

Curriculum Map – Hollywood History
QUARTER 1

Unit 1: History of Cinema

Vision of the Graduate:
Critical Thinking & Innovation
Communication

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
<p>CCSS Standards</p> <p>RH.11-12.2: Determine central ideas of primary and secondary sources.</p> <p>RH.11-12.7: Integrate and evaluate visual information.</p> <p>NCSS Theme 1: Culture: Analyze cultural products to understand a society's values and beliefs.</p> <p>National Core Arts Standards (Media Arts):</p> <p>MA:Re7.1.HS: Analyze how messages are created in media artworks.</p> <p>MA:Cn11.1.HS: Relate artistic ideas to social, cultural, and historical contexts.</p>	<ul style="list-style-type: none"> How has American film evolved across different historical eras? In what ways does film reflect and influence American culture, politics, and society? How have technological advancements changed the art and industry of filmmaking? How do film genres emerge and transform over time? What ethical, cultural, or ideological messages do films communicate? How do the technical elements of film contribute to the story and art that is created? 	<ul style="list-style-type: none"> The students will develop skills in analyzing film techniques (cinematography, editing, sound, etc.). The students will learn to interpret film as a form of storytelling, considering themes, narrative structure, and character development. The students will view curated clips or full-length films from each historical period to analyze cinematic techniques, themes, and historical context. The students will respond to guided viewing questions focusing on mise-en-scène, cinematography, editing, 	<ul style="list-style-type: none"> Benchmark Assessment: Film Review Formative and Summative Assessments Document Based Questions (DBQ) Quizzes and Tests Class discussions Response writing Information writing Reflective essays Document Analysis writing Oral presentations Literacy based assessments Historical readings with discussion and questions Cooperative learning activities Historical debates Research Paper

<p>Content Knowledge:</p> <ul style="list-style-type: none"> • Invention of the kinetoscope & early cameras • Edison, Lumière Brothers, Méliès' influence on narrative • Nickelodeons and early film exhibition • Birth of Hollywood & migration of studios to California • D.W. Griffith and <i>The Birth of a Nation</i>'s innovations & controversies • Slapstick comedy: Charlie Chaplin • The arrival of synchronized sound (<i>The Jazz Singer</i>, 1927) • The rise of major studios & the studio system (MGM, Warner Bros., Paramount, Fox, RKO) • The Hays Code and censorship • Classic genres: musicals, screwball comedies, gangster films, westerns • Film noir aesthetics and post-war cynicism • The star system: development of celebrity culture • Technicolor and advancements in film technology 		<p>sound, and cultural significance.</p> <ul style="list-style-type: none"> • The students will participate in lectures and class discussions to build background knowledge on technological, social, and cultural developments influencing film. • The students will work in groups to design short film pitches, video essays, or presentations that demonstrate their understanding of American film history. 	
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Resources:

- Primary and secondary sources
- Supplementary readings
- Graphic Organizers
- Literacy Strategies

Curriculum Map - Hollywood History
QUARTER 2

Unit 2: World War II and the Aftermath

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 4: World War II

Vision of the Graduate:

Adaptability

Communication

Critical Thinking & Innovation

<i>State Standards & Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	Assessment Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.4.1: Isolationism and the eventual involvement of the United States in World War II SSHS.USII.4.2: The effects of the War on American society SSHS.USII.4.3: United States military during World War II SSHS.USII.4.4: Revelations of Nazi genocide against the European Jews	<ul style="list-style-type: none"> • How did the rise of dictatorships add to the turmoil in Europe? • How does Japan's desire to expand prompt the United States to go to war? • Who was Adolf Hitler? • What was the Nazi's "Final Solution" and how was that goal nearly achieved? • What impact did the breakout of war in Europe 	<ul style="list-style-type: none"> • How did Hollywood films produced during World War II function as propaganda, and what messages did they convey to American audiences about the war effort and enemy nations? • The students will examine how the rise of dictatorships added to the turmoil in Europe. • The students will describe the impact that the breakout of war 	<ul style="list-style-type: none"> • Formative and Summative Assessments • Graphic Organizers • Oral presentations • Teacher generated tests • Document analysis writings • Class discussions • Film Review

