Perris Union High School District
Course of Study

A. COURSE INFORMATION

Course Title:
The Literary World of Harry Potter
➤ New
❑ Revised

Transcript Title/Abbreviation:
(To be assigned by Educational Services)

Transcript Course Code/Number:
(To be assigned by Educational Services)

Required for Graduation:
❑ Yes
➤ No

Meets UC/CSU Requirements?
➤ Yes
❑ No

Was this course *previously approved by UC* for PUHSD?
❑ Yes
➤ No
(Will be verified by Ed Services)

Meets "AP" Requirements?
❑ Yes
➤ No

Submitted by: Lisa Brown
Site: Paloma Valley High School
Date:

Subject Area:
❑ Social Science
⇒ English
❑ Mathematics
❑ Laboratory Science
❑ World Languages
❑ Visual or Performing Arts
➤ College Prep Elective
❑ Other

Is this classified as a Career Technical Education course?
❑ Yes
➤ No

Grade Level
❑ MS
❑ HS
❑ 5
❑ 6
❑ 7
❑ 8
❑ 9
➤ 10
➤ 11
➤ 12

Credential Required to teach this course:
Single Subject – English
To be completed by Human Resources only.

Signature: [signature] Date: 2-7-17

Meets "Honors" Requirements?
❑ Yes
➤ No

Unit Value/Length of Course:
➢ 0.5 (half year or semester equivalent)
➤ 1.0 (one year equivalent)
1. 2.0 (two year equivalent)
❑ Other: Course to be divided into two one-semester halves. Students may enter and leave at the semester.

Approvals	Name/Signature	Date
Dir. of Curriculum & Instruction		1/31/17
Asst. Sup. of Educational Services		1.31.17
Governing Board		

Prerequisite(s) (REQUIRED):
Students should demonstrate successful completion with a grade of C or higher in 9th grade or previous English.
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
This course explores the construction of culture and the uses of folklore and mythology in J.K Rowling's *Harry Potter* series. In this course we will explore a range of topics, themes, and issues in *Harry Potter*, with special focus themes as they are developed and enacted in the books, films, and in fan responses. In addition to enjoyment and appreciation, the course will focus on developing a deeper understanding of, as well as critical and literary analysis of the *Harry Potter* phenomenon. The central purpose of this elective course/program is to encourage students to expand on their critical reading skills through the study of high interest reading material. By encouraging students to engage in critical reading of both the *Harry Potter* novels as well criticism of the works, students will build on skills that will enable them to be more successful in their academic courses.

B. COURSE CONTENT
Course Purpose (REQUIRED): *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*
During this Harry Potter-themed course, students will perform a variety of critical analyses of the *Harry Potter* series (inclusive of both the novels and the films) as both cultural phenomena and progressive young adult literature. Discussions will focus on literary, sociological, cultural, and contextual analyses of the narrative text itself, the adaptation process resulting in the films, the literary value of the novels, and the staggering fan reception of the series. Students will practice close reading skills in order to analyze form, content, and significance of the texts; think, speak, and write in a more thoughtful, critical, and informed fashion; work collaboratively and design and carry out independent research, creative writing, and creative projects. Using popular culture texts that capture students' interests, we can move students from reading as fans to reading as critics if we are prepared to help them think deeply about how issues such as class, gender, and race operate in popular fiction.
Course Outline (REQUIRED): *Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*
Semester 1

Following are a series of units that can be addressed with any of the novels. Teachers may opt to replace the reading of any of the novels with viewing of the corresponding film. The units may be attached to any title within the series. Although specific novel titles are provided for each unit, the unit may be adapted to other titles within the series at teacher discretion. Teachers should teach at least two novels (or at least parts of them) and three units each semester. While unit 1 provides a foundation in archetype and myth, teachers can opt to select any three units and add elements from other units. For the second semester, teachers may also choose to carry over themes from first semester. Although each unit names a specific novel, units may be adapted to other titles within the series at teacher discretion.

Unit 1: Introduction to archetype, myth, and literary elements

Essential Question: How are myth and archetype an essential part of story telling?

