

*Course of Study:*  
**English Language Arts**  
*— Literature of the Fantastic*  
*(Grades 9-12)*



**Course of Study English Language Arts - Spring 2023**

**Literature of the Fantastic (formerly titled Harry Potter) - Grades 9-12**

**Committee Member: Cindy Newman**

**Strand: Reading for Literature**

<p><b>Learning Standards:</b></p> <p><b>RL.11-12.1</b> 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.</p> <p><b>RL.11-12.2</b> Analyze literary text development.</p> <p><b>RL.11-12.3</b> 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).</p> <p><b>RL.11-12.4</b> Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p><b>RL.11-12.5</b> 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.</p> <p><b>RL.11-12.7</b> 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.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● Students closely read select passages from documents to analyze text structure, development, and consequent meanings</li><li>● Teacher provides direct instruction, give feedback, and model critical thinking</li><li>● Small group and class discussions, including Socratic seminar</li><li>● Cooperative learning groups</li><li>● Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</li><li>● Produce a thorough analysis of the text.</li><li>● Students to define, use, and connect to content area and literature based vocabulary</li><li>● Students to work in groups to analyze a text</li><li>● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li></ul>
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<p><b>Materials:</b> Texts may include: <i>Harry Potter</i> Book Series 1-7 <i>Harry Potter and the Cursed Child</i> Hogwarts Library: <i>Fantastic Beasts and Where to Find Them</i> <i>The Tales of Beedle the Bard</i>, <i>Quidditch Through the Ages</i></p> <p>Works to reference and read excerpts and student selected reading:</p> <p><u><b>Acknowledged Influences:</b></u> The Iliad Aeschylus and William Penn The Pardoner's Tale Macbeth The Story of the Treasure Seekers The Wind in the Willows The Chronicles of Narnia The Little White Horse The Sword in the Stone Manxmouse</p> <p><b>Analogues:</b> Wuthering Heights The Lord of the Rings James and the Giant Peach Matilda George's Marvelous Medicine X-Men The Dark Is Rising A Wizard of Earthsea The Worst Witch Magic in the Mist Star Wars</p> <p>Ender's Game Young Sherlock Holmes The Books of Magic Spellcasting series Wizard's Hall The Secret of Platform 13 Doris Crockford and the Flying Scotsman</p>	<p><b>How Assessed?</b> <b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, Socratic seminar, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li><li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration)</li></ul>
	<p><b>How Re-Taught?</b> <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self assessments</li><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>

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**Strand: Reading for Informational Texts**

<p><b>Learning Standards:</b></p> <p><b>RI.11-12.1</b> 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</p> <p><b>RI.11-12.2</b> Analyze informational text development.</p> <p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p><b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RI.11-12.6</b> Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● Students closely read Critical Essays and use them to analyze the source text</li><li>● Students closely read select passages from documents to analyze text structure and meaning</li><li>● Teacher provides direct instruction, gives feedback, and models critical thinking</li><li>● Students closely read select passages from documents to analyze text structure, development, and consequent meanings</li><li>● Small group and class discussions, including Socratic seminar</li><li>● Cooperative learning groups</li><li>● Produce a thorough analysis of the text.</li><li>● Students to define, use, and connect to content area and literature based vocabulary</li><li>● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li></ul>
<p><b>Materials:</b></p> <p>Texts may include: <i>Critical Perspectives on Harry Potter</i> edited by Elizabeth E. Heilman <i>Literary Allusion in Harry Potter</i> by Beatrice Groves <i>The Ultimate Harry Potter and Philosophy</i> edited by Gregory Bassham <i>Reading Harry Potter Again: New Critical Essays</i> edited by Giselle Liza Anatol</p>	<p><b>How Assessed?</b></p> <p><b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops,</li></ul>

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<p><u>How Harry Potter Changed My Life</u></p> <p>Sporcle.com WizardingWorld.com Short Stories: "Miss Awful" by Arthur Cavanaugh "The Rocking Horse Winner" by DH Lawrence "On Hope" by Spencer Holst "The Cold Equations" by Tom Goodwins "Checkouts" by Cynthia Rylant "Everything You Need to Know before 'The Crimes of Grindelwald'" "Inside The Crimes of Grindelwald and its fight to reinvent Fanastic Beasts"</p> <p>Previously Board approved textbook series: My Perspectives 8-10, American Literature, British Literature Collections 9-12, American Literature and British Literature Elements of Literature 8-12, American Literature and British Literature "The Effects of Harry Potter"</p>	<p>homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</p> <ul style="list-style-type: none"><li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration)</li></ul>
	<p><b>How Re-Taught?</b> <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self assessments</li><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>

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**Strand: Writing**

**Learning Standard:**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**How Taught?**

**Teaching activities may include:**

- Students read mentor texts as samples
- Establish a clear and thorough thesis to present a complex argument.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- Teacher provides direct instruction, give feedback, and model critical thinking
- Small group and class discussions and peer editing
- Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
- Produce a thorough analysis of the text.
- Students to define, use, and connect to content area and literature based vocabulary

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	<ul style="list-style-type: none"><li>• Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li><li>• Use of Soapstone to analyze a text</li></ul>
<p><b>Materials:</b> Texts may include: <i>Harry Potter</i> Book Series 1-7 <i>Harry Potter and the Cursed Child</i> Hogwarts Library: <i>Fantastic Beasts and Where to Find Them</i> <i>The Tales of Beedle the Bard</i>, <i>Quidditch Through the Ages</i> by Gregory Bassham <i>Reading Harry Potter Again: New Critical Essays</i> edited by Giselle Liza Anatol Harry Potter Influences and Analogues</p>	<p><b>How Assessed?</b> <b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>• Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li><li>• Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration)</li></ul> <p><b>How Re-Taught?</b> <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• descriptive feedback on original task/assessment</li><li>• student examples of expectations</li><li>• modeling</li><li>• student self assessments</li><li>• new tasks assigned by teacher</li><li>• manipulatives</li><li>• presenting the information again in a different way</li><li>• review sessions</li><li>• graphic organizers</li><li>• small-group instruction</li><li>• practice activities</li><li>• picture associations</li><li>• peer tutoring</li><li>• breaking down concept into smaller components</li><li>• games and hands-on activities</li><li>• cooperative learning</li></ul>

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	<ul style="list-style-type: none"><li>• Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways experience and engage material in new and different ways</li></ul>
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Strand: Speaking and Listening

<p><b>Learning Standard:</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li><li>• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li></ul>
<p><b>Materials:</b></p> <p>Texts may include:</p> <p><i>Harry Potter</i> movies 1-8</p> <p><i>Fantastic Beasts: and Where to Find Them</i> :40-2:12:20</p> <p><i>Fantastic Beasts: The Crimes of Grindelwald</i></p> <p><i>Fantastic Beasts: The Secrets of Dumbledore</i></p> <p><i>Lord of the Rings Trilogy</i></p>	<p><b>How Assessed?</b></p> <p><b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>• Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li></ul>

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	<ul style="list-style-type: none"><li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration)</li></ul>
	<p><b>How Re-Taught?</b> <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self assessments</li><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>