



**Willingboro
Public Schools**

“Where Excellence is the Expectation”

**WPS Evolution of Hip Hop
Curriculum**

**Revised April 2025
Michelle Anne Spring**

Course Sequence/Table of Contents:

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[Click here for the Evolution of Hip Hop Pacing Guide](#)

Overview	Content Standards	Unit Focus
Unit 1 Hip Hop Grows Up in Mainstream America	<p>Proficient</p> <p>1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.</p> <p>1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p> <p>1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a</p> <p>Accomplished</p> <p>1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.</p> <p>1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.</p> <p>1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</p> <p>1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the</p>	<p>Hip Hop transformed from the cultural expression of the inner-city youth of Northeastern American cities and spread its influence across the nation and then across the globe. This course will examine the emergence of Hip Hop as a recognized movement; the mainstreaming of Hip Hop; to the gentrification of Hip Hop; and what has cultural appropriation impacted Hip Hop.</p> <p>Unit 1 will introduce the origins of hip hop and provide a general history of rap music. This overview will include discussions of most, but not all, of the major artists from this period. Through listening exercises students will critique and evaluate how these various artists convey meaning through their works.</p>

Overview	Content Standards	Unit Focus
	<p>use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a</p> <p>Advanced</p> <p>1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.</p> <p>1.3B.12adv.Pr6a: Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.</p> <p>1.3B.12adv.Pr6b: Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</p> <p>1.3B.12adv.Re8a: Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5e, 1.3A.12adv.Re7a</p>	

Overview	Content Standards	Unit Focus
Unit 1: <i>Suggested Open Educational Resources</i>		
Unit 2 Reflecting on 50 years of Hip Hop	<p>Proficient</p> <p>1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.</p> <p>1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p> <p>1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a</p> <p>Accomplished</p> <p>1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.</p>	<p>In Unit 2 we will see how the culture around hip hop has grown in society. We will dive into the controversy surrounding rap music. Students will engage in studying a variety of perspectives around controversial subjects like censorship, sexism, obscenity, and race politics in America.</p>

Overview	Content Standards	Unit Focus
	<p>1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.</p> <p>1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</p> <p>1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a</p> <p>Advanced</p> <p>1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.</p> <p>1.3B.12adv.Pr6a: Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.</p> <p>1.3B.12adv.Pr6b: Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</p> <p>1.3B.12adv.Re8a: Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p>	

Overview	Content Standards	Unit Focus
	<p>1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5e, 1.3A.12adv.Re7a</p>	
<i>Suggested Open Educational Resources</i>		

Unit 1: Overview	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How did Hip Hop rise from the inner-city and land in corporate America? • The East Coast vs The West Coast - who were the major figures in this battle? How did this war influence America? • Now that Hip Hop is an acknowledged and lucrative platform in American culture, does it remain authentic to its roots of expression and does cultural appropriation diminish its core? • Hip Hop produced many great talents from rap artists, writers, dancers, businessmen and women. What role does it play in gender equality? • How do musicians generate creative ideas? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • How do context and the manner in which musical work is presented influence audience response? • How do we discern the musical creators' and performers' expressive intent? 	<ul style="list-style-type: none"> • Hip Hop evolved from a creative street platform, into a lucrative genre in the music industry, and transcended into a respected American cultural artform. • The East Coast vs West Coast rap battles significantly impacted Hip Hop. • Hip Hop's authenticity and transparency are what makes it unique. • Hip Hop music is dominated by men and can oftentimes showcase misogynistic view points. • The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit 1 Content Standards	
Proficient	
<p>1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.</p> <p>1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p> <p>1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	