<p>CCSS Standards</p> <p>RH.11-12.2: Determine central ideas of primary and secondary sources.</p> <p>RH.11-12.7: Integrate and evaluate visual information.</p> <p>NCSS Theme 1: Culture: Analyze cultural products to understand a society's values and beliefs.</p> <p>National Core Arts Standards (Media Arts):</p> <p>MA:Re7.1.HS: Analyze how messages are created in media artworks.</p> <p>MA:Cn11.1.HS: Relate artistic ideas to social, cultural, and historical contexts.</p> <p>Content Knowledge:</p> <ul style="list-style-type: none"> • Hollywood Propaganda • Rise of dictatorships • Turmoil in Europe • Trouble with Japan • War in the Pacific • Adolf Hitler • Nazi regime • The Holocaust • America mobilizes for war • Pearl Harbor • The war at home 	<p>have on the United States' foreign and defense policy?</p> <ul style="list-style-type: none"> • Why did the United States enter WWII? • How does America mobilize for war and what controversies does it create? • Trace military developments from WWI to WWII. • Was the allied invasion of Europe successful? • How do the prolonged battles in the Pacific convince the United States to use nuclear weapons? • How does the outcome of WWII change the United States' role in international affairs? 	<p>in Europe had on the United States' foreign and defense policy.</p> <ul style="list-style-type: none"> • The students will deliberate why the United States entered WWII. • The students will scrutinize how America mobilized for war and what controversies it created. • The students will determine if the allied invasion of Europe was successful. • The students will hypothesize how the prolonged battles in the Pacific convinced the United States to use nuclear weapons. • The students will predict how the outcome of WWII changed the United States' role in international affairs. 	
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<ul style="list-style-type: none">• Defeat of Japan• Presidency of Harry S. Truman• Atomic Bomb & its effects			
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<u>Resources:</u> <ul style="list-style-type: none">• Primary and Secondary Sources• Literacy Based Activities• Graphic Organizers• Film Clips (ex. <i>Saving Private Ryan</i>, <i>Pearl Harbor</i>, <i>Band of Brothers</i>, <i>Disney Cartoons</i>)• Feature Films: <i>Casablanca</i>, <i>Schindler's List</i>, <i>Oppenheimer</i>
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Curriculum Map - Hollywood History
QUARTER 3

Unit 3: Cold War Conflicts

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 5: The Cold War

Vision of the Graduate:
Adaptability
Productivity & Responsibility

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSH.S.USII.5.1: The United States and the Soviet Union as global	<ul style="list-style-type: none">• How did Hollywood films and television programs during the Cold War reflect and reinforce American fears of communism and nuclear	<ul style="list-style-type: none">• The students will view selected scenes from Cold War-era films (e.g., <i>Invasion of the Body Snatchers</i>, <i>Dr. Strangelove</i>) and television	<ul style="list-style-type: none">• Formative and Summative Assessments• DBQ• History and literature reading logs

