

# History of the Sitcom

## **Unit 1 Title: Sitcoms Representing the American Family 1950-2020**

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

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.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

#### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze various television programs, specifically ones that represented the American family of the era.</li> <li>• Students will be able to explain the difference in sitcom family representation, comparing past to present.</li> <li>• Students will examine the historical events of the era being studied, and analyze how television programs were affected by these events.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How were families represented in sitcoms during the course of television history?</li> <li>• Were these representations accurate? Why or why not?</li> <li>• How did the television representation of family change over time?</li> <li>• What was not permitted on television by previous generations, and why has it changed?</li> <li>• How has the sitcom represented the non-nuclear family over the course of television history?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• <i>I Love Lucy</i> (1951 - 1957)</li> <li>• <i>The Adventures of Ozzie and Harriet</i> (1952 - 1966)</li> <li>• <i>Father Knows Best</i> (1954 - 1960)</li> <li>• <i>Leave It to Beaver</i> (1957 - 1963)</li> <li>• <i>My Three Sons</i> (1960 - 1972)</li> <li>• <i>The Partridge Family</i> (1970 - 1974)</li> <li>• <i>Petticoat Junction</i> (1963 - 1970)</li> <li>• <i>The Beverly Hillbillies</i> (1962 - 1971)</li> <li>• <i>Green Acres</i> (1965 - 1971)</li> <li>• <i>Good Times</i> (1974 - 1979)</li> <li>• <i>One Day at a Time</i> (1975 - 1984)/ (2023)</li> <li>• <i>Family Ties</i> (1982 - 1989)</li> <li>• <i>The Cosby Show</i> (1984 - 1992)</li> <li>• <i>Married... with Children</i> (1987 - 1997)</li> <li>• <i>Roseanne</i> (1988 - 1997)</li> <li>• <i>Home Improvement</i> (1991 - 1999)</li> <li>• <i>Mad About You</i> (1992 - 1999)</li> <li>• <i>Everybody Loves Raymond</i> (1996 - 2005)</li> <li>• <i>The Fresh Prince of Bel-Air</i> (1990 - 1996)</li> <li>• <i>Martin</i> (1992 - 1997)</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Identify various programs from the history of television that represent American families.</li> <li>• Describe the changes in television over the decades, in regards to the “family”, and why those changes occurred.</li> <li>• Identify the major events in American history and how those events impacted television writing and production.</li> <li>• Explain changes in diversity representation over the course of broadcast history.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>-Reading Informational Text:</b> Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text</p>	

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**-Writing:** Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

In this unit, students will explore content in the areas of television content, broadcast history, family structure, writing, and censorship.

## Stage 2: Assessment Evidence

### Performance Task(s):

Tests  
Quizzes  
Research Projects  
Review writing

### Other Evidence:

Class discussions  
Projects  
Online interactive informal assessments

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Heads Together  
KWL Charts  
Reflection and Response  
Think-Pair-Share  
Cues, questions, activating prior knowledge  
Debate  
Direct instruction  
Current Events  
Guest Speaker

### Resources:

*The Sitcom Reader: America Viewed and Skewed*

*Sitcom: A History in 24 Episodes from I Love Lucy to Community*

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students in achieving critical reading,	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students in achieving critical reading, writing, and thinking skills. Pre-assessments, interest inventories,	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include but are not limited to breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,

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<p>contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests in the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material.</p>	<p>writing, and thinking skills. Compacting, flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options are all present in multiple ways that students can access learning in the classroom. The use of anchor activities, learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade-level students reach success in class. The use of graphic organizers, writing workshops, peer and instructor reviews and conferences, and revision opportunities help students on grade level strengthen their writing skills in the class.</p>	<p>learning contracts, choice boards, flexible grouping, and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include but are not limited to, the following:  Extended time  Provide visual aids  Repeated directions  Differentiate based on proficiency  Provide word banks  Allow for translators, dictionaries</p>
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### **Unit 2 Title: Relationships and the Sitcom 1950-2020**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

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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.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

#### Central Idea/Enduring Understanding:

- Students will analyze various television programs from television history to determine how non-familial relationships have been represented over time.
- Students will analyze society during various eras from 1950-present, and analyze why those societies had various levels of censorship.

