

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: Redlands eAcademy Department Electives
(course offerings will be made available for all schools)

Contact Information

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Summer Contact Person: _____

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Course Information

Course Title: Magical Worlds in Literature Transcript Name (15 Max): Magic Wrlds Lit

Length of course: One Year Amount of Units: 10.0
(one semester, two semesters, or one-year course)

Area of Credit: Elective
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: English Credential Additional Training: _____

Department Review Date: 10/17/24 Dept. Signature: 

Site Administrator Signature: 

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Mark Blum Date reviewed: 10/16/2024

☐ District section of this form is appropriately completed

☐ All required attachments are affixed and appropriate

☐ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: 

Course Approval Curriculum Committee

Approved by: majority decision Date approved: 11/20/24

Date approval/disapproval notification letter sent: 12/3/2024

Signature: 

Board Submission Date: _____ Board Approved Date: _____



New Course Submission

Magical Worlds in Literature

COURSE OUTLINE

Magical Worlds in Literature is a full year course that 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.

COURSE OVERVIEW

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

PREREQUISITES & CO-REQUISITES & TARGETED STUDENT POPULATION

Open to all high school students.

COURSE CONTENT

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

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. This unit forms the basic structure of the novels within the series, and examines the most prevalent devices. Students will learn how archetypes are used to create a template for many works of fiction or film. This unit also examines plot devices that are specific to Rowling's works, such as narrative misdirection, and how they add to the suspense of the works.

Assignments

Group research and presentation mythological allusions in Harry Potter and the Sorcerer's Stone. Students will work in cooperative groups in order to research various mythological allusions

as presented in the text (ie: Fluffy, the three headed dog) in order to create a visual representation of the corresponding myth. Students will learn allusion as a literary technique and expand their cultural literacy.

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

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. Specifically, this unit examines how the wizarding world exists within and beside the muggle world. Included is an examination of wizarding laws that help to shroud the wizarding world in secrecy. We will examine how wizards live compared to muggles. In addition, we will examine societal structures within the wizarding world (pure bloods, half-bloods, etc.). Furthermore, we will examine the elements of literary alchemy as defined by John Granger as a plot structure throughout the series. This unit will also continue the study of the elements of the hero's journey archetype. Students will also learn additional information about the Wizarding World through the use of J.K. Rowling's supplemental writing on Pottermore.com.

Assignments

Creative writing: Write a short story or chapter based on the events of the novel. Students will individually write a short story or add a chapter to the reading using the elements of plot structure and incorporate dialogue. Students will take time to work in class on short stories/chapters, and will present them to the rest of the class. Students will learn proper plot structure as well as how to incorporate dialogue.

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, and provides an extension of the social structure that was established in the previous units. Adding to the focus of the first unit, this unit will examine how the friendship between Harry, Ron, and Hermione represent an example of the hero's journey and the "helpers" that help the hero to achieve his/her quest. In addition, this unit will look at how school houses are represented, how they interact, and what each house values. Furthermore, we will examine how wizards manage law and justice, by looking at Azkaban and dementors as forms of punishment. Finally, we will address societal prejudices and discrimination directed towards anyone who is not a pure-blooded wizard and compare such prejudices to those that exist in the world that we live in in order to understand implicit arguments that are being made in the text. The students will also use supplemental materials from Pottermore.com, such as getting sorted and getting their assigned wands.

Assignments

Journal writes (addressing plot related questions, letters to/from characters, analysis of literary elements, themes, elements of monomyth, etc.). For example, students will write a letter to one of the characters in the book and post it to a class shared folder. Students will demonstrate understanding

of characters through writing a letter to a given character, and also demonstrate understanding of the proper method for structuring a business letter.

Unit 4: International education and cooperation

This unit will focus on an analysis of the educational system of the magical community. In addition, we will examine how schooling differs internationally, and the role of cooperation between school houses, schools and countries. Students will learn about nationalism, patriotism, and competition, and how they influence our dealings with others. We will also continue to study the archetype of good versus evil and how it appears in literature. In addition, we will look at how people use and abuse power and question the basis of good leadership. Students will read about the different Wizarding schools from Pottermore.com.

Assignments

Creative writing. Write articles for The Daily Prophet. For this assignment, students will learn how to structure a news article so that they can write an article about some element of action within the text. For example, they could write an article about Cedric Diggory's death at the Tri-wizard Tournament. We will then turn student articles into an edition of the wizard newspaper, The Daily Prophet. Students will write journalistic writing.

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. Specifically, we will look at how school systems are impacted by governmental policies. We will examine the elements that make a good school and a good teacher. We will also address the necessary role that the government plays in creating school policy. In addition, we will examine the ways that people protest evil and stand up to authoritarian systems. The good versus evil archetype will also be developed further in this unit. We will also reexamine the elements of literary alchemy to establish the process of transformation that Harry is undergoing within the series.

