Source #9)
	• "Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the University of Nebraska Lincoln (Source #10)
	Unit 3:
	Student research sources will vary. By Unit 3, students have chosen texts for research based on their individual research question/problem.
Number of Days in Module	42 (including Module Performance Assessment)

Introduction

In Module 11.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 11.1 and 11.2, students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which serves as the early foundation of what will ultimately become a written research-based argument paper. The research-based argument paper synthesizes and articulates several claims using valid reasoning and relevant and sufficient evidence to support the claims. Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by revising and editing.

In Unit 11.3.1, students closely read Elie Wiesel's Nobel Lecture, "Hope, Despair and Memory," focusing on the central ideas of memory, hope, solidarity, and suffering and how they build and interact over the course of the lecture. As students analyze the text, they examine Wiesel's use of rhetoric and delineate his argument in the lecture. Additionally, the text serves as springboard to research, as students surface and track potential research topics that emerge from the text.

In Unit 11.3.2, students continue the research process begun in Unit 1. Students begin to learn and engage in this iterative process by pursuing problem-based research questions. They also begin to deepen their understanding of their areas of investigation by using guiding inquiry questions and evaluating textual arguments. Students use this inquiry-based process to gather, assess, read, and analyze sources. In the latter half of the unit, students begin to organize and synthesize research findings to establish a position about a specific problem-based question.

In Unit 11.3.3, students engage in the writing process with the goal of synthesizing and articulating their evidence-based research position. The end product of this unit is a final draft of a research-based argument paper that articulates a perspective gleaned from research throughout Module 11.3. The writing cycle, in which students self-edit, peer review, and continually revise their work, serves as the primary framework for this unit.

Literacy Skills & Habits

- Read closely for textual details

- Annotate texts to support comprehension and analysis

- Engage in productive evidence-based conversations about text

- Conduct independent searches and assess sources for credibility, relevance, and accessibility

- Develop, refine, and select inquiry questions for independent research

- Collect and organize evidence from research to support analysis in writing

- Identify and evaluate arguments and claims in a text

- Generate an evidence-based perspective from research
- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Craft a research-based argument paper

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and are a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS Standards: Writing	
W.11-12.9.a, b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
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, and audiences.
CCS Standards: Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Standards

Assessed Standards

These standards are the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading	
CCRA.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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.
CCS Standards: Writing	
W.11-12.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2.a, b, d, e, f	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. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.

W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
CCS Standards: Speaking & Listening	
SL.11-12.1.d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Reading – Literature	
None.	

CCS Standards: Reading – Informational Text	
None.	

CCS Standards: Writing	
None.	

CCS Standards: Speaking & Listening	
SL.11-12.1.c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCS Standards: Language	
L.11-12.1.a, b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L.11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex

	texts when reading.
L.11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Module Performance Assessment

In this four-lesson Module Performance Assessment, students use technology to present their existing research in the format of a video presentation. Students reconceptualize their argument-based research papers for a specific audience, considering the most impactful and relevant evidence to present in a three- to five-minute video presentation. Additionally, students evaluate each other's presentations via accountable peer review.

Prompt
Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of content and uses formal spoken English. Your presentation should make strategic use of the video format to enhance and add interest to your research findings. The presentation should also state your

central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Further, your video should also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

After publishing your video, you will review a minimum of three video presentations using the Speaking and Listening Rubric and Checklist as a guide to offer feedback and questions via online comments.

Process

The Module Performance Assessment requires students to reorganize essential information from their research-based argument papers according to time specifications, content requirements, and audience knowledge considerations. Additionally, students take into account any teacher feedback they may have received during the preparation of their research-based argument papers, such that the organization, development, substance, and style of the end product is appropriate for the purpose and task. Students prepare the content for the presentations, familiarize themselves with the video recording technology to be used, and record and upload their presentations to a website. The video presentations should not be simply an oral version of students' research papers, but should instead enhance analysis and add interest, leveraging the flexibility of digital media to create a dynamic lens through which the audience sees the research. Students' reconceptualization also gives them a chance to deepen their understanding of their topic by applying considerations for a new audience, and modifying the content to maximize engagement. Finally, students engage in feedback-based peer review through the use of online comments.

Lesson 1

Students begin to prepare their presentations based on the Module Performance Assessment prompt. Instruct students to review and annotate their research-based argument papers to determine which information to include in their presentations. Display and distribute the 11.3 Video Presentation Outline Tool. Instruct students to use this tool as a resource to organize their reconceptualization of their research paper for their new audience by recording information from their annotated research-based argument papers.

Instruct students to produce a three- to five-minute video presentation (a maximum of 500 words) that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to reconceptualize their research-based argument paper from a written document to an oral presentation. Explain to students these presentations cannot simply be a reading of their papers, but should use the video format to strategically present the most compelling and relevant aspects of their

evidence, claims, and reasoning for a new audience. Explain that the video medium allows students to build upon, refine and distill their research-based arguments while using their oral presentation skills to present their arguments in dynamic and convincing ways.

Lesson 2
Students complete the 11.3 Video Outline Tool and prepare for their presentations. Students spend any remaining time familiarizing themselves with video recording software.

Lesson 3
Students come to class prepared to record their video presentations. Students record and upload their video presentations on an appropriate video hosting website, using the Speaking and Listening Rubric and Checklist to guide their work.

Lesson 4
Students view and peer review a minimum of three peer video presentations. Students use the SL.11-12.3 portion of the Speaking and Listening Rubric and Checklist to guide their feedback via online comments on the video hosting website.

