



# PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Assistant Superintendent

## English IV

**Content Area:** English

**Grade Span:** 12

**Revised by:** Caren Stephenson

Presented by: Janine Albanese

**Approval Date:** August 2022

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## COURSE OVERVIEW

Description		
<p>English IV is a five-credit survey course that covers classic and contemporary literature. Students will closely read, discuss, analyze, and respond to works of literature that are considered great and significant. Students will hone their reading, writing, and research skills in preparation for post secondary life.</p>		
Goals		
<ul style="list-style-type: none"> <li>● Students will craft a concise, compelling personal narrative that illustrates who they are and that responds to one or more of the college essay prompts.</li> <li>● Students will read multiple texts and create a synthesis argument based on research and interpretation.</li> <li>● Students will engage in a formal, historical, psychological, and mythological critique of select literary texts.</li> <li>● Students will use critical theory to view the world through multiple perspectives</li> </ul>		
Scope and Sequence		
Unit	Topic	Length
1	"Who Am I"? -Individual Identity The Personal Narrative/College Essay	8 weeks
2	"A Face in the Crowd" - Individual Identity in relation to society	8 weeks
3	"Global Citizen"- Individual Identity and responsibility in a Global World	8 weeks
4	"Where Do I/We Go" - What are the next steps?	8 weeks
5	Personal Memoir	8 weeks
6	Children's Story Unit	8 weeks
Resources		
<p><b>Core Texts:</b> "Indian Education," Sherman Alexie; "This Is Water," David Foster Wallace; <i>Perks of Being a Wallflower</i>, Stephen Chbosky; <i>Into the Wild</i>, Jon Krakauer; <i>Titus Andronicus</i>, William Shakespeare; <i>Hamlet</i>, William Shakespeare; <i>Interpreter of Maladies</i>, Jhumpa Lahiri; <i>The Alchemist</i>, Paulo Coelho; <i>Metamorphosis</i>, Franz Kafka; <i>The Lone Ranger and Tonto Fistfight in Heaven</i>, Sherman Alexie; <i>Reservation Blues</i>, Sherman Alexie; <i>How the Garcia Girls Lost Their Accents</i>, Julia Alvarez; <i>The Glass Castle</i>, Jeannette Walls; <i>The House on Mango Street</i>, Sandra Cisneros; <i>Aftershocks</i>, Nadia Owusu; <i>Bird by Bird</i>, Annie Lamott</p> <p><b>Additional Texts:</b> <i>Oedipus</i>, <i>The Handmaid's Tale</i>, <i>Like Water for Chocolate</i>, <i>Blasphemy</i>, <i>Fences</i>, <i>Kaffir Boy</i>, <i>The Bluest Eye</i>, <i>Beloved</i>, and various multicultural texts to diversify curriculum and connect with students' lives.</p> <p><b>Suggested Resources:</b> Select nonfiction, short stories, media, poetry, film, and other multimedia resources</p>		

## UNIT 1:

<b>Summary and Rationale</b>	
Students will explore individual identity.	
<b>Recommended Pacing</b>	
8 weeks	
<b>State Standards</b>	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
W.11-12.3 .A,B,C,D,E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12.3	Analyze how an author’s choices concerning how to structure specific parts of a text
RL.11-12. 5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Writers often use literature as a means to uphold, critique, or rebel against society.</li> <li>• Effective writers use techniques (style, diction, and organization) to better inform, persuade, and entertain.</li> <li>• Literature addresses universal themes of the human condition.</li> <li>• Literature can reflect, clarify, and critique the time period it portrays.</li> <li>• Language changes over time.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why do writers leave certain ideas unstated?</li> <li>• How do writers effectively use the words and ideas of others to strengthen their own writing?</li> <li>• What makes a writer credible? What makes a source credible?</li> <li>• How do the perspectives of various writers and recorders of history affect the narratives they create?</li> <li>• How do writers plan effectively in order to produce clear, coherent writing?</li> <li>• What is the point of revision in writing?</li> <li>• How do writers illustrate their best qualities through narrative and description?</li> <li>• What are strategies writers use to hook readers into their essays?</li> <li>• What do colleges need to know about their applicants, and how can students address those needs?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The importance and impact of using sensory details; Showing, not telling; Writing a hook (different techniques); varying sentences; and avoiding cliches</li> <li>• How narratives reveal defining traits and experiences</li> <li>• How the structure of a narrative can bring readers on an emotional journey</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify effective narrative strategies in selective texts</li> </ul>	

- Experiment with different writing techniques in their own sample writing

### Resources

**Core Text:** "Indian Education" Sherman Alexie; "This Is Water" David Foster Wallace; personal statement and selected college essay examples