Unit 1	
Content Standards	
Accomplished	
	<ul style="list-style-type: none">• 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.• 1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.• 1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.• 1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.• 1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Advanced	
	<ul style="list-style-type: none">• 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.• 1.3B.12adv.Pr6a: Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.• 1.3B.12adv.Pr6b: Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.• 1.3B.12adv.Re8a: Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.• 1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 1	
Core Ideas	
	<ul style="list-style-type: none">• Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression• The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.• Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.• Dance is perceived and analyzed to comprehend its meaning.• Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.• As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.• Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.• The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources• Musicians' creative choices are influenced by their expertise, context and expressive intent.• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Unit 1
Core Ideas
<ul style="list-style-type: none"> • Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding about how early Hip Hop influences modern day Hip Hop • Identify the key components of Hip Hop culture. • Discuss how the Black experience in America during the end of the 20th century and how that is connected to Hip Hop • Examine how class, race, gender and identity played pivotal roles in the evolution of Hip Hop.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

<ul style="list-style-type: none"> Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed 	<ul style="list-style-type: none"> Read aloud Build on what students already know and prior experience 	
Appendix A: Special Education Accommodations and Modifications		
Gifted and Talented Students <ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest Gear assignments to development in areas of affect, creativity, cognition, and research skills Allow for a variety in types of resources Provide problem-based assignments with planned scope and sequence Utilize inquiry-based instruction Adjust the pace of lessons Utilize Choice Boards Provide Problem-Based Learning Establish flexible Grouping 	504 Plan <ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Break long assignments into smaller parts Assist student in setting short term goals Allow for preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Model and reinforce organizational systems (i.e. color-coding) Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections	Computer Science and Design Thinking	
Social Studies <ul style="list-style-type: none"> 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with 	Computer Science and Design Thinking Practices <ul style="list-style-type: none"> Fostering an Inclusive Computing and Design Culture Collaborating Around Computing and Design Recognizing and Defining Computational Problems Developing and Using Abstractions Creating Computational Artifacts 	

disabilities have contributed to the American economy, politics and society.

- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

ELA

Speaking and Listening

Grades 9-10

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12

- SL.PE.11–12.1.. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language

Grades 9-10

- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies

Grades 11-12

- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies

- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

21st Century Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.ILM.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.ILM.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Climate Change**Addressed in Unit 2****SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none">• Summative Performance Assessment #1 Hip Hop Video

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal
- Comparative Readings/Articles Discussions/Written Q&A
- Documentary/Interview Analysis Discussions/Written Q&A
- Comparison of artistic style and time periods short essays

- [Summative Performance Assessment #2 Hip Hop Visual Slide Show Presentation - "Hip Hop: This is America"](#)

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

Afrika Bambaataa, Dr. Dre, Drake, Jay-Z, Kanye West, Lil' Kim, Nas, Nicki Minaj, Missy Elliot, N.W.A., A Tribe Called Quest, The Notorious B.I.G., Public Enemy, Queen Latifa, Nelly, Eminem, The Roots, Run-DMC, Tupac Shakur, Wu-Tang Clan, Lauren Hill, breaks, rhythmic beat, vocals, ad-lib, auto-tune, turntable, The Golden Era, Commercialization, mixtapes, Hip Hop's Five Pillars (*MCing, DJing, Breakdancing, Graffiti, and Knowledge*)

District/School Primary and Supplementary Resources

- [Hip Hop America](#) by Nelson George (textbook)
- [Arizona State Hip Hop Syllabus](#) (Comprehensive reference for listenings and readings)
- [Rap Music and Hip Hop Culture](#) (textbook option)
- ["The Hip Hop Wars" by Rose T.](#)
- [Fresh Dressed](#) (film)
- [50th Anniversary of Hip Hop](#)
- ["Can't Stop, Won't Stop" by Jeff Chang \(AAPI\)](#)
- ["She Begat This: The 20th Anniversary of The Miseducation of Lauryn Hill"](#) by Joan Morgan
- [Expressing Complicated Love for Lauren Hill](#)
- [Joan Morgan on Her New Book and 20 Years of Lauryn Hill's Miseducation](#)

Instructional Best Practices and Exemplars

[See Appendix A for Instructional Best Practices and Exemplars](#)