#### Essential/Guiding Question:

- How have romantic relationships been represented on television programs from the 1950s to the present?
- How has the changing censorship level affected how relationships were represented on television?
- How has diversity in relationships been portrayed during the course of television history?

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<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Donna Reed Show</i> (1958 - 1966) 0.5 day</li> <li>• <i>The Mary Tyler Moore Show</i> (1970 - 1977)</li> <li>• <i>Bewitched</i> (1964 - 1972)</li> <li>• <i>The Jeffersons</i> (1975 - 1985)</li> <li>• <i>Bosom Buddies</i> (1980 - 1982)</li> <li>• <i>Three's Company</i> (1977 - 1984)</li> <li>• <i>The Facts of Life</i> (1979 - 1988) 0.5 day</li> <li>• <i>The Golden Girls</i> (1985 - 1992)</li> <li>• <i>Seinfeld</i> (1989 - 1998)</li> <li>• <i>Ellen</i> (1994 - 1998)</li> <li>• <i>Will &amp; Grace</i> (1998 - 2006)</li> <li>• <i>The Odd Couple</i> (1970 - 1975)</li> <li>• <i>Happy Days</i> (1974 - 1984)</li> <li>• <i>Laverne &amp; Shirley</i> (1976 - 1983) 0.5 day</li> <li>• <i>What's Happening!!</i> (1976 - 1979)</li> <li>• <i>Cheers</i> (1982 - 1993)</li> <li>• <i>The Golden Girls</i> (1985 - 1992)</li> <li>• <i>Living Single</i> (1993 - 1998) 0.5 day</li> <li>• <i>Friends</i> (1994 - 2004)</li> <li>• <i>How I Met Your Mother</i> (2005 - 2014)</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Identify various programs from the history of television that represent American relationships, both romantic and non-romantic.</li> <li>• Describe the changes in television over the decades, in regard to interpersonal relationships, and why those changes occurred.</li> <li>• Identify the major events in American history and how those events impacted television writing and production.</li> <li>• Explain changes in relationship representation over the course of broadcast history, specifically in regard to diversity.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>-Reading Informational Text:</b> Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats</p> <p><b>-Writing:</b> Informative and Explanatory Writing, Writing Research, Sources of Evidence</p> <p>In this unit, students will explore content in the areas of television content, broadcast history, societal norms, martial law, writing, and censorship.</p>	
<h2>Stage 2: Assessment Evidence</h2>	
<p><b><u>Performance Task(s):</u></b></p> <p>Tests Quizzes Research Projects Review writing</p>	<p><b><u>Other Evidence:</u></b></p> <p>Interactive online informal assessments Class discussions</p>
<h2>Stage 3: Learning Plan</h2>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Heads Together</li> <li>• KWL Charts</li> <li>• Reflection and Response</li> <li>• Think-Pair-Share</li> <li>• Cues, questions, activating prior knowledge</li> </ul>	<p><b><u>Resources:</u></b></p> <p><i>The Sitcom Reader: America Viewed and Skewed</i></p> <p><i>Sitcom: A History in 24 Episodes from I Love Lucy to Community</i></p>

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<ul style="list-style-type: none"> <li>• Debate</li> <li>• Direct instruction</li> <li>• Current Events</li> <li>• Guest Speaker</li> </ul>	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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## Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests in the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper,	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students in achieving critical reading, writing, and thinking skills. Compacting, flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options are all present in multiple ways that students can access learning in the classroom. The use of anchor activities, learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade-level students reach success in class. The use of graphic organizers, writing workshops, peer and instructor reviews and	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students in achieving critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping, and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries



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broader understanding of the material.	conferences, and revision opportunities help students on grade level strengthen their writing skills in the class.	Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.	
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### Unit 3 Title: **Sitcoms and the Workplace 1950-2020**

#### **Stage 1: Desired Results**

##### Standards & Indicators:

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.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

##### Career Readiness, Life Literacies and Key Skills

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.



