

RL.1/RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

SL.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

# Unit 5/6:

*Romeo and Juliet*  
(Character)

and

Parental Monitoring  
(Argument)

**This is a suggested calendar to help you manage your time while you are completing your classwork at home.  
All assignments are due on Fridays.**

Monday	Tuesday	Wednesday	Thursday	Friday
30 Read Act 2 Scenes 2-6 and complete Act 2 Scene Guide	31 Write Act 2 Paragraph and take Quiz online (Pearson Realize through Classlink)	April 1 Watch Act 3 Scene 1 Read Act 3 Scene 2-5 and complete Scene Guide	2 Write Act 3 Paragraph and take Quiz online (Pearson Realize through Classlink)	3 <b>Due:</b> Act 2 Scene Guide, Paragraph, & Quiz; Act 3 Scene Guide, Paragraph, & Quiz; Q3 Book Report
6 Read Act 4 Scenes 1-5 and complete Act 4 Scene Guide <i>Start Reading Q4 Book Report Book (Due 5/26)</i>	7 Write Act 4 Paragraph and take Quiz online (Pearson Realize through Classlink)	8 Read Act 5 Scenes 1-3 and complete Act 5 Scene Guide	9 Write Act 5 Paragraph and take Quiz online (Pearson Realize through Classlink)	10 <b>Due:</b> Act 4 Scene Guide, Paragraph, & Quiz; Act 5 Scene Guide, Paragraph, & Quiz
13 Answer Socratic Seminar Discussion Questions Read: "If Romeo and Juliet Had Cellphones"	14 Answer Socratic Seminar Discussion Questions Read: "If Romeo and Juliet Had Cellphones"	15 Engage in Google Classroom Socratic Seminar Discussion Board  <b>Due: Socratic Seminar Questions</b>	16 Engage in Google Classroom Socratic Seminar Discussion Board	17 <b>Due:</b> 1. Google Classroom Socratic Seminar Discussion Board; 2. Quiz: "If Romeo and Juliet Had Cellphones"

Choose Prompt	20	Choose Prompt	21	Write Essay (time yourself for practice – 1 hour)	22	Edit Essay (Self edit, peer edit, or have a family member edit)	23	<b>Due:</b> Romeo and Juliet Essay to <a href="https://www.turnitin.com">turnitin.com</a>	24
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<p style="text-align: right;">27</p> <p><b>Begin Unit 6</b></p> <ul style="list-style-type: none"> <li>Review video on how to do the <b>1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> close read</b></li> </ul>	<p style="text-align: right;">28</p> <ul style="list-style-type: none"> <li>Review video on how to do the <b>1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> close read</b></li> </ul>	<p style="text-align: right;">29</p> <ul style="list-style-type: none"> <li>Review video on how to do the <b>SOAPSTones</b> chart and <b>Rhetorical Precis</b></li> </ul>	<p style="text-align: right;">30</p> <ul style="list-style-type: none"> <li>Read article "The Undercover Parent"</li> <li>Complete <b>SOAPSTone &amp; Rhetorical Precis</b></li> </ul>	<p style="text-align: right;"><b>May 1</b></p> <p style="text-align: center;"><b>Due:</b></p> <ol style="list-style-type: none"> <li>Review ALL videos</li> <li>SOAPSTone and Rhetorical Precis for "Undercover Parent"</li> </ol> <p>*Pictures of article for evidence of Close Reading</p>
<p style="text-align: right;">4</p> <ul style="list-style-type: none"> <li>Read articles: "Brother meets Big Mother" "Should Parents Track Their Children"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">5</p> <ul style="list-style-type: none"> <li>Read articles: "Brother meets Big Mother" "Should Parents Track Their Children"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">6</p> <ul style="list-style-type: none"> <li>Read articles: "Brother meets Big Mother" "Should Parents Track Their Children"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">7</p> <ul style="list-style-type: none"> <li>Read articles: "Brother meets Big Mother" "Should Parents Track Their Children"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">8</p> <p style="text-align: center;"><b>Due:</b></p> <p>SOAPSTones and Rhetorical Precis for</p> <ol style="list-style-type: none"> <li>Big Brother meets Big Mother"</li> <li>"Should Parents Track Their Children"</li> </ol> <p>*Pictures of articles for evidence of Close Reading</p>
<p style="text-align: right;">11</p> <ul style="list-style-type: none"> <li>Read articles: "How to Manage Parental Control..." "Should Parents Snoop on Their Kids Online?"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">12</p> <ul style="list-style-type: none"> <li>Read articles: "How to Manage Parental Control..." "Should Parents Snoop on Their Kids Online?"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">13</p> <ul style="list-style-type: none"> <li>Read articles: "How to Manage Parental Control..." "Should Parents Snoop on Their Kids Online?"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">14</p> <ul style="list-style-type: none"> <li>Read articles: "How to Manage Parental Control..." "Should Parents Snoop on Their Kids Online?"</li> <li>Complete SOAPSTone &amp; Rhetorical Precis</li> </ul>	<p style="text-align: right;">15</p> <p style="text-align: center;"><b>Due:</b></p> <p>SOAPSTones and Rhetorical Precis for</p> <ol style="list-style-type: none"> <li>"How to Manage Parental Control..."</li> <li>"Should Parents Snoop on Their Kids Online"</li> </ol> <p>*Pictures of articles for evidence of Close Reading</p>
<p style="text-align: right;">18</p> <p>Option 1: Pro/Con Chart and Outline Essay</p> <p style="text-align: center;"><b>OR</b></p> <p>Option 2: Begin COVID-19 Time Capsule Project</p>	<p style="text-align: right;">19</p> <p>Option 1: Choose a side for essay</p> <p style="text-align: center;"><b>OR</b></p> <p>Option 2: Continue working on COVID-19 Time Capsule Project</p>	<p style="text-align: right;">20</p> <p>Option 1: Plan and Outline Essay</p> <p style="text-align: center;"><b>OR</b></p> <p>Option 2: Continue working on COVID-19 Time Capsule Project</p>	<p style="text-align: right;">21</p> <p>Option 1: Type Essay (time yourself for practice – 1 hour)</p> <p style="text-align: center;"><b>OR</b></p> <p>Option 2: Continue working on COVID-19 Time Capsule Project</p>	<p style="text-align: right;">22</p> <p>Option 1: Edit Essay (Self edit, peer edit, or have a family member edit)</p> <p style="text-align: center;"><b>OR</b></p> <p>Option 2: Continue working on COVID-19 Time Capsule Project</p>

<p>Memorial Day</p>	<p>25</p> <p><b>Due:</b> Q4 Book Report</p>	<p>26</p> <p>Submit Essay on Turnitin.com &amp; Google Classroom</p> <p><b>OR</b></p> <p>Submit COVID-19 Time Capsule on Turnitin.com &amp; Google Classroom</p>	<p>27</p> <p><b>Due:</b> <b>Option 1:</b> Parental Monitoring Essay due to turnitin.com</p> <p><b>OR</b></p> <p><b>Option 2:</b> COVID-19 Time Capsule Project</p>	<p>28</p> <p>29</p>
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