- This unit will focus on the understanding of prevailing archetypes presented through the series, good versus evil archetype and the hero's journey as presented in Joseph Campbell's *Hero with a Thousand Faces*. In addition, this unit will review literary structure (plot) and devices (foreshadowing, narrative misdirection, irony, etc.) that are utilized throughout the series in order to form a foundation and appreciation for the works.
- Introduction to *Pottermore* website for backstories of characters in the series and additional information provided by the author.
- Readings: *Harry Potter and the Sorcerer's Stone*
- Writing:
    - Journal writes (addressing plot related questions, letters to/from characters, analysis of literary elements, etc.); Discussion boards; short answer questions
- Assignments (**select from the following assignment options**):
    - Set up wiki-page for creative writing and critical analysis
    - Journal writes in google classroom
    - Group research and presentation mythological allusions in *Harry Potter and the Sorcerer's Stone*
    - Compare and contrast film to novel version.
    - Socratic Seminar discussion

Unit 2: The Culture of the magical realm of witches and wizards, as well as muggle world
Essential question:

1. How are archetypes used to create the rules for magical behavior in the wizarding world?
2. How does J.K. Rowling develop symbolism in order to enhance the text?

This unit will introduce students to the social rules for magical behavior within the magical and muggle worlds. We will further examine Rowling's use of archetype and symbolism within the text.

- Reading:
    - *Harry Potter and the Chamber of Secrets*
- Writing:
    - Journal writes (addressing plot related questions, letters to/from characters, analysis of literary elements); Discussion boards; short answer questions.
- Assignments (**select from the following assignment options**):
    - Journal writes in google classroom
    - Discussion boards
    - Creative writing. Write a short story or chapter based on the events of the novel. Post to wiki page.

- Group research and presentation for mythological allusions in *Harry Potter and the Chamber of Secrets*
- Group analysis of the hero's journey in Chamber of Secrets
- Wiki-page posts
- View film version and compare to the novel
- Socratic Seminar Discussion

Unit 3: Social Relationships and dynamics: friendships, families, groups, laws, and punishment
This unit focuses on social relationships within Harry Potter, including family, friends, and school houses.
Essential questions:

1. How are themes developed in literature?
2. How are social relationships in text used to develop themes?

- Reading:
  - *Harry Potter and the Prisoner of Azkaban*
  - Essays from "The Leaky Cauldron" (linked here)
- Writing:
  - Journal writes (addressing plot related questions, letters to/from characters, analysis of literary elements, themes, elements of monomyth, etc.);
- Assignments (**select from the following assignment options**):
  - Discussion posts
  - journal writes in google classroom
  - Creative writing: Write a short story about Sirius's capture or his time in Azkaban. Post to wikipage.
  - Group research and presentation for mythological allusions in *Harry Potter and the Prisoner of Azkaban*
  - View film version and compare to novel
  - Socratic seminar

Unit 4: International education and cooperation
This unit will focus on an analysis of the educational system of the magical community along with focus on the archetype of good versus evil in literature.

Essential Questions:
1. What are modern expectations for the educational system?
2. What is the nature of good and evil?

- Readings:
  - *Harry Potter and the Goblet of Fire*
- Writing:
  - Journal writes (addressing plot related questions, letters to/from characters, analysis of literary elements, elements of monomyth, etc.); short answer questions;

- Assignments (**select from the following assignment options**):
  - Journal writes in google classroom
  - Discussion boards
  - Creative writing. Write articles for *The Daily Prophet*
  - Group research and presentation for mythological allusions

- Group analysis of stages of the hero's journey
- Wiki-page posts
- View film version and compare to the novel
- Socratic seminar

Unit 5: The Role of Government in Education, and the role of protest
In this unit, students will examine the government and educational system of the wizarding world.

Essential questions:

- What makes a good teacher?
- What role should the government play in education?