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<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Students will examine the history of the American workforce, and how they were represented on television.</li> <li>• Students will look at the major events of the era, and analyze how those events affected television.</li> <li>• Students will determine how television viewers related to characters on television, and provide examples of how that has changed over time.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How were careers and workplaces represented on television in America? (1950-present)</li> <li>• Were the societal representations accurate? Why or why not?</li> <li>• How did TV programs show diversity in the workplace</li> <li>• How has television changed in it's representation of "careers" and "work"?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• <i>I Love Lucy</i> (1951 - 1957)</li> <li>• <i>The Adventures of Ozzie and Harriet</i> (1952 - 1966)</li> <li>• <i>The Dick Van Dyke Show</i> (1961 - 1966)</li> <li>• <i>Your Show of Shows</i> (1950 - 1954)</li> <li>• <i>My Three Sons</i> (1960 - 1972)</li> <li>• <i>The Andy Griffith Show</i> (1960 - 1968)</li> <li>• <i>The Mary Tyler Moore Show</i> (1970 - 1977)</li> <li>• <i>The Bob Newhart Show</i> (1972 - 1978)</li> <li>• <i>M*A*S*H</i> (1972 - 1983)</li> <li>• <i>Barney Miller</i> (1975 - 1982)</li> <li>• <i>Taxi</i> (1978 - 1983)</li> <li>• <i>WKRP In Cincinnati</i> (1978 - 1982)</li> <li>• <i>Who's the Boss?</i> (1984 - 1992)</li> <li>• <i>Family Ties</i> (1982 - 1989)</li> <li>• <i>Kate &amp; Allie</i> (1984 - 1989)</li> <li>• <i>Designing Women</i> (1986 - 1993)</li> <li>• <i>Murphy Brown</i> (1988 - 1998)</li> <li>• <i>The Larry Sanders Show</i> (1992 - 1998)</li> <li>• <i>Scrubs</i> (2001 - 2010)</li> <li>• <i>The Office (UK)</i> (2001 - 2003)</li> <li>• <i>The Office</i> (2005 - 2013)</li> <li>• <i>30 Rock</i> (2006 - 2013)</li> <li>• <i>Parks and Recreation</i> (2009 - 2015)</li> <li>• <i>Brooklyn 99</i> (2013+)</li> <li>• <i>Veep</i> (2012 - 2019)</li> <li>• <i>Mr. Mayor</i> (2021+)</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Identify various programs from the history of television that represent the workplace and careers.</li> <li>• Describe the changes in television over the decades, in regard to the workplace, jobs, and careers; and why those changes occurred.</li> <li>• Identify the major events in American history and how those events impacted television writing and production.</li> <li>• Explain changes in diversity representation over the course of broadcast history, especially in regard to the workplace and career representation.</li> </ul>

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- *Ted Lasso* (2020+)
- *Space Force* (2020+)
- *Night Court* (1984 - 1992)

## Interdisciplinary Connections:

**-Reading Informational Text:** Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats

**-Writing:** Writing Research, Sources of Evidence

In this unit, students will explore content in the areas of television content, broadcast history, the family structure, writing, and censorship.

## Stage 2: Assessment Evidence

### Performance Task(s):

Tests  
Quizzes  
Research Projects  
Review writing

### Other Evidence:

Interactive online informal assessments  
Class discussions

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Heads Together  
KWL Charts  
Reflection and Response  
Think-Pair-Share  
Cues, questions, activating prior knowledge  
Debate  
Direct instruction  
Current Events  
Guest Speaker

### Resources:

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LGBT and Disabilities Resources:

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- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
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- [Diversity Calendar](#)

### Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for	The curriculum for this course contains a number of instructional strategies, routines,	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students in	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

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<p>high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests in the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material.</p>	<p>and activities to aid on grade-level students in achieving critical reading, writing, and thinking skills. Compacting, flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options are all present in multiple ways that students can access learning in the classroom. The use of anchor activities, learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade-level students reach success in class. The use of graphic organizers, writing workshops, peer and instructor reviews and conferences, and revision opportunities help students on grade level strengthen their writing skills in the class.</p>	<p>achieving critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping, and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:  Extended time  Provide visual aids  Repeated directions  Differentiate based on proficiency  Provide word banks  Allow for translators, dictionaries</p>
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### **Unit 4 Title: Race and Politics in the Sitcom**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

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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.

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.