**Suggested Resources:**

Common App essay prompts

Teacher selected resources to demonstrate narrative techniques

[Names and Identity Journey; How I Became Me; Raised By Poem](#)

## UNIT 2:

### Summary and Rationale

"A Face in the Crowd" or the Individual in relation to the group

### Recommended Pacing

8 weeks

### State Standards

**Standard**

CPI #	Cumulative Progress Indicator (CPI)
W.11-12.3.A,B,C,D,E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Standard**

CPI #	Cumulative Progress Indicator (CPI)
RL.11-12.3	Analyze how an author’s choices concerning how to structure specific parts of a text

**Standard**

CPI #	Cumulative Progress Indicator (CPI)
RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

### Instructional Focus

**Unit Enduring Understandings**

- Literature addresses universal themes of the human condition.
- Literature can reflect, clarify, and critique the time period it portrays.
- Language changes over time.
- Writers often use literature as a means to uphold, critique, or rebel against society.
- Effective writers use techniques (style, diction, and organization) to better inform, persuade, and entertain.

**Unit Essential Questions**

- Can a common man be a tragic hero?
- What are the elements of our identity?
- How is the American identity constructed?
- How is that identity impacted by other identities such as class, gender, religion, sexuality or race.

**Objectives****Students will know:**

- The role of society in the formation of self and identity
- The differing interpretations of self through various critical lenses, such as Marxist, Psychoanalytic, Archetypal, and Constructivist.

**Students will be able to:**

- The role of society in the formation of self and identity
- The differing interpretations of self through various critical lenses, such as Marxist, Psychoanalytic, Archetypal, and Constructivist.
- Read critically and interpretively.
- Use non-fiction and paired texts to support literary responses and arguments.

**Resources**

**Core Text:** *Perks of Being a Wallflower*, Stephen Chbosky; *Into the Wild*, Jon Krakauer

**Suggested Resources:** Teacher selected poetry and nonfiction pieces

**UNIT 3:****Summary and Rationale**

"Global Citizen"- Individual Identity and responsibility in a Global World

**Recommended Pacing**

8 weeks

**State Standards****Standard**

CPI #	Cumulative Progress Indicator (CPI)
W.11-1 2.3.A,B, C,D,E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Standard**

CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12.3	Analyze how an author's choices concerning how to structure specific parts of a text

**Standard**

CPI #	Cumulative Progress Indicator (CPI)
RL.11-1 2.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
NJSLSA. W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Instructional Focus****Unit Enduring Understandings**

- Writers often use literature as a means to uphold, critique, or rebel against society.
- Effective writers use techniques (style, diction, and organization) to better inform, persuade, and entertain.
- Literature addresses universal themes of the human condition.

- Literature can reflect, clarify, and critique the time period it portrays.
- Language changes over time.

**Unit Essential Questions**

- Why do writers leave certain ideas unstated?
- How do writers effectively use the words and ideas of others to strengthen their own writing?
- What makes a writer credible? What makes a source credible?
- How do the perspectives of various writers and recorders of history affect the narratives they create?
- How do society and family ease or increase struggle?
- What conditions affect transformations?
- How are we isolated by our differences?

**Objectives**

**Students will know:**

- The elements of Shakespearean tragedy
- Themes and their development
- Elements of poetic and dramatic language and structure

**Students will be able to:**

- Analyze the soliloquies
- Identify and connect with themes in the play
- Express their interpretations of the Shakespearean characters clearly and with complexity of thought
- Apply critical lenses to texts in a literary essay, specifically the Gender, Post-Colonial and Marxist lenses
- Connect other texts to the plays and the themes

**Resources**

**Core Text:** Students will study *Titus Andronicus* or *Hamlet* and explore the pressures of social, cultural and familial responsibility, duty, betrayal, power dynamics.

**Suggested Resources:**

- "If Shakespeare Had a Sister," Virginia Woolf
- "Gertrude Talks Back," Margaret Atwood
- *Interpreter of Maladies*, Jhumpa Lahiri (excerpt)
- Teacher selected nonfiction, poetry, film to complement the play and explore themes.

**UNIT 4:**

**Summary and Rationale**

"Where Do I/We Go" - what are the next steps?