<p>superpowers SSHS.USII.5.2: Foreign policy and domestic effects of the Cold War SSHS.USII.5.3: The American economy and post-war affluence SSHS.USII.5.4: Global decolonization and the expansion of American power</p> <p>CCSS Standards RH.11-12.2: Determine central ideas of primary and secondary sources. RH.11-12.7: Integrate and evaluate visual information.</p> <p>NCSS Theme 1: Culture: Analyze cultural products to understand a society's values and beliefs.</p> <p>National Core Arts Standards (Media Arts):</p> <p>MA:Re7.1.HS: Analyze how messages are created in media artworks.</p> <p>MA:Cn11.1.HS: Relate artistic ideas to social, cultural, and historical contexts.</p> <p>Content Knowledge:</p> <ul style="list-style-type: none"> • United Nations • Joseph Stalin • Containment • Truman Doctrine • Cold War at Home 	<p>war, and what impact did this have on popular culture?</p> <ul style="list-style-type: none"> • How did the rise of television in the 1950s and beyond impact the American film industry in terms of technology, storytelling, and audience engagement? • What was the Cold War and its purpose and effect? • What was the role of the United States and terms of world affairs & role changes? • What were the McCarthy hearings and what was the threat of communism? • What was the final outcome of the McCarthy era? 	<p>shows (e.g., <i>I Led 3 Lives</i>, <i>The Twilight Zone</i> episodes about nuclear fears) to identify themes of paranoia, conformity, and fear of infiltration.</p> <ul style="list-style-type: none"> • The students will compare early 1950s films (e.g., widescreen epics, 3D movies, musicals) with television programming of the same era to examine how Hollywood adapted its content and techniques in response to the growing popularity of TV. • The students will participate in a class discussion analyzing how these media texts used allegory and symbolism to comment on contemporary anxieties about communism and nuclear annihilation. • The students will create a Cold War media timeline that pairs major historical events (e.g., McCarthy hearings, Cuban Missile Crisis) with films or TV episodes produced at the same time, explaining how each work responded to or shaped public fears. • The students will be able to understand the impact of the United States involvement in the Cold War. • Students will identify the causes and the effects of McCarthyism. 	<ul style="list-style-type: none"> • Oral presentations • Teacher generated tests • Document analysis writings • Class discussions • Socratic Seminars
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<ul style="list-style-type: none"> House Un-American Activities Committee Hollywood Ten Black List Joseph McCarthy McCarthyism 			
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Resources:

- Primary and Secondary Sources
- Literacy Based Activities
- Graphic Organizers
- Television (ex. *Twilight Zone* episodes “*The Shelter*” and “*Monsters Are Due on Maple Street*”)

Curriculum Map - Hollywood History
QUARTER 3

Unit 4: Cultural Studies: The Changing ‘50’s

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic : N/A

Vision of the Graduate:
Critical Thinking & Innovation

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
CCSS Standards Standards: RH.11-12.2: Determine central ideas of primary and secondary sources.	<ul style="list-style-type: none"> What was American society like in the 1950’s: trends, habits, new ideas? How did 1950s television shows portray idealized gender roles and family dynamics, and what cultural values did they reinforce? 	<ul style="list-style-type: none"> The students will compare and contrast the American society like in the 1950’s with previous decades. The students will view excerpts from 1950s television shows (e.g., <i>Leave It to Beaver</i>, <i>Father</i> 	<ul style="list-style-type: none"> Formative and Summative Assessments Oral presentations Document analysis writings Class discussions and Socratic Seminars DBQ Literacy Based Assessments

<p>RH.11-12.7: Integrate and evaluate visual information.</p> <p>NCSS Theme 1: Culture: Analyze cultural products to understand a society's values and beliefs.</p> <p>National Core Arts Standards (Media Arts):</p> <p>MA:Re7.1.HS: Analyze how messages are created in media artworks.</p> <p>MA:Cn11.1.HS: Relate artistic ideas to social, cultural, and historical contexts.</p> <p>Content Knowledge:</p> <ul style="list-style-type: none"> • GI Bill • Suburbs • Women's roles • Leisure in the 1950s • The Automobile Culture • "American Dream" • Conglomerate • Franchise • Baby boom • Consumerism • Planned Obsolescence • Popular Culture • Mass Media • FCC • Beat Movement • Racial Gap • Rock 'n' Roll • Television / Radio 	<ul style="list-style-type: none"> • In what ways did television in the 1950s shape public perceptions of masculinity, femininity, and the "American Dream"? • How do portrayals of gender in 1950s television compare to modern media representations? • How did life in the suburbs provide the model for the American dream? • How did the post war boom affect the areas of suburban growth, politics, popular culture and unequal opportunities? 	<p><i>Knows Best, I Love Lucy</i>) to identify patterns in gender representation and domestic roles.</p> <ul style="list-style-type: none"> • The students will complete a viewing guide or graphic organizer that tracks character behaviors, occupations, and family dynamics to critically assess how gender roles were depicted. • The students will participate in a guided discussion or Socratic seminar on how television reflected and reinforced postwar ideals of femininity, masculinity, and domestic life. • The students will compare 1950s television portrayals with those in a modern sitcom (e.g., <i>Modern Family</i>, <i>The Middle</i>, <i>Black-ish</i>) and present their findings in a short essay, debate, or visual presentation. • The students will evaluate how life in the suburbs provided the model for the American Dream. 	<ul style="list-style-type: none"> • Cooperative Learning Activities • Historical Fiction/Nonfiction Tasks
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Resources:

- Primary and Secondary Sources
- Literacy Based Activities
- Graphic Organizers
- Television (ex. *The Donna Reed Show*, *Leave it to Beaver*, *I Love Lucy*)

Curriculum Map - Hollywood History
QUARTER 3

Unit 5: 1960s and Civil Rights

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 6: Civil Rights Movements

Civics

Inquiry Topic 3: The Constitution of the United States and the Bill of Rights
Inquiry Topic 7: Dissent and Protest in Political Systems

Vision of the Graduate:
Collaboration
Productivity & Responsibility

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.6.1: Conditions for Black Americans after World War II SSHS.USII.6.2: People and organizations of the Civil Rights Movement and their contributions SSHS.USII.6.3: The liberation and	<ul style="list-style-type: none"> • How has Hollywood portrayed the Civil Rights Movement, and what perspectives have been emphasized or overlooked? • To what extent do films about the Civil Rights Movement educate, inspire, or oversimplify complex 	<ul style="list-style-type: none"> • The students will view key scenes or full films such as <i>Selma</i>, <i>The Butler</i>, <i>Malcolm X</i>, or <i>The Help</i>, identifying cinematic techniques used to portray events, leaders, and social struggles of the Civil Rights era. 	<ul style="list-style-type: none"> • Film Review • Formative and Summative Assessments • DBQ • Oral presentations • Document analysis writings • Class discussions

<p>identity power movements of the 1960s and 1970s SSHS.CVC.3.4: Civil rights and civil liberties SSHS.CVC.7.1: Legal basis of dissent and protest SSHS.CVC.7.2: Historical examples of different forms of dissent and protest SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies</p> <p>CCSS Standards Standards: RH.11-12.3 WHST.11-12.4 WHST.11-12.7</p> <p>Content Knowledge:</p> <ul style="list-style-type: none"> • Plessy v. Ferguson • Segregation • NAACP • Thurgood Marshall • Brown v. Board of Education of Topeka • Reaction to the Brown Decision • The Montgomery Bus Boycott • Rosa Parks • Martin Luther King Jr. • Southern Christian Leadership Conference (SCLC) • Student Nonviolent Coordinating Committee (SNCC) • Sit-ins 	<p>historical realities?</p> <ul style="list-style-type: none"> • How do Hollywood depictions of civil rights leaders and events shape public memory and understanding of the movement? • Is protest patriotic? • Are all Americans entitled to the same Civil Rights? • What are the risks of demanding rights? • Why might some people fight against Civil Rights? • What different tactics were used by Civil Rights advocates (both violent and nonviolent)? • What court cases were significant to the Civil Rights movement? • Who were important Civil Rights leaders and what did they argue for? 	<ul style="list-style-type: none"> • The students will complete a film analysis guide comparing historical events with their depiction in film, noting where dramatization or historical license occurs. • The students will engage in a structured discussion or debate on whether a selected film offers an accurate, empowering, or problematic portrayal of the movement. • Students will debate whether or not all Americans are entitled to the same Civil Rights. • Students will analyze the risks that are associated with the risks of demanding rights. • Students will discuss the different tactics that were used by Civil Rights advocates (both violent and nonviolent). • Students will examine the court cases that were significant to the Civil Rights movement. • Students will research important Civil Rights leaders. • Students will analyze the assumptions and beliefs that guided the fierce opposition to the Civil Rights movement in the South. 	
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<ul style="list-style-type: none"> • Freedom riders • James Meredith • Birmingham, Alabama • Civil Rights Act of 1964 • Voting Rights • Freedom Summer • Frannie Lou Hamer • Voting Rights Act of 1965 • Malcolm X • Black Power • Stokely Carmichael • Black Panthers • King's Death • Civil Rights Act of 1968 		<ul style="list-style-type: none"> • Students will interpret the accomplishments of the Civil Rights Movement. 	
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Resources:

- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources
- Film Clips and Documentaries
- Feature Film: *Selma*

Curriculum Map - Hollywood History
QUARTER 4

Unit 6: Vietnam & an Era of Social Change

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT

***Inquiry Topic 7: The Ebb and Flow of the Left and Rights
Civics***

Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Inquiry Topic 6: Elections and the Politics of Voting

Inquiry Topic 7: Dissent and Protest in Political Systems

Inquiry Topic 8: Human Rights and Global Citizenship

Vision of the Graduate:
Adaptability
Communication

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.7.1: Foreign and domestic policies of presidents Kennedy and Johnson SSHS.USII.7.2: American presence in Vietnam and opposition SSHS.CVC.5.4: Participation of citizens SSHS.CVC.5.5: Tactics to influence politics SSHS.CVC.6.1: Voting systems and	<ul style="list-style-type: none"> How did Hollywood films portray the Vietnam War and the counterculture movement, and what do these portrayals reveal about American society's divisions, values, and disillusionment during that era? Is protest patriotic? Do we have an obligation to other peoples and other nations? 	<ul style="list-style-type: none"> The students will view and analyze scenes from key Vietnam-era and counterculture films (e.g., <i>Apocalypse Now</i>, <i>Platoon</i>, <i>Born on the Fourth of July</i>, <i>Easy Rider</i>) to examine how filmmakers represented themes of war, rebellion, trauma, and generational conflict. The students will compare Hollywood's portrayal of the Vietnam War to primary 	<ul style="list-style-type: none"> Film Review Formative & Summative Assessments DBQ Oral presentations Document analysis writings Class discussions Socratic Seminars

<p>their role in government SSHS.CVC.6.3: History of voting rights in the United States SSHS.CVC.7.1: Legal basis of dissent and protest SSHS.CVC.7.2: Historical examples of different forms of dissent and protest SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies SSHS.CVC.8.2: The role the United States plays in securing human rights</p> <p>CCSS Standards Standards: RH.11-12.5 RH.11-12.7 WHST.11-12.8</p> <p>Content Knowledge:</p> <ul style="list-style-type: none"> • Vietnam War • Domino theory • Vietcong • Ho Chi Minh Trail • Kennedy & Vietnam • Johnson & Vietnam • Tonkin Gulf Resolution • The War at home • Draft • Protest Movements • Doves vs. Hawks • Tet Offensive • Clark Clifford • Robert Kennedy • Eugene McCarthy 	<ul style="list-style-type: none"> • Is military strength a prerequisite for peace? • How and why did the United States support France's Vietnam War efforts? • How did the Tonkin Gulf Resolution lead to greater U.S. involvement in the Vietnam War? • What differing opinions did Johnson's advisors have about Vietnam? • Why did the U.S. forces have difficulty fighting the Vietcong? • In what ways did the United States underestimate the Vietcong? • What factors led to the low morale of U.S. troops? • What concerns about American democratic society did the New Left voice? • For what reason did the protestors oppose the Vietnam War? • Should people who believe a war is wrong be forced to fight? • Should people with special skills be exempt from the draft? • How can a draft be made 	<p>source materials (e.g., news footage, protest songs, speeches) to assess accuracy, tone, and perspective.</p> <ul style="list-style-type: none"> • The students will participate in a discussion or write a critical reflection on how film reflected public opinion and influenced perceptions of patriotism, protest, and identity during the 1960s–70s. • The students will design a visual timeline linking significant films, counterculture events (e.g., Woodstock, anti-war protests), and key Vietnam War milestones, noting how films corresponded with shifts in public sentiment. • Students will examine how and why the United States supported France's Vietnam War efforts. • Students will argue the differing opinions of Johnson's advisors regarding Vietnam. • Students will list the factors that led to the low morale of U.S. troops. • Students will research different protestors and their opposition to the Vietnam War. 	
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<ul style="list-style-type: none"> • Election of 1968 • End of the Vietnam War • Legacy of the War • Hippie Culture • Culture & Counterculture • Women's Fight for Equality • Rock Music: the Beatles, Woodstock 	<p>fair?</p> <ul style="list-style-type: none"> • What were the key issues that divided America? • Why did American support for the war change after the Tet Offensive? • What was the impact of Vietnamization on the United States? • What led to the agreement to end the war in Vietnam? • What are the two viewpoints regarding the legacy of the Vietnam War? 	<ul style="list-style-type: none"> • Students will debate whether or not people who believe a war is wrong should be forced to fight. • Students will express why American support for the war changed after the Tet Offensive. • Students will analyze the effects that the Civil Rights and anti-war movements had on many women. • Students will determine how the gains that the women's movement made by the early 1970s impacted women. • Students will demonstrate what Rock 'n' Roll symbolizes for American youth. • Students will analyze the impact of the conservatives regarding the counterculture that emerged in the 1960s. 	
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Resources:

- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources
- Film Clips/TV clips
- CNN's "The Seventies"
- Feature Film: *Good Morning, Vietnam*, *Almost Famous*

Curriculum Map - Hollywood History
QUARTER 4

Unit 7: The Conservative Eighties

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 7: The Ebb and Flow of the Left and Right

Civics

Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Inquiry Topic 6: Elections and the Politics of Voting

Inquiry Topic 8: Human Rights and Global Citizenship

Vision of the Graduate:

Collaboration

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	Assessment Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.7.4: Foreign and domestic policies of Presidents Nixon and Carter SSHS.USII.7.5: The New Right and the presidencies of Ronald Reagan and George H.W. Bush SSHS.CVC.5.2: The role of political parties SSHS.CVC.5.3: The role of political interest groups SSHS.CVC.5.4: Participation of	<ul style="list-style-type: none"> How did Hollywood films of the 1980s reflect the cultural, political, and technological changes of the decade, and what lasting influence did they have on the American film industry and popular culture? Do we have an obligation to other peoples and other nations? What are the powers granted to the president? What systems exist to protect against the abuse of power? 	<ul style="list-style-type: none"> The students will analyze 1980s blockbuster films (e.g., <i>E.T.</i>, <i>Back to the Future</i>, <i>Top Gun</i>, <i>The Breakfast Club</i>) to identify how themes of family, patriotism, individualism, and youth culture mirrored Reagan-era values. The students will explore the rise of new genres and technologies—such as action franchises, sci-fi, VHS home video, and special effects—by watching selected scenes 	<ul style="list-style-type: none"> Film Review Formative Assessment Summative Assessments DBQ Oral presentations Document analysis writings Class discussion Socratic seminar