- A. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- B. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- C. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

## Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

### Central Idea/Enduring Understanding:

- Students will look at the history of television, specifically in the areas of race and diversity.
- Students will analyze the major historical events of the era and determine how those events were represented on TV.

### Essential/Guiding Question:

- How has the representation of various minority groups changed over the course of the last 70 years?
- Why has the representation of minorities changed during the course of television history?

# History of the Sitcom

<ul style="list-style-type: none"> <li>Students will compare and contrast the representation of minorities on television from 1950 to the present.</li> <li>Students will review the historical politics of the era, and analyze how those were represented on television.</li> </ul>	<ul style="list-style-type: none"> <li>How have social movements, such as the Civil Rights Movement, affected television episodes and their content?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li><i>All In The Family</i> (1971 - 1979)/(2019 - 2020)</li> <li><i>Sanford and Son</i> (1972 - 1977)</li> <li><i>Good Times</i> (1974 - 1979)</li> <li><i>The Jeffersons</i> (1975 - 1985)/(2019 - 2020)</li> <li><i>Amos 'n' Andy</i> (1951 - 1953)</li> <li><i>The Golden Girls</i> (1985 - 1992)</li> <li><i>30 Rock</i> (2006 - 2013)</li> <li><i>Father Knows Best</i> (1954 - 1960)</li> <li><i>The Courtship of Eddie's Father</i> (1969 - 1972)</li> <li><i>Diff'rent Strokes</i> (1978 - 1986)</li> <li><i>The Cosby Show</i> (1984 - 1992)</li> <li><i>A Different World</i> (1987 - 1993)</li> <li><i>All-American Girl</i> (1994 - 1995)</li> <li><i>Sister, Sister</i> (1994 - 1999)</li> <li><i>Moesha</i> (1996 - 2001)</li> <li><i>The Bernie Mac Show</i> (2001 - 2006)</li> <li><i>Everybody Hates Chris</i> (2005 - 2009)</li> <li><i>King of the Hill</i> (1997 - 2010)</li> <li><i>George Lopez</i> (2002 - 2007)</li> <li><i>House of Payne</i> (2007+)</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>Identify various programs from the history of television that represent various races in America..</li> <li>Describe the changes in television over the decades, in regard to race, and why those changes occurred.</li> <li>Identify the major events in American history and how those events impacted television writing and production.</li> <li>Explain changes in diversity representation over the course of broadcast history.</li> <li>Examine race relations at various points in American history, and explain how the representation of race relations changed over time.</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <p><b>-Reading Informational Text:</b> Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument</p> <p><b>-Writing:</b> Argumentative Writing</p> <p>In this unit, students will explore content in the areas of television content, broadcast history, career choices, workplace relationships, writing, and censorship.</p>	
<h2>Stage 2: Assessment Evidence</h2>	
<p><b>Performance Task(s):</b></p> <p>Tests Quizzes Research Projects Review writing</p>	<p><b>Other Evidence:</b></p> <p>Interactive online informal assessments Class discussions</p>

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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Heads Together  
KWL Charts  
Reflection and Response  
Think-Pair-Share  
Cues, questions, activating prior knowledge  
Debate  
Direct instruction  
Current Events  
Guest Speaker

### Resources:

*The Sitcom Reader: America Viewed and Skewed*

*Sitcom: A History in 24 Episodes from I Love Lucy to Community*

#### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

#### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, writing prompts, and writing conferences with the instructor also give	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade-level students in achieving critical reading, writing, and thinking skills. Compacting, flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options are all	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping, and interest centers or interest groups help struggling students by identifying focal points for instruction and	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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these students the opportunity to pursue their individual interests in the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material.	present in multiple ways that students can access learning in the classroom. The use of anchor activities, learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade-level students reach success in class. The use of graphic organizers, writing workshops, peer and instructor reviews and conferences, and revision opportunities help students on grade level strengthen their writing skills in the class.	learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.	
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### **Unit 5 Title: Suspending Reality / "Freaks, Geeks, and Outsiders"**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

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.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.



