

## Purpose

In the event of school facility closures during the 2020–2021 school year, Civics instruction must be transitioned to an online setting to enable continuous learning. This guide provides recommendations for transitioning the [Civics Scope and Sequence](#) to an online instructional setting, as well as resources to update some instructional tasks with more current sources.

## Transitioning to Online Instruction

The goal for teaching Civics in a distance learning setting is to continue engaging students in compelling inquiries, through the analysis of rigorous sources, and with the simulation of cooperative learning to the greatest extent possible. Each instructional task from the [Civics Scope and Sequence](#) should be divided into lessons based on the school’s plan for frequency of online synchronous instruction. Each lesson should be thought of in three separate phases:

- **Pre-lesson work:** What asynchronous learning will students do in preparation for synchronous learning?
- **Synchronous learning:** How will students interact with the content during an online learning session?
- **Post-lesson work:** What does assessment or follow-up work look like after synchronous learning?

## Pre-Lesson Work

- 1.) Provide instructions for reading and interacting with sources.
  - a. Jigsaws and shared reading: Simplify into independent reading or use an online grouping strategy via breakout rooms and chat features.
  - b. For the most complex texts, consider adding scaffolding questions and vocabulary support, similar to what is included in the [distance learning packets](#).
  - c. Be mindful of surrounding website content when sharing links to copyrighted sources.
- 2.) If internet access is not guaranteed, prioritize sources to streamline content.
  - a. Provide students with required vs. recommended reading to focus pre-work.
- 3.) Assign pre-work questions.
  - a. Determine which questions students should respond to in writing as part of their pre-work and which questions students should prepare to discuss online during synchronous learning.
  - b. Consider the use of discussion boards on online platforms as a way for students to answer questions and respond to peers.

## Synchronous Learning

- 1.) To maximize discussion quality, prepare students in advance for what questions will be discussed.
- 2.) Review online learning norms (muting, participation, etc.).
- 3.) Use breakout rooms for small-group work.
- 4.) Use the chat feature for questions and responses.

## Post-Lesson Work:

- 1.) Determine how student learning will be assessed upon the completion of a lesson.
  - a. Worksheets or graphic organizers
  - b. Written responses
  - c. Purposeful projects: group or individual

**Resources for Updating Civics Instructional Tasks**

Teaching the Civics course requires the use of current examples. Since the scope and sequence was written in 2017, some sources are now out of date. The following chart lists suggestions for updating material.

Unit, Topic, Task	Source in the Scope and Sequence	Replacement Source
Unit 3, Topic 1, Wealth Inequality Task	<a href="#">“Stop Coddling the Rich”</a> by Warren Buffet (2011)	<a href="#">“What I’m Thinking About This New Year’s Eve”</a> by Bill Gates (2019)
Unit 3, Topic 1, Wealth Inequality Task	<a href="#">“Would the Buffett Rule Help the US Economy?”</a> (2012)	<a href="#">“How Would a Wealth Tax Work?”</a> (2019)
Unit 3, Topic 1, Wealth Inequality Task	<a href="#">“Is the US Tax System Fair?”</a> (2012)	<a href="#">“How Tax Brackets Actually Work”</a> (2019) and <a href="#">“Who Pays the Lowest Taxes in the US?”</a> (2019)
Unit 4, Topic 1, Civil Rights Task	<a href="#">“How 60 years later, Brown V Board of Education Succeeded – and Didn’t”</a> (2014) *This source is now behind a paywall; the replacement source is not.	<a href="#">“65 years after Brown v. Board of Education, school segregation is getting worse”</a> (2019)
Unit 4, Topic 1, Voting Rights Task	<a href="#">“7 Reasons You Should Vote in This Year’s Elections”</a> (2016)	<a href="#">“Why Every Vote Matters (NPR)”</a> (2018)
Unit 4, Topic 1, Campaign Finance Task		<a href="#">“How Money Affects Elections”</a> (2018) *This source provides additional information on the topic.
Unit 5, Topic 1, Economic Happiness Task	<a href="#">2017 World Happiness Report</a>	<a href="#">2020 World Happiness Report</a>
Unit 5, Topic 1, Monopolies Task		<a href="#">“American’s Monopoly Problem Goes Way Beyond Tech Giants”</a> (2020)
Unit 5, Topic 1, Federal Reserve Task		<a href="#">“The Economist Who Believes The Government Should Just Print More Money”</a> (2019) *This source provides additional information on the topic.