- Readings:
  - *Harry Potter and the Order of the Phoenix*
- Creative Writing:
  - Write editorial for the Daily Prophet arguing against the Ministry of Magic's involvement in Hogwarts.
  - Create further educational decrees not mentioned in the novel
  - Write creative articles for *The Quibbler*

- Assignments (**select from the following assignment options**):
  - Journal writes in google classroom
  - Discussion boards
  - Creative writing. Write articles for *The Daily Prophet* and *The Quibbler*
  - Group research and presentation for mythological allusions
  - Group analysis of stages of the hero's journey
  - Wiki-page posts
  - Compare and contrast film to novel version
  - Socratic seminar

Unit 6: Social hierarchies and the roles of race and class, and gender in culture

Essential questions:

- How do author's address issues of race, class, and gender?
- How do an author's decisions impact interpretation?

- Reading:
  - *Harry Potter and the Half Blood Prince*
- Writing:
  - Journal writes
  - Creative writing:
    - Write a eulogy for Dumbledore
    - Write an article for *The Daily Prophet* or *The Quibbler* regarding the break in at Hogwarts

  Assignments (**select from the following assignment options**):
  - Journal writes in google classroom
  - Discussion boards
  - Creative writing. Write articles for *The Daily Prophet* and/or *The Quibbler*
  - Group research and presentation for mythological allusions

- Group analysis of stages of the hero's journey
- Wiki-page posts
- Compare and contrast novel to film version
- Socratic seminar topics

Unit 7: Love and death: This unit focuses on the symbolism, archetypes, and themes found within the series as a whole.

Essential questions:
- How do symbols add layers to storytelling?
- How do archetypes add depth to a reading?
- How are contemporary issues and themes reflected in literature?

Reading:
  - *Harry Potter and the Deathly Hallows*
- Writing:
  - Journal writes
  - Creative writing:
    - Articles for *The Daily Prophet* and/or *The Quibbler* about the final battle at Hogwarts
    - Short story writing
    - Write alternative ending to series
- Assignments (**select from the following assignment options**):
  - Journal writes in google classroom
  - Discussion boards
  - Creative writing. Write articles for *The Daily Prophet* or *The Quibbler*
  - Group research and presentation for mythological allusions
  - Group analysis of stages of the hero's journey throughout the novel and/or entire series
  - Wiki-page posts
  - Compare and contrast film to novel version
  - Socratic Seminar

Unit 8: Introduction to Harry Potter fandom
In this unit, students will examine the stunning fan presence on the internet and potentially submit fan fiction to online websites for publication. Teachers may also choose to read the play, *Harry Potter and the Cursed Child* as an example of fan fiction.

Essential question:
How do fans express loyalty?

- Examine fan sites (The Leaky Cauldron, mugglenet, Pottermore, etc.)

Assignments: Creative writing
- Student selected fan fiction
- Present creative writing topics to class

Writing Assignments (REQUIRED):
Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- Reflective journals based on the reading
- Short answer responses
- Creative writing; Eulogy, news article, etc.
- Discussion boards
- Compare and contrast novel and movie versions
- Short stories
- Alternative endings

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1-7

Title: *Harry Potter and the Sorcerer's Stone* (1998)
- ISBN-10: 0439708184
- ISBN-13: 978-0439708180

Harry Potter and the Chamber of Secrets (2000)
- ISBN-10: 9780439064873
- ISBN-13: 978-0439064873

Harry Potter and the Prisoner of Azkaban (2001)
- ISBN-10: 0439136369
- ISBN-13: 978-0439136365

Harry Potter and the Goblet of Fire (2002)
- ISBN-10: 0439136369
- ISBN-13: 978-0439136365

Harry Potter and the Order of the Phoenix (2004)
- ISBN-10: 0439358078
- ISBN-13: 978-0439358071

Harry Potter and the Half Blood Prince (2006)
- ISBN-10: 0439785960
- ISBN-13: 978-0439785969

Harry Potter and the Deathly Hallows (2009)
- ISBN-10: 0545139708
- ISBN-13: 978-0545139700

Edition:
Harry Potter: The Complete 8-Film Collection
Number of discs: 8
Rated: PG-13 (Parental Guidance Suggested)
Studio: Warner Bros.
DVD Release Date: November 11, 2011
ASIN: B005OCFGTO

Author: J.K. Rowling

Publisher: Scholastic Books

Usage:
- ❖ Primary Text

➤ Read in part or whole (at teacher discretion and as time allows)	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Additional critical and creative materials.