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<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>Students will look at the history of television; specifically non-traditional/fantasy characters represented.</li> <li>Students will compare and contrast the "audiences" between the beginning of television and the present.</li> </ul>		<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>How and why did "fantasy" sitcoms begin to appear on television?</li> <li>Why did audiences at the time become so attached to these characters?</li> <li>Why do some older TV shows endure, while others "fade away"?</li> </ul>
<b>Content:</b> <ul style="list-style-type: none"> <li><i>Mork &amp; Mindy</i> (1978 - 1982)</li> <li><i>ALF</i> (1986 - 1990)</li> <li><i>My Favorite Martian</i> (1963 - 1966) 0.5</li> <li><i>Happy Days</i> (1974 - 1984)</li> <li><i>3rd Rock from the Sun</i> (1996 - 2001)</li> <li><i>The Munsters</i> (1964 - 1966) 0.5</li> <li><i>The Addams Family</i> (1964 - 1966) 0.5</li> <li><i>Bewitched</i> (1964 - 1972) 0.5</li> <li><i>I Dream of Jeannie</i> (1965 - 1970) 0.5</li> <li><i>Mama</i> (1949 - 1957) 0.5</li> <li><i>Taxi</i> (1978 - 1983)</li> <li><i>Perfect Strangers</i> (1986 - 1992)</li> <li><i>Freaks and Geeks</i> (1999 - 2000)</li> <li><i>Blossom</i> (1991 - 1995)</li> <li><i>Family Matters</i> (1989 - 1997)</li> <li><i>The Big Bang Theory</i> (2007 - 2019)</li> </ul>		<b>Skills/Objectives:</b> <ul style="list-style-type: none"> <li>Identify various programs from the history of television that represent American's desire for fictional fantastical stories and characters</li> <li>Describe the changes in television over the decades, especially in regards to how it represented "outsiders" or impossible characters.</li> <li>Identify the major events in American history and how those events impacted television writing and production.</li> <li>Explain changes in diversity representation over the course of broadcast history, especially in regard to various social groups.</li> </ul>

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## Interdisciplinary Connections:

**-Reading Informational Text:** Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats

**-Writing:** Writing Research, Sources of Evidence

In this unit, students will explore content in the areas of television content, broadcast history, diversity, interpersonal relationships, tolerance of differences, writing, and censorship.

## Stage 2: Assessment Evidence

### Performance Task(s):

Tests  
Quizzes  
Research Projects  
Review writing

### Other Evidence:

Class discussions  
Interactive informal assessments

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Heads Together  
KWL Charts  
Reflection and Response  
Think-Pair-Share  
Cues, questions, activating prior knowledge  
Debate  
Direct instruction  
Current Events  
Guest Speaker

### Resources:

*The Sitcom Reader: America Viewed and Skewed*

*Sitcom: A History in 24 Episodes from I Love Lucy to Community*

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- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning	The curriculum for this course contain a number of instructional strategies, routines, and activities to aid on grade level students in achieving critical reading,	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels

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<p>contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests in the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material.</p>	<p>writing, and thinking skills. Compacting, flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options are all present in multiple ways that students can access learning in the classroom. The use of anchor activities, learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade-level students reach success in class. The use of graphic organizers, writing workshops, peer and instructor reviews and conferences, and revision opportunities help students on grade level strengthen their writing skills in the class.</p>	<p>contracts, choice boards, flexible grouping, and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>(auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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# History of the Sitcom