Assignments

Write creative articles for The Quibbler. For this assignment, students will write creative tabloid articles (ie: The Enquirer) that mock reality. Student articles will be combined to create a tabloid version of The Quibbler. In addition to practicing journalistic writing, students will learn that not all printed material is factual, and that they can't trust everything they read. Source matters.

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

This unit will examine social and class structures at work within the series and in the world. We will examine the way that people of different classes are viewed by society, and how that impacts their perceptions of themselves. We will also look at how girls are viewed in the novel and in society.

Finally, we will look at issues of race and prejudice. Ultimately, this unit will utilize the class structures in the novel to make a comparison to the world that we live in, and how some people are seen as being superior because of how much money they have or because of their gender.

We will tie in the commonalities between social structures and prejudice with those found in the series.

Assignments

Discussion boards: Students will regularly respond to prompts online in a discussion board. For example: Although Hermione is called the "smartest girl in the year," she isn't really well liked by everyone. Do we look at smart girls differently than we look at smart boys? Students will learn to engage in academic conversations with their peers by first developing a well thought out response, and then responding to classmates. Students will learn how to structure arguments and how to refute arguments made by others by using a neutral tone.

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

In this unit we will examine how symbolism is used in literature to develop themes. Also, as this unit addresses the final novel in the series, we will look at the archetypes utilized in the series as a whole, as well as examine how those archetypes add depth to the reading. We will also look at the final transformation process that Harry undergoes. Finally, we will examine the themes of both the final novel and the series as a whole. In examining themes, we will consider how the themes reflect arguments that Rowling is making about contemporary society and culture. Students will need to identify the arguments and analyze the themes.

Assignments

Socratic seminar: Students will participate in a Socratic seminar to examine issues presented in the series as a whole. For example, students could be given a prompt such as the following: Snape's actions and whether his actions for Dumbledore redeemed his treatment of Harry and other students or if he should still be considered "evil." Students will learn to cite evidence and substantiate their arguments.

Unit 8: Introduction to Harry Potter fandom

In this unit, students will examine the stunning fan presence on the internet. We will examine such sites as Pottermore, mugglenet and The Leaky Cauldron. Students will be able to read fan fiction written and published on the Internet. They will evaluate the ways that fan fiction demonstrates loyalty, and extends the writer's world. Students will revise a creative writing assignment from the course and submit it (if they choose) for publication.

Assignments

Students will write a piece of their own fanfiction based on the Wizarding World. They will produce a piece of creative writing that is at least three pages in length and they will learn how to develop characters, setting, and use imagery.

Culminating Assessment:

Students will create a website to showcase their portfolio of works, along with a reflection and summary of each unit.

COURSE MATERIALS

Chromebook

Google Classroom

Internet

Canva.com

RECOMMENDED TEXTS

Title	Authors	Publisher	Edition	Read in Entirety
Harry Potter and the Sorcerer's Stone	J.K. Rowling	Scholastic Books	1998	No
Harry Potter and the Chamber of Secrets	J.K. Rowling	Scholastic Books	2000	No
Harry Potter and the Prisoner of Azkaban	J.K. Rowling	Scholastic Books	2001	No
Harry Potter and the Goblet of Fire	J.K. Rowling	Scholastic Books	2002	No
Harry Potter and the Order of the Phoenix	J.K. Rowling	Scholastic Books	2004	No
Harry Potter and the Half Blood Prince	J.K. Rowling	Scholastic Books	2006	No
Harry Potter and the Deathly Hallows	J.K. Rowling	Scholastic Books	2009	No
The Hero with a Thousand Faces	Joseph Campbell	New World Library	2008	No

Websites

Title	Authors	Organization	Website
Pottermore	J.K. Rowling	J.K. Rowling	https://www.pottermore.com/
Mugglenet	Emerson Spartz (founder)	mugglenet.com	http://www.mugglenet.com/
The Leaky Cauldron	Melissa Anelli (webmistress)	theleakycauldron.org	http://www.the-leaky-cauldron.org/
What Jo says about... "The Rules" of Harry Potter's Wizarding World	Deborah Skinner	accio-quote.org	http://www.accio-quote.org/themes/therules.htm
THE HERO'S JOURNEY	ZACHARY HAMBY	http://mythologyteacher.com/	http://mythologyteacher.com/documents/TheHeroJourney.pdf
THE HERO'S JOURNEY Cultural Values & the Struggle Against Evil	Julie Harris	East Carolina University	https://www.ecu.edu/cs-educ/TQP/upload/tqpHeroJourneyAug2014.pdf