<p>citizens SSHS.CVC.5.5: Tactics to influence politics SSHS.CVC.6.1: Voting systems and their role in government SSHS.CVC.6.2: Primary and general elections SSHS.CVC.6.3: History of voting rights in the United States SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting SSHS.CVC.8.1: Meaning of “human rights” SSHS.CVC.8.2: The role the United States plays in securing human rights SSHS.CVC.8.3: The concept of “global citizenship”</p> <p>Content Knowledge:</p> <ul style="list-style-type: none"> • Richard M. Nixon • New Federalism • Conservative Coalition • Moral Majority • Ronald Reagan • Election of 1980 • Reaganomics • Election of 1984 • Geraldine Ferraro • George Bush • Health Issue: AIDS (Acquired Immune Deficiency Syndrome, Abortion, Drug Use) • Pay equity • Mikhail Gorbachev • Iran-Contra Scandal • Operation Desert Storm 	<ul style="list-style-type: none"> • What were the main concerns of the Moral Majority? • What factors led to Reagan’s victory in 1980 & 1984? • What are the effects of Reaganomics? • What social issues emerged during the 1980s? 	<p>and identifying key innovations and trends.</p> <ul style="list-style-type: none"> • The students will create a multimedia presentation comparing the marketing and merchandising strategies of 1980s blockbusters with modern-day film promotion, highlighting the beginning of franchise culture. • The students will participate in a gallery walk or station activity analyzing posters, trailers, and reviews from 1980s films to interpret how Hollywood targeted audiences across age groups and demographics. • Students will evaluate the factors played a role in America’s economic stagnation. • Students will compare the environmental actions taken during the Nixon administration. • Students will examine the Elections of 1980, 1984 and 1988. • Students will differentiate between supply side economics and Reaganomics and discuss the effects of both. 	
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Resources:

- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources
- CNN “The Eighties”
- Feature Films: *The Breakfast Club*, *Back to the Future*

Curriculum Map - Hollywood History
QUARTER 4

Unit 8: The Passage to a New Century

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 8: Contemporary United States

Civics
Inquiry Topic 8: Human Rights and Global Citizenship

Vision of the Graduate:
Adaptability

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.8.1: The Clinton and George W. Bush presidencies SSHS.USII.8.2: The terrorist attacks of September 11, 2001 SSHS.USII.8.3: The Obama and Trump presidencies	<ul style="list-style-type: none"> • How has modern Hollywood adapted to changes in technology, audience expectations, and social movements, and what does this reveal about the evolving role of film in contemporary American culture? 	<ul style="list-style-type: none"> • The students will analyze scenes from modern films (e.g., <i>Black Panther</i>, <i>Everything Everywhere All at Once</i>, <i>Get Out</i>, <i>Oppenheimer</i>, <i>The Social Network</i>) to identify how they reflect current themes such as identity, 	<ul style="list-style-type: none"> • Film Review • Formative Assessments • Summative Assessments • DBQ • Oral presentations • Document analysis writings • Class discussions

<p>SSHS.USII.8.4: The internet & the connected society SSHS.CVC.3.4: Civil rights and civil liberties</p> <p>CCSS Standards: RH.11-12.10 WHST.11-12.10</p> <p>Content to be learned:</p> <ul style="list-style-type: none"> • William Jefferson Clinton • Election of 1992 • Columbine High School • World Trade Center • September 11, 2001 • George W. Bush • Election of 2000 • Women in the Workforce • Conservation • The War on Terrorism • Iraq 	<ul style="list-style-type: none"> • How does technology affect society worldwide? • What acts of terrorism targeted Americans in the decade preceding 2001? • What were some of the provisions of the Contract of America? • What factors contributed most to Clinton's reelection? • What technological advancements occurred and how did this change the way Americans lived & worked? • How are current arguments against immigration similar to those in the past? • How did the United States extend democratic ideals to other nations? • What is the impact on American life post September 11th? 	<p>surveillance, climate anxiety, and social justice.</p> <ul style="list-style-type: none"> • The students will compare traditional theatrical releases with streaming originals (e.g., Netflix, Apple TV+) to evaluate how distribution models and viewer habits have transformed storytelling and production priorities. • The students will research how major social movements (e.g., #MeToo, Black Lives Matter, LGBTQ+ rights) have influenced Hollywood casting, storytelling, and representation in film. • The students will examine data on box office trends, streaming statistics, and franchise revenues to assess the business pressures shaping modern film (e.g., Marvel Cinematic Universe, reboots, IP-driven storytelling). • Students will assess how technology affects society worldwide. • Students will explore the impact of American life post September 11th. 	
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Resources:

- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources
- CNN Decades Series (90s, 2000s, 2010s)