Pacing Guide

[Evolution of Hip Hop Pacing Guide](#)

Unit 2: Overview	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How did Hip Hop rise from the inner-city and land in corporate America? The East Coast vs The West Coast - who were the major figures in this battle? How did this war influence America? Now that Hip Hop is an acknowledged and lucrative platform in American culture, does it remain authentic to its roots of expression and does cultural appropriation diminish its core? Hip Hop produced many great talents from rap artists, writers, dancers, businessmen and women. What role does it play in gender equality? How do musicians generate creative ideas? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How do context and the manner in which musical work is presented influence audience response? How do we discern the musical creators' and performers' expressive intent? 	<ul style="list-style-type: none"> Hip Hop evolved from a creative street platform, into a lucrative genre in the music industry, and transcended into a respected American cultural artform. The East Coast vs West Coast rap battles significantly impacted Hip Hop. Hip Hop's authenticity and transparency are what makes it unique. Hip Hop music is dominated by men and can oftentimes showcase misogynistic view points. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit 2 Content Standards	
Proficient	
<ul style="list-style-type: none"> 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent. 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions. 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work. 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	
Accomplished	

Unit 2**Content Standards**

- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
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- 1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
- 1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Advanced

- 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
- 1.3B.12adv.Pr6a: Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
- 1.3B.12adv.Pr6b: Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.
- 1.3B.12adv.Re8a: Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
- 1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 2**Core Ideas**

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression
- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.
- Dance is perceived and analyzed to comprehend its meaning.
- Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Unit 2
Core Ideas
<ul style="list-style-type: none"> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate how hip hop relates to social inequities. Discuss how mainstream American culture has been impacted by Hip Hop Examine the business and legal connections to Hip Hop Demonstrate an understanding about how early Hip Hop influences modern day Hip Hop

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher 	<p>WIDA Can Do Descriptors https:// wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time

<ul style="list-style-type: none"> Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>	<ul style="list-style-type: none"> Build on what students already know and prior experience 	
Gifted and Talented Students	504 Plan	
Interdisciplinary Connections		Computer Science and Design Thinking

Social Studies

- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

ELA**Speaking and Listening****Grades 9-10**

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language**Grades 9-10**

- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies

Grades 11-12

- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies

Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

21st Century Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.ILM.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.ILM.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Climate Change

9.4.12.ILM.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

SEL Competencies

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Summative Assessment:

- [Summative Performance Assessment #1 Hip Hop Video](#)

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

- [Summative Performance Assessment #2 Hip Hop Visual Slide Show Presentation - "Hip Hop: This is America"](#)

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

BlackLivesMatter, censorship, sexism, obscenity, race politics, social equality

District/School Primary and Supplementary Resources

- [Hip Hop America](#) by Nelson George (textbook)
- [Arizona State Hip Hop Syllabus \(Comprehensive reference for listenings and readings\)](#)
- [Rap Music and Hip Hop Culture](#) (textbook option)
- ["The Hip Hop Wars"](#) by Rose T.
- [Fresh Dressed](#) (film)
- [50th Anniversary of Hip Hop](#)
- ["Can't Stop, Won't Stop"](#) by Jeff Chang (AAPI)
- [Lupe Fiasco Lyrics Deemed 'Anti-Semitic' by Anti-Defamation League \(Holocaust\)](#)
- [How Hip-Hop Inched Its Way to the Super Bowl Halftime Stage](#) (Amistad)
- [How Lil Nas X is revolutionizing hip-hop as an empowered gay star](#) (LGBTQ+)
- ["How Hip-Hop Can Make Climate Action Cool" Video](#) (Climate Change)
- [Hip-hop has been standing up for Black lives for decades: 15 songs and why they matter](#) (Amistad)

Instructional Best Practices and Exemplars

[See Appendix A for Instructional Best Practices and Exemplars](#)

Pacing Guide

[24-25 Evolution of Hip Hop Pacing Guide](#)