

Hip-Hop:Course Overview

Disciplinary long-term transfer goals aligned with mission/vision:

- Upon graduation at East, scholars will be able to independently use [social studies practices](#) to **construct an evidence based argument about historical issues.**
- Upon graduation at East, scholars will be able to independently use [social studies practices](#) to **interpret and analyze the past and present and inform one's thinking (actions) about the future.**
- Upon graduation at East, scholars will be able to independently use [social studies practices](#) to **promote social justice by researching challenges in our community, analyzing underlying factors, and developing strategies to address these issues.**

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1. Our African Roots	Unit 1. Our Africa n Roots								

Unit 1	Understandings	Essential Questions
What are the origins of hip hop culture?	U1: Scholars will understand the origins of hip hop in Africa and the Caribbean (that their history does not begin with slavery). U2: Scholars will understand that they can investigate historical questions by employing literacy practices such as gathering evidence, ranking and discussing evidence, and writing a nuanced argument. U3: Scholars will understand what a culture is and how it develops.	EQ1: How do we know what counts as a culture? What are the features of a culture? EQ2: What are the origins of hip hop culture? EQ3: What are the features of hip hop culture?
Performance Task: <i>"Favorite Artist" assignment.</i> Each student will select a favorite hip hop artist and investigate their history (biography) as an artist: their personal history; when they started their career; their genre and style and how they fit into the larger hip hop cultural landscape. Students will select 3 favorite pieces of the artist and develop what they have learned into a presentation. Presentation modes will vary according to student interest but could include: research paper; video; performance; poster or infographic; slide presentation. Each student will select one artist to put into the class yearbook.		

Unit 2:	Understandings	Essential Questions
How did Hip Hop culture evolve across the US?	U 1: Scholars will understand the evolution of Hip-Hop's reach and impact across America and American culture. U 2: Scholars will understand how to communicate what they have learned to their school community.	EQ 1: How has hip hop culture spread around the United States? EQ 2: In what ways has the spread of hip hop shaped culture in the US?
Performance Task: Genealogy of Hip-Hop Wall: Students will work collectively to produce a Genealogy of Hip Hop Wall that will articulate the spread and branching of Hip-Hop into different pockets of Artists that share similar values, styles, and regional heritage.		

Unit 3:	Understandings	Essential Questions
What role does hip hop play in the fight for equity and justice?	U 1: Scholars will understand the role hip hop plays in the fight for equity and justice. U 2: Scholars will understand the role the elements of hip hop can play in social actions for equity and justice.	EQ 1: What role can hip hop have in advocating for myself and others in my community, nation, and world? (speak up, speak out, take action-agency) EQ 2: How can we use the elements of hip hop to develop actions to argue for justice and equity?
Performance Task: instagram and website;		

Unit 4:	Understandings	Essential Questions
What is hip hop culture's global impact?	U 1: Scholars will understand the global reach and impact of hip hop culture. U 2: Scholars will understand how to communicate what they have learned to their school community.	EQ 1: How has hip hop culture spread around the world? EQ 2: In what ways has the global spread of hip hop shaped hip hop culture in the US?

Performance Task: connected learning project; community forum