## Pacing Guide

Content	Resources	Standards
<b>UNIT 1: Sitcoms Representing the American Family 1950-2020</b>		
<p>20 Days</p> <p>1 day per TV program</p> <ul style="list-style-type: none"> <li>• <i>I Love Lucy</i> (1951 - 1957)</li> <li>• <i>The Adventures of Ozzie and Harriet</i> (1952 - 1966)</li> <li>• <i>Father Knows Best</i> (1954 - 1960)</li> <li>• <i>Leave It to Beaver</i> (1957 - 1963)</li> <li>• <i>My Three Sons</i> (1960 - 1972)</li> <li>• <i>The Partridge Family</i> (1970 - 1974)</li> <li>• <i>Petticoat Junction</i> (1963 - 1970)</li> <li>• <i>The Beverly Hillbillies</i> (1962 - 1971)</li> <li>• <i>Green Acres</i> (1965 - 1971)</li> <li>• <i>Good Times</i> (1974 - 1979)</li> <li>• <i>One Day at a Time</i> (1975 - 1984)</li> <li>• <i>Family Ties</i> (1982 - 1989)</li> <li>• <i>The Cosby Show</i> (1984 - 1992)</li> <li>• <i>Married... with Children</i> (1987 - 1997)</li> <li>• <i>Roseanne</i> (1988 - 1997)</li> <li>• <i>Home Improvement</i> (1991 - 1999)</li> <li>• <i>Mad About You</i> (1992 - 1999)</li> <li>• <i>Everybody Loves Raymond</i> (1996 - 2005)</li> <li>• <i>The Fresh Prince of Bel-Air</i> (1990 - 1996)</li> <li>• <i>Martin</i> (1992 - 1997)</li> </ul>	<p><i>The Sitcom Reader: America Viewed and Skewed</i></p> <p><i>Sitcom: A History in 24 Episodes from I Love Lucy to Community</i></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>	<p>6.1.12.HistoryCC.3.a</p> <p>6.1.12.HistoryUP.16.a</p> <p>SL.PE.9–10.1.A.B.C.D.</p>
<b>UNIT 2: Relationships and the Sitcom 1950-2020</b>		
<p>18 Days</p> <p><i>1 day per program, unless otherwise indicated</i></p>	<p><i>The Sitcom Reader: America Viewed and Skewed</i></p> <p><i>Sitcom: A History in 24 Episodes from I Love Lucy to Community</i></p>	<p>6.1.12.HistoryCC.3.a</p> <p>6.1.12.HistoryUP.16.a</p> <p>SL.PE.9–10.1.A.B.C.D.</p>

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<ul style="list-style-type: none"> <li>• <i>The Donna Reed Show</i> (1958 - 1966) <b>0.5 days</b></li> <li>• <i>The Mary Tyler Moore Show</i> (1970 - 1977)</li> <li>• <i>Bewitched</i> (1964 - 1972)</li> <li>• <i>The Jeffersons</i> (1975 - 1985)</li> <li>• <i>Bosom Buddies</i> (1980 - 1982)</li> <li>• <i>Three's Company</i> (1977 - 1984)</li> <li>• <i>The Facts of Life</i> (1979 - 1988)/ (2020) <b>0.5 day</b></li> <li>• <i>The Golden Girls</i> (1985 - 1992)</li> <li>• <i>Seinfeld</i> (1989 - 1998)</li> <li>• <i>Ellen</i> (1994 - 1998)</li> <li>• <i>Will &amp; Grace</i> (1998 - 2006)</li> <li>• <i>The Odd Couple</i> (1970 - 1975)</li> <li>• <i>Happy Days</i> (1974 - 1984)</li> <li>• <i>Laverne &amp; Shirley</i> (1976 - 1983) <b>0.5 day</b></li> <li>• <i>What's Happening!!</i> (1976 - 1979)</li> <li>• <i>Cheers</i> (1982 - 1993)</li> <li>• <i>The Golden Girls</i> (1985 - 1992)</li> <li>• <i>Living Single</i> (1993 - 1998) <b>0.5 day</b></li> <li>• <i>Friends</i> (1994 - 2004)</li> <li>• <i>How I Met Your Mother</i> (2005 - 2014)</li> </ul>	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>	
<b>UNIT 3: Sitcoms and the Workplace 1950-2020</b>		
<p>18 Days</p> <p>1 day per program</p> <ul style="list-style-type: none"> <li>• <i>The Dick Van Dyke Show</i> (1961 - 1966)</li> <li>• <i>My Three Sons</i> (1960 - 1972)</li> <li>• <i>The Mary Tyler Moore Show</i> (1970 - 1977)</li> <li>• <i>The Bob Newhart Show</i> (1972 - 1978)</li> <li>• <i>M*A*S*H</i> (1972 - 1983)</li> <li>• <i>Barney Miller</i> (1975 - 1982)</li> <li>• <i>Taxi</i> (1978 - 1983)</li> <li>• <i>WKRP In Cincinnati</i> (1978 - 1982)</li> <li>• <i>Kate &amp; Allie</i> (1984 - 1989)</li> </ul>	<p><i>The Sitcom Reader: America Viewed and Skewed</i></p> <p><i>Sitcom: A History in 24 Episodes from I Love Lucy to Community</i></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> </ul>	<p>6.1.12.HistoryCC.3.a</p> <p>6.1.12.HistoryUP.16.a</p> <p>SL.PE.9–10.1.A.B.C.D.</p>