Optional reading selections are embedded throughout and linked here:
https://www.pottermore.com/ (Pottermore)
http://mythologyteacher.com/documents/TheHeroJourney.pdf (The Hero's Journey)
http://orias.berkeley.edu/hero/journeystages.pdf (Stages of the Hero's Journey)
https://www.msu.edu/~jdowell/pdf/JosephCampbellPathHero.pdf (Interpretations of Joseph Campbell and the Hero's Journey)
http://www.mugglenet.com/ (fansight)
https://gupea.ub.gu.se/bitstream/2077/35062/1/gupea_2077_35062_1.pdf (Archetypes and Stereotypes in J.K. Rowling's *Harry Potter* Series)
http://www.christianitytoday.com/ct/2011/july/harryherestay.html "Harry Potter is Here to Stay" by John Granger

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: $5205.20 Sorcerer's Stone $17.41 ea - $696.40/40 copies Chamber of Secrets $17.41 ea - $696.40/40 copies Prisoner of Azkaban $17.41 ea - $696.40/40 copies Goblet of Fire $19.03 ea - $761.20/40 copies Order of the Phoenix $19.03 ea - $761.20/40 copies Half Blood Prince $19.03 ea - $761.20/20 copies Deathly Hallows $20.81 ea - $832.40/40 copies Total one set =$130.13 plus tax (price at Amazon.com for boxed set = $109.99/$4399.60 for class set)	Description of Additional Costs: *Harry Potter*: The Complete 8-Film Collection DVD set $69.99 Amazon
Additional costs:$0	
Total cost per class set of instructional materials:	$5275.10 ($4469 on Amazon)

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Students will regularly take quizzes on the assigned reading. These quizzes will primarily focus on holding students

accountable for the reading and will be a combination of open ended short answer questions and multiple choice questions. In addition, students will be assessed on major themes and issues in each novel through regular journal writing, discussion, and Socratic Seminars. Students will also be assessed informally through development of wiki pages, creative writing assignments, and individual and group presentations.
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be used.
Direct instruction Class discussion Discussion groups Reading assignments Socratic seminar Philosophical chairs discussions Collaborative grouping Individual and group presentations Reflective journals Research for writing and presentation Creative writing
Assessment Methods and/or Tools (REQUIRED):
Please list different methods of assessments that will be used.
Multiple choice quizzes and tests Socratic Seminars Journals Wiki page Google classroom questions Informal observation and discussion Research assignments and presentations Creative writing Rubrics

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	**Objective**	**Standard(s)**	**Chapter(s)**	**Reference**
Unit 1 (2-4 weeks)	Instructional Objectives: Through reading, writing, listening, and speaking, students will meet the following objectives: Essential Question: How are myth and archetype an essential part of story telling?	CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the	*Harry Potter and the Sorcerer's Stone* (Full Text) Optional:	

	Content objectives: • Students will recognize and appreciate Rowling's use of archetype, myth, and literary misdirection techniques in developing both the novel and the series. Skill objectives: • Students will develop writing skills through informal journal prompts, and letters to/from characters, discussion topics, and short answer questions in which they must use arguments and support claims using valid reasoning and relevant and sufficient evidence. Performance assessments: • wiki page • reading quizzes • journal writing • discussion boards • Short answer questions • Letter writing to/from characters	text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the	"Five Keys for Unlocking Harry Potter for the Serious Reader" by John Granger (linked here) "Harry Potter and the Enchantments of literature" edited by Wendy Glenn, Ricki Ginsberg, and Danielle King Excerpts from *Hero with a Thousand Faces* (linked here) Introduction to literary alchemy (linked here) Good versus evil archetype (linked here) Introduction to religious symbolism in the Harry Potter series (linked here). Myth and legend in Harry Potter (linked here)	

		claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.11-12.1.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. CCSS.ELA-LITERACY.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.		
Unit 2 (3-4 weeks)	Instructional Objectives: Through reading, writing, listening, and speaking, students will meet the following objectives: Essential Question: 1. What is literary alchemy? 2. How are archetypes used to enhanced understanding in a story? 3. How does symbolism enhance understanding of a text? Content objectives: • Students will appreciate Rowling's narrative choices and be able to identify social rules of both the magical and muggle worlds within the series. • Students will identify and research archetypes. • Students will identify symbols and discuss their use in developing the text. Skill objectives: • Students will read critically. • Students will develop writing skills through informal journal prompts, and letters to/from characters, discussion topics, and short answer questions in which they must use arguments and support claims using valid reasoning and relevant and sufficient evidence. Performance assessments: • wikipage • reading quizzes • journal writing • discussion boards • Creative writing • Short answer quizzes	CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.ELA-LITERACY.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	*Harry Potter and the Chamber of Series* Optional: "The Embodiment of Collective Exclusion - Transcending the Borders of Social Segregation in Harry Potter" by Alyssa Hunziker of the University of Florida	

		matters uncertain. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.W.11-12.1.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. CCSS.ELA-LITERACY.W.11-12.1.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 bias CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information CCSS.ELA-LITERACY.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		
Unit 3 (3-4 weeks)	Essential questions: 1. How are themes developed in literature? 2. How are social relationships in text used to develop themes? Content objectives: • Students will interpret themes and analyze their development through the text and series. • Students will examine social relationships and determine how they are constructed in order to establish themes. Skill objectives: • Students will read critically. • Students will develop writing skills through informal journal prompts, and letters to/from characters, discussion topics, and short answer questions in which they must use arguments and support claims using valid reasoning and relevant and sufficient evidence. Performance assessments: • wikipage • reading quizzes • journal writing • discussion boards • Creative writing	CCSS.ELA-LITERACY.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.) CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the	*Harry Potter and the Prisoner of Azkaban* Optional: Essays from "The Leaky Cauldron" (linked here) "The Alchemist's Tale:Harry Potter & the Alchemical Tradition in English Literature" (linked here)	

		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. CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet,		

		to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-LITERACY.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		
Unit 4 (5-6 weeks)	Essential Questions: 1. What are modern expectations for the educational system? 2. What is the nature of good and evil? Content objectives: 1. Students will examine interpretations of the educational system within the texts. 2. Students will draw conclusions about educational practices based on analysis of educational system within the texts. Skill Development objectives: 1. Students will read critically. 2. Students will develop writing skills	CCSS.ELA-LITERACY.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	*Harry Potter and the Goblet of Fire* Optional: "The Tri-Wizard Cup: Alchemy and Transformation in *Harry Potter*" By Priscilla Hobbs, M.A (linked here)	

	through informal journal prompts, and letters to/from characters, discussion topics, and short answer questions in which they must use arguments and support claims using valid reasoning and relevant and sufficient evidence. Performance Assessments: • Journal writes in google classroom • Discussion boards • Creative writing. Write articles for *The Daily Prophet* and/or *The Quibbler* • Group research and presentation for mythological allusions • Wiki-page posts • Discussion	language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or	Sneaking Out After Dark: Resistance, Agency, and the Postmodern Child in JK Rowling's Harry Potter Series by Drew Chappell Arizona State University (linked here)	

		recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-LITERACY.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		

