**English Elective:** *Harry Potter and Philosophy*

Dear students and parents/guardians,

When asked to come up with an English elective, a few ideas ran through my mind. I wanted to pick something that was unique and would be fun for students. I have big plans for this course, but it is a work-in-progress because it has never been taught before and I am working to develop it from the bottom up. I hope that you will all be patient with me as I navigate my way through the material in the hopes of making it enjoyable and interesting. My goal is to help you see the deeper themes and meaning within the series while also connecting it to the real world, or should I say, the Muggle world?

This class, held every other day, is for lovers of anything and everything *Harry Potter* so I am assuming that most people have either read the books, seen the movies, or done both, therefore, we are not going to read all the novels. Nevertheless, the focus will be the magical world of *Harry Potter*. The units will be based on the *Harry Potter* series and may dabble in *Fantastic Beasts*, another series by J.K Rowling. Our texts for the course will be *The Ultimate Harry Potter and Philosophy: Hogwarts for Muggles*, edited by Gregory Bassham, *Quidditch Through the Ages* by Kennilworthy Whisp (aka Rowling), and *Tales of Beedle the Bard*, also by Rowling.

**Unit 1:** J.K. Rowling

* Citation requirements
* Proper annotating (a guide)
* Research paper and presentation (every student will write a paper, but will present in small groups)

**Unit 2:** *The Ultimate Harry Potter and Philosophy: Hogwarts for Muggles*

* Nonfiction discussion circles: In this unit, students will work in groups to read (as a group and independently) three sections of the book. They will then prepare a lesson that they will teach to the rest of the class. The lesson should present information in an organized and interesting way while engaging the rest of the class and ensure that they are learning.

**Unit 3**: Themes within *Harry Potter* (a focus on book/movie 1 in the series)

* Practice with identifying theme
* View the movie or read the novel
* Thematic essay OR a compare and contrast essay with another story that deals with good vs. evil (the writing process and sample papers will be provided)

**Unit 4:** *Tales of Beedle the Bard*

* Various genres
* ACE paragraphs about the moral of these “magical” tales and commentaries to mimic those by Dumbledore
* Project-connect/compare a “Muggle” story to one from *Tales of Beedle the Bard*

**Unit 5:** *Harry Potter and the Chamber of Secrets*

* Write a movie review (samples, rubrics, and videos will be provided for guidance)

**Unit 6:** *Quidditch Through the Ages*

* How to cite images
* Chapters will be read aloud in class, but students will be assigned sections ahead of time that they will be responsible to read, along with a topic they will be responsible for researching, understanding, and presenting to the rest of the class in the form of a brochure, interview, or video (i.e- demonstration, infomercial, or commercial) all in the effort to see connections between the magical world and the Muggle world.

**Unit 7:** *Harry Potter and the Prisoner of Azkaban* and *Harry Potter and the Goblet of Fire*

* Affect vs. effect
* One writing assignment per movie (with some options)
	+ Option 1-How does Quidditch impact and influence Harry and one or two other characters? Why is the sport included in the story (What impact or affect does it have on the plot)?
	+ Option 2- Character analysis (focus on a secondary character: their traits, development and impact/influence on Harry. How would Harry (and the plot) be different without this character?

**Unit 8:***The Wand Collection*

* Wand lore and wandmakers, Ollivanders, wand selection, movement and technique, and battles
	+ Read sections of the book while in small groups and completing activities for each section.
	+ View wand battles from the films with a major focus on the Battle of Hogwarts in *The Deathly Hallows: Part 2*

Homework Policy

* Daily homework assignments will always be started in class **and** reviewed or collected the next day that there is class.
* Not all homework assignments (for example: worksheets) are graded, however, they are checked; effort and completion are taken into consideration!
	+ Each thoroughly and correctly completed homework assignment is given a + (3), mostly completed assignments will receive a (2), partially done assignments will receive a - (1), and all incomplete assignments will be marked as a 0.
* If you are absent, you **must** check the ‘While You Were Out’ folder on the windowsill to see what you missed.
* You must also make time to copy down the bell ringer and any notes and see me so I can explain any missed assignments to you!

GRADING POLICY

**FOR LATE WORK**

* Absences: the amount of time you’re given to hand in late work for full credit is **equal** to the days that you were absent, otherwise, homework is due the next day.
	+ For example, if you are absent for three class period, you have three days to meet with the teacher and hand in that work. Even though this class is only every other day, you are expected to hand in work, even if it is not a day you have this class.
* 2 points will be deducted each day from every larger assignment (essay, project, presentation) that is turned in late. If you are absent the day a presentation is due, you must stay after school the next day you are in attendance in order to present. If not, you will receive a zero. If it is a group presentation, you will earn only half of what the group earned.
* After one school week (five days), the assignment will no longer be accepted and will be put into the grade-book as a ZERO (some exceptions allowed).