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<ul style="list-style-type: none"> <li>• <i>Designing Women</i> (1986 - 1993)</li> <li>• <i>Murphy Brown</i> (1988 - 1998)</li> <li>• <i>The Larry Sanders Show</i> (1992 - 1998)</li> <li>• <i>Scrubs</i> (2001 - 2010)</li> <li>• <i>The Office (UK)</i> (2001 - 2003)</li> <li>• <i>The Office</i> (2005 - 2013)</li> <li>• <i>30 Rock</i> (2006 - 2013)</li> <li>• <i>Parks and Recreation</i> (2009 - 2015)</li> <li>• <i>Brooklyn 99</i> (2013+)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>	
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### UNIT 4: Race and Politics in the Sitcom

<p>20 Days</p> <ul style="list-style-type: none"> <li>• <i>All In The Family</i> (1971 - 1979)</li> <li>• <i>Sanford and Son</i> (1972 - 1977)</li> <li>• <i>Good Times</i> (1974 - 1979)</li> <li>• <i>The Jeffersons</i> (1975 - 1985)</li> <li>• <i>Amos 'n' Andy</i> (1951 - 1953)</li> <li>• <i>The Golden Girls</i> (1985 - 1992)</li> <li>• <i>30 Rock</i> (2006 - 2013)</li> <li>• <i>Father Knows Best</i> (1954 - 1960)</li> <li>• <i>The Courtship of Eddie's Father</i> (1969 - 1972)</li> <li>• <i>Diff'rent Strokes</i> (1978 - 1986)</li> <li>• <i>The Cosby Show</i> (1984 - 1992)</li> <li>• <i>A Different World</i> (1987 - 1993)</li> <li>• <i>All-American Girl</i> (1994 - 1995)</li> <li>• <i>Sister, Sister</i> (1994 - 1999)</li> <li>• <i>Moesha</i> (1996 - 2001)</li> <li>• <i>The Bernie Mac Show</i> (2001 - 2006)</li> <li>• <i>Everybody Hates Chris</i> (2005 - 2009)</li> <li>• <i>King of the Hill</i> (1997 - 2010)</li> <li>• <i>George Lopez</i> (2002 - 2007)</li> <li>• <i>House of Payne</i> (2007+)</li> </ul>	<p><i>The Sitcom Reader: America Viewed and Skewed</i></p> <p><i>Sitcom: A History in 24 Episodes from I Love Lucy to Community</i></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><a href="#">Diversity Calendar</a></p>	<p>6.1.12.HistoryCC.3.a 6.1.12.HistoryUP.16.a SL.PE.9–10.1.A.B.C.D.</p>
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# History of the Sitcom

## UNIT 5: Suspending Reality / “Freaks, Geeks, and Outsiders”

13 Days

*1 day per program, unless otherwise indicated*

- *Mork & Mindy* (1978 - 1982)
- *ALF* (1986 - 1990)
- *My Favorite Martian* (1963 - 1966) **0.5 day**
- *Happy Days* (1974 - 1984)
- *3rd Rock from the Sun* (1996 - 2001)
- *The Munsters* (1964 - 1966) **0.5 day**
- *The Addams Family* (1964 - 1966) **0.5 day**
- *Bewitched* (1964 - 1972) **0.5 day**
- *I Dream of Jeannie* (1965 - 1970) **0.5 day**
- *Mama* (1949 - 1957) **0.5 day**
- *Taxi* (1978 - 1983)
- *Perfect Strangers* (1986 - 1992)
- *Freaks and Geeks* (1999 - 2000)
- *Blossom* (1991 - 1995)
- *Family Matters* (1989 - 1997)
- *The Big Bang Theory* (2007 - 2019)

*The Sitcom Reader: America Viewed and Skewed*

*Sitcom: A History in 24 Episodes from I Love Lucy to Community*

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

6.1.12.HistoryCC.3.a  
6.1.12.HistoryUP.16.a  
SL.PE.9–10.1.A.B.C.D.