

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 Complete Act 2 Scene Guide for Scenes 2-6	April 1 Write Act 2 Paragraph	2 Take Act 2 Quiz online (Pearson Realize through Classlink)	3 <b>Due:</b> Act 2 Scene Guide, Paragraph, & Quiz
6 Read Act 3 Scenes 1-5 and complete Act 3 Scene Guide Start Reading Q4 Book Report Book (Due 5/26)	7 Complete Act 3 Scene Guide for Scenes 1-5	8 Write Act 3 Paragraph	9 Take Act 3 Quiz online (Pearson Realize through Classlink)	10 <b>Due:</b> Act 3 Scene Guide, Paragraph, & Quiz
13 Read Act 4 Scenes 1-5 and complete Act 4 Scene Guide	14 Write Act 4 Paragraph; Take Act 4 Quiz online (Pearson Realize through Classlink)	15 Read Act 5 Scenes 1-3 and complete Act 5 Scene Guide	16 Write Act 5 Paragraph; Take Act 5 Quiz online (Pearson Realize through Classlink)	17 <b>Due:</b> Act 4 Scene Guide, Paragraph, Quiz; Act 5 Scene Guide, Paragraph, Quiz
20 Begin Outline Essay (Prompt on Google Classroom)	21 Type Essay	22 Type Essay	23 Edit Essay (Self edit, peer edit, or have a family member edit)	24 <b>Due:</b> Romeo and Juliet Essay to turnitin.com
27 <b>Begin Unit 6</b> Review SOAPStone and Rhetorical Precise video on Edpuzzle	28 Read and annotate article "The Undercover Parent"	29 SOAPStone Chart on "The Undercover Parent"	30 Rhetorical Precise Paragraph on "The Undercover Parent"	May 1 <b>Due:</b> SOAPStone and Rhetorical Precise for "Undercover Parent"

<p style="text-align: right;">4</p> <p>Read article "Big Brother meets Big Mother"</p>	<p style="text-align: right;">5</p> <p>Annotate the article "Big Brother meets Big Mother"</p>	<p style="text-align: right;">6</p> <p>SOAPSTone Chart on "Big Brother meets Big Mother"</p>	<p style="text-align: right;">7</p> <p>Rhetorical Precise Paragraph on "Big Brother meets Big Mother"</p>	<p style="text-align: right;">8</p> <p><b>Due:</b> SOAPSTone and Rhetorical Precise for "Big Brother meets Big Mother" * Picture of article for evidence of Close Reading</p>
<p style="text-align: right;">11</p> <p>Read article "To Keep Teens Safe Online, They Need to Learn to Manage Risk"</p>	<p style="text-align: right;">12</p> <p>Annotate the article "To Keep Teens Safe Online, They Need to Learn to Manage Risk"</p>	<p style="text-align: right;">13</p> <p>SOAPSTone Chart on "To Keep Teens Safe Online, They Need to Learn to Manage Risk"</p>	<p style="text-align: right;">14</p> <p>Rhetorical Precise Paragraph on of "To Keep Teens Safe Online, They Need to Learn to Manage Risk"</p>	<p style="text-align: right;">15</p> <p><b>Due:</b> SOAPSTone and Rhetorical Precise for "To Keep Teens Safe Online, They Need to Learn to Manage Risk" * Picture of article for evidence of Close Reading</p>
<p style="text-align: right;">18</p> <p>Read article "Should Parents Snoop on Their Kids Online"</p>	<p style="text-align: right;">19</p> <p>Annotate the article "Should Parents Snoop on Their Kids Online"</p>	<p style="text-align: right;">20</p> <p>SOAPSTone Chart on "Should Parents Snoop on Their Kids Online"</p>	<p style="text-align: right;">21</p> <p>Rhetorical Precise Paragraph on of "Should Parents Snoop on Their Kids Online"</p>	<p style="text-align: right;">22</p> <p><b>Due:</b> SOAPSTone and Rhetorical Precise for "Should Parents Snoop on Their Kids Online" * Picture of article for evidence of Close Reading</p>
<p style="text-align: right;">25</p> <p><b>Memorial Day</b></p>	<p style="text-align: right;">26</p> <p>Q4 Book Reports Due</p>	<p style="text-align: right;">27</p> <p>Reflection of Units</p>	<p style="text-align: right;">28</p> <p><b>Due:</b> Reflection of Units</p>	<p style="text-align: right;">29</p>