Unit 5 (5-8 weeks)	Essential questions: • What makes a good teacher? • What role should the government play in education? • What are postmodern themes? Content objectives: • Students will acquire and develop an understanding of the role of government within the text and series. • Students will evaluate strengths and weaknesses of the educational system. Skill Development objectives: 1. Students will read critically. 2. Students will develop writing skills through informal journal prompts, and letters to/from characters, discussion topics, and short answer questions in which they must use arguments and support claims using valid reasoning and relevant and sufficient evidence. Performance Assessments: • Journal writes in google classroom • Discussion boards • Creative writing. Write articles for *The Daily Prophet* and/or *The Quibbler* • Group analysis of literary alchemy and stages of the hero's journey • Wiki-page posts • Formal and informal discussion	CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	*Harry Potter and the Order of the Phoenix* Optional: "Board of Education Inspection Report: Hogwarts School of Witchcraft and Wizardry" by Peter Warmby (linked here) "Hogwarts is a Terrible School" by Matthew Belinkie (linked here) "Harry Potter and the Theories of Education" by Rusmir Musia and Lyndsay Agans (Linked here)	

		CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.W.11-12.1.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. CCSS.ELA-LITERACY.W.11-12.1.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. CCSS.ELA-LITERACY.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		
Unit 6 (5-8 weeks)	Essential questions: • How do author's address issues of race, class, and gender? • How do an author's decisions impact interpretation? Content objectives: • Students will develop an understanding of social hierarchies and the role of race and class within the novel and series. • Students will examine presentation of postmodern themes related to race, class, and gender. Skill Development objectives: 1. Students will read critically. 2. Students will develop writing skills through informal journal prompts, and	CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or	*Harry Potter and the Half-Blood Prince*	

	letters to/from characters, discussion topics, and short answer questions in which they must use arguments and support claims using valid reasoning and relevant and sufficient evidence. 3. Students will write creatively. Performance Assessments: • Journal writes in google classroom • Discussion boards • Creative writing. Write articles for *The Daily Prophet* and/or *The Quibbler* • Group analysis of literary alchemy and stages of the hero's journey • Wiki-page posts • Formal and informal discussion	more themes or 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 produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.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. CCSS.ELA-LITERAC		

		Y.W.11-12.1.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. CCSS.ELA-LITERACY.W.11-12.1.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. CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new		

		arguments or information. CCSS.ELA-LITERACY.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.		
Unit 7 (5-8 weeks)	Students will write on-demand arguments and support claims using valid reasoning and relevant and sufficient evidence. Essential questions: • How do symbols add layers to storytelling? • How do archetypes add depth to a reading? • How are contemporary issues and themes reflected in literature? Content objectives: • Students will identify symbols used in the text and series and evaluate their impact. • Students will interpret archetypes as presented throughout the series as a whole. • Students will examine postmodern	CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central	*Harry Potter and the Deathly Hallows*	

	themes and symbolism within the novel as a whole and draw conclusions about JK Rowling's layers of meaning within the text. Skill Development objectives: 1. Students will read critically. 2. Students will write on-demand arguments and support claims using valid reasoning and relevant and sufficient evidence. 3. Students will write creatively. Performance Assessments: • Journal writes in google classroom • Discussion boards • Creative writing. Write articles for *The Daily Prophet* and/or *The Quibbler* • Group analysis of literary alchemy and stages of the hero's journey • Wiki-page posts • Formal and informal discussion.	ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.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. CCSS.ELA-LITERAC		

		Y.W.11-12.1.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. CCSS.ELA-LITERACY.W.11-12.1.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. CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new		

		arguments or information. CCSS.ELA-LITERACY.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.		
Unit 8 (4-5 weeks)	Essential question: • How do fans express loyalty? Content Objective: • Students will explore fan websites and potentially make submissions. Skills objective: • Students will write and/or revise creative writing for potential submission to web sites.	CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or	Fan websites: Mugglenet (linked here) Pottermore (linked here) The Leaky Cauldron (linked here)	

		information.		

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION

Context for course (optional)

This course explores the construction of culture and the uses of folklore and mythology in J.K Rowling's *Harry Potter* series. In this course we will explore a range of topics, themes, and issues in *Harry Potter*, with special focus on how the culture of the magical realm of witches and wizards, as well as the muggle (human) world, has been constructed, negotiated, and enacted in the books, films, and in fan responses. In addition to enjoyment and appreciation, the course will focus on developing a deeper understanding of , as well as critical and literary analysis of *Harry Potter*.