**Recommended Pacing**

8 weeks

**State Standards**

**Standard**

CPI #	Cumulative Progress Indicator (CPI)
W.11-1 2.3.A,B, C,D,E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA. W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL. 11-12.3	Analyze how an author's choices concerning how to structure specific parts of a text
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.11-1 2.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• How does the world we are from influence who we become?</li> <li>• Do people control their own destiny or fate?</li> <li>• What is happiness?</li> <li>• What keeps some people from being able to fully realize their potential or dream?</li> <li>• We can see ourselves in complex and struggling characters?</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do society and family ease or increase struggle?</li> <li>• What conditions affect transformations?</li> <li>• How are we isolated by our differences</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The definitions of the terms Kafkaesque, Magical Realism, Myth, Hero's Journey, Personal Legend</li> <li>• The concepts of archetype, allegory, and fable</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Assess the allegory and fable aspects of <i>The Alchemist</i> or <i>Metamorphosis</i></li> <li>• Compare and contrast literary texts</li> <li>• Analyze literary texts and elements</li> <li>• Write literary essays based on close reading, analysis, and secondary source reading</li> <li>• Discuss literature with clarity and insight</li> </ul>	
<b>Resources</b>	
<p><b>Core Text:</b> <i>The Alchemist</i>, Paulo Coelho or <i>Metamorphosis</i>, Franz Kafka</p> <p><b>Suggested Resources:</b></p> <p>Film: <i>Into the Wild</i></p> <p>Visual Art: Examples by Picasso, Matisse, Mondrian, and Miró</p> <p>Short Stories: <i>The Lone Ranger and Tonto Fistfight in Heaven</i> and <i>Reservation Blues</i>, Sherman Alexie (selections)</p> <p>Excerpts: <i>How the Garcia Girls Lost Their Accents</i>, Julia Alvarez</p> <p>Teacher selected poetry and nonfiction pieces</p>	

## UNIT 5:

<b>Summary and Rationale</b>	
Personal Memoir	
<b>Recommended Pacing</b>	
8 weeks	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W.11-1 2.3.A,B, C,D,E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL. 11-12.3	Analyze how an author’s choices concerning how to structure specific parts of a text
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.11-1 2.5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Writers often use literature as a means to uphold, critique, or rebel against society.</li> <li>• Effective writers use techniques (style, diction, and organization) to better inform, persuade, and entertain.</li> <li>• Literature addresses universal themes of the human condition.</li> <li>• Literature can reflect, clarify, and critique the time period it portrays.</li> <li>• Language changes over time.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why do writers leave certain ideas unstated?</li> <li>• How do writers effectively use the words and ideas of others to strengthen their own writing?</li> <li>• What makes a writer credible? What makes a source credible?</li> <li>• How do the perspectives of various writers and recorders of history affect the narratives they create?</li> <li>• How do writers plan effectively in order to produce clear, coherent writing?</li> <li>• What is the point of revision in writing?</li> <li>• How do writers illustrate their best qualities through narrative and description?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• The power of constructing their own narrative</li> <li>• The value of their experiences</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Choose events from their lives to include in their memoirs</li> <li>• Choose how to organize their narrative excerpts</li> </ul>	



## Resources

**Core Text:** *The Glass Castle*, Jeannette Walls; *The House on Mango Street*, Sandra Cisneros; *Aftershocks*, Nadia Owusu

**Suggested Resources:**

Film *The Glass Castle*

Non-Fiction: *Bird by Bird*, Annie Lamott (excerpts)

Teacher selected resources including author interviews

## UNIT 6:

### Summary and Rationale

Children's Story Unit: Children's Story Books Assignment

### Recommended Pacing

8 weeks

### State Standards

**Standard**

CPI #	Cumulative Progress Indicator (CPI)
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W.11-1 2.3.A,B, C,D,E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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**Standard**

CPI #	Cumulative Progress Indicator (CPI)
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RL. 11-12.3	Analyze how an author's choices concerning how to structure specific parts of a text
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**Standard**

CPI #	Cumulative Progress Indicator (CPI)
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RL.11-1 2.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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### Instructional Focus

**Unit Enduring Understandings**

- The search for truth can be painful and joyous
- The search for self and purpose is timeless
- Society has a role in defining and dictating the roles and actions of men and women
- Literature addresses universal themes of the human condition.
- Literature can reflect, clarify, and critique the time period it portrays.
- Language changes over time.

**Unit Essential Questions**

- Why do writers leave certain ideas unstated?
- How much control do we have over our lives and actions?
- How are gender roles constructed and the patriarchy reinforced or challenged by every day rules?
- How do writers effectively use the words and ideas of others to strengthen their own writing?
- What makes a writer credible? What makes a source credible?
- How do the perspectives of various writers and recorders of history affect the narratives they create?

### **Objectives**

#### **Students will know:**

- How identity is shaped by messages received and viewed beginning in childhood.

#### **Students will be able to:**

- Cite passages that they find relevant or meaningful
- Apply close textual analysis of a text
- Read and apply non-fiction texts to their understanding of a core text
- Deconstruct works of children's literature and ask specific questions about the text and the images in the stories.

### **Resources**

**Core Text:** [Children's Book Assignment](#)

**Suggested Resources:** Teacher and student selected children's literature