Texts

Unit 1:
Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.

Unit 2:

Students choose texts for research based on their individual research question/problem.

Model research sources:

- "When the U.N. Fails, We All Do" by Fareed Zakaria (Source #1) (http://www.newsweek.com/)
- "Why Genocide?" by Fred Edwords (Source #2) (http://thehumanist.com/)
- "After Rwanda's Genocide" by The New York Times Editorial Board (Source #3) (http://www.nytimes.com/2014/04/09/opinion/after-rwandas-genocide.html)
- "Bodies Count; A definition of genocide that makes sense of history" by Aaron Rothstein (Source #4) (http://www.weeklystandard.com/)
- "The Only Way to Prevent Genocide" by Tod Lindberg (Source #5) (http://www.commentarymagazine.com/)

- "Convention for the Prevention and Punishment of Genocide" by William A. Schabas (Source #6) (http://legal.un.org/avl/ha/cppcg/cppcg.html)

- "Convention on the Prevention and Punishment of the Crime of Genocide" by The U.N. (Source #7) (https://treaties.un.org/doc/Publication/UNTS/Volume%2078/volume-78-I-1021-English.pdf)

- "The Ten Stages of Genocide" By Gregory Stanton (Source #8) (http://genocidewatch.org/)

- "Why Do We Look the Other Way?" By Gregory Stanton (Source #9) (http://genocidewatch.org/)

- "Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the University of Nebraska Lincoln (Source #10) (http://unlhumanrights.org/)

Unit 3:
Student research sources will vary. By Unit 3, students will have chosen texts for research based on their individual research question/problem.

11.3 Module-at-a-Glance Calendar

Text	Days in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1:				
Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.	11	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about text. • Collect and organize evidence from texts to support analysis in writing. • Collect and organize evidence from texts to support claims made in writing. • Use vocabulary	**CCRA.8** **RI.11-12.1.a** **RI.11-12.2** **RI.11-12.6** **W.11-12.2.a, b, d, e, f,** **W.11-12.7** **W.11-12.9.b** **L.11-12.1** **L.11-12.2** W.11-12.4 SL.11-12.1. c L.11-12.1.a L.11-12.3.a L.11-12.4.a-d L.11-12.5.a	**End-of-Unit:** Students complete a two-part writing assessment in response to the following prompts: **Part 1:** How do two or more central ideas interact and build on one another over the course of the text? **Part 2:** Articulate two to three distinct areas of investigation and where they emerge from the text.

		strategies to define unknown words. • Identify potential topics for research within a text. • Use questioning to guide research. • Conduct pre-searches to validate sufficiency of information for exploring potential topics. • Delineate arguments and explain relevant and sufficient evidence. • Analyze perspectives in potential research texts.		
Unit 2:				
Student research sources will vary. Students choose texts for research based on their individual research question or problem. Model research sources: 1. "When the U.N. Fails, We All Do" by Fareed Zakaria 2. "Why Genocide?" by	15	• Assess sources for credibility, relevance, and accessibility. • Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument. • Develop, refine, and select inquiry questions for research. • Develop and continually assess a research frame to guide independent searches. • Collect and organize	**CCRA.8** **RI.11-12.1.a** **W.11-12.1.b** **W.11-12.7** **W.11-12.8.** **W.11-12.9** **SL.11-12.1.d** **SL.11-12.4** W.11-12.1.a W.11-12.4 SL.11-12.3 L.11-12.4.a-d	**End-of-Unit**: Students turn in a completed Research Portfolio, including their Research Journals. In addition, students write a one-page synthesis of their developing perspectives derived from their research. Students draw on the research evidence collected to express an Evidence-Based Perspective on their problem-based question.

Fred Edwords 3. "After Rwanda's Genocide" by The New York Times Editorial Board 4. "Bodies Count; A definition of genocide that makes sense of history" by Aaron Rothstein 5. "The Only Way to Prevent Genocide" by Tod Lindberg 6. "Convention for the Prevention and Punishment of Genocide" by William A. Schabas 7. "Convention on the Prevention and Punishment of the Crime of Genocide" by the U.N. 8. "The Ten Stages of Genocide." By Gregory Stanton 9. "Why Do We Look the Other Way?" By Gregory Stanton 10. "Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the University of Nebraska at Lincoln	evidence from research to support analysis in writing. • Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research. • Develop counterclaims in opposition to claims. • Create oral presentations, keeping in mind audience's concerns, values, and potential biases.		

Unit 3:				
Student texts (research sources) will vary. By Unit 3, students have chosen texts for research based on their individual problem-based question.	12	• Collect and organize evidence from research to support analysis in writing. • Analyze, synthesize, and organize evidence-based claims. • Write effective introduction, body, and conclusion paragraphs for a research-based argument paper. • Use proper MLA citation methods in writing. • Edit for a variety of purposes, including using hyphens, capitalization, punctuation, and correct spelling. • Use formal style and objective tone in writing. • Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals, etc.). • Write coherently and cohesively. • Vary syntax for effect, while consulting references when needed.	**W.11-12.1.a-e** **W.11-12.4** **W.11-12.5** **W.11-12.9** **L.11-12.1** **L.11-12.2** **L.11-12.3** W.11-12.7 W.11-12.8 SL.11-12.1 SL.11-12.4 SL.11-12.6 L.11-12.1.b L.11-12.2.a, b L.11-12.3.a L.11-12.6	**End-of-Unit:** Students are assessed on the alignment of the final draft to the criteria of a research-based argument paper (W.11-12.1). The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning.