

OFFICE OF CURRICULUM
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Welcome to
Civic Participation Projects
for the NYSED Seal of Civic Readiness

Part I





New York State
EDUCATION DEPARTMENT

Knowledge › Skill › Opportunity

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NYSCSS



NEW YORK STATE
COUNCIL FOR THE SOCIAL STUDIES

Lisa Kissinger, Co-Chair
Curriculum & Assessment Committee
NYSED Civic Readiness Task Force Member
Academic Administrator, Shenendehowa CSD

Webinar Outcomes:

- Describe the overall goals of NYSED's Civic Readiness Initiative
- Describe the requirements of the NYSED Civic Readiness Diploma Seal (pilot)
- Identify next steps for local projects



Civic Readiness Initiative

The New York State Board of Regents is committed to civic education that empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Civic education facilitates the development of civic competencies, which are needed for a democratic society to flourish. Through civic education, students learn how to identify and address problems in their community or school community. Students also learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. Civic education can strengthen the relationships of schools and students with parents, families, civic leaders, and organizations and community partners.

In January 2020 The Civic Readiness Task Force appointed by the Board of Regents presented their recommendations to the Board of Regents. The recommendations include a Seal of Civic Readiness, a definition of Civic Readiness and the elements of a Civic Capstone Project.

Civic Readiness Task Force



Updates



Seal Of Civic Readiness



Definition Of Civic Readiness



Civic Capstone Project





Where we are now

- At the May Board of Regents meeting the regents approved the Seal of Civic Readiness pilot to begin in 2021-2022 and reaffirmed their commitment to the K-12 Civic Readiness Initiative.
- Schools who have been selected to participate in the pilot will be notified by June 1st, assigned a supervisor and begin working with their regional supervisor.



Next Steps

- The Department proposed a rule to allow students who earn the Seal of Civic Readiness to apply that accomplishment toward a +1 Civic Readiness pathway to a diploma. Public comments will be accepted through July 26, 2021. If adopted at the September 2021 meeting, the proposed rule will become effective on September 29, 2021.

REGCOMMENTS@NYSED.GOV

- We anticipate allowing all school districts across NYS to apply for the Seal of Civic Readiness in the Fall 2022- Spring 2023 school year.



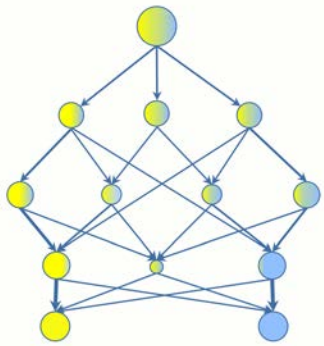
Civic Readiness Pilot 2021-2022

- The Civic Readiness Task Force and NYSED staff will support and monitor pilot districts throughout the school year including virtual site visits and onsite technical assistance to the extent practicable.
- Student work product from across the state will be analyzed and added to the Manual for the Seal of Civic Readiness to provide further guidance to interested schools.
- The Task Force will evaluate the current point system on the Criteria for the Seal of Civic Readiness and recommend to SED any appropriate changes or additions if needed.



Proposed Requirements for the Seal of Civic Readiness

Civic Knowledge	Pts.	Civic Participation	Pts.
4 Credits of Social Studies	1	High School Civics Project	1.5
Mastery level on Social Studies Regents Exam	1.5	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1
Proficiency level on Social Studies Regents Exam	1	Proficiency level in an elective course that promotes civic engagement	.5
Advanced Social Studies Courses	.5	Middle School Capstone Project	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5
		Civics Capstone Project	4



The Civic Readiness Diploma Seal provides many opportunities for local creativity and decision-making.



Research Project



How are these projects graded?

- Evaluation criteria will be locally determined
- Recommend evaluation based on performance indicators included in Social Studies Practice A: Gathering, interpreting and using evidence.

When can students complete the Research Project?

- Any 9-12 Social Studies Course
- OR any other creative options that your SCR agrees on (during an elective, or as part of an intensive extra-curricular, etc...)

Research Projects must be rooted in Civic Readiness including civics skills and actions, civic experiences, civic mindsets and especially civic knowledge.



Demonstrate a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. These may include inequities within our democratic system at the federal, state and local level. Students should know how to apply this knowledge to different circumstances and settings.

Civic Knowledge

Fundamental civic knowledge in grade level appropriate forms includes:

- The structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate therein;
- Civil and educational rights and responsibilities guaranteed by the U.S. Constitution, the Constitution of the State of New York, and federal, state and local statutes and regulations;
- History, geography, economics, and current events within our country and in our global society;
- The impact of individual and collective histories in shaping contemporary issues;
- View and analyze history and current issues from multiple perspectives
- The importance of civic rights and responsibilities, such as voting, volunteering, serving on a jury, and the importance of ensuring a free press



Research Project Ideas

<https://www.econedlink.org/resources/collection/election-economics/>

Ex: Income Inequality with research based extension activity

<https://novelnewyork.org/databases.php>

Ex: Opposing Viewpoints- Big Tech Monopolies, Police Reform

<http://www.archives.nysed.gov/education/primary-source-sets-social-change>

Ex: Social Change Inquiry: Latinos in New York

A Political Science Guide: What is a Policy Paper? (2020)

<https://politicalscienceguide.com/home/policy-paper/>



Civic Participation Projects



Civic Skills & Actions

Critical intellectual and participatory civic skills students should develop and actions they should take in grade-level appropriate forms include the ability to:

- Demonstrate respect for the rights of others in discussions and classroom debates, and how to respectfully disagree with other viewpoints and provide evidence for a counterargument;
- Participate in activities that focus on a classroom, school, community, state or national issue or problem;
- Identify, describe and contrast the roles of the individual in opportunities for social and political participation in different societies;
- Work to influence those in positions of power to achieve extensions of freedom, social justice, and human rights;
- Fulfill social and political responsibilities associated with participation in a democratic society and the interdependent global community by developing awareness of and/or engaging in the political process;
- Analyze and evaluate news (news literacy), media, social media and other sources of information for accuracy, bias, reliability, and credibility.
- Engagement in working toward the public good

Civics Projects must be rooted in the definition of civic readiness including Civic Knowledge, Civics Skills and Action, Civic Mindsets and especially Civic Experiences



Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings and ways—inside and outside of the classroom, across content areas, and for multiple purposes. Civic Readiness should be promoted by engaging students in relevant experiences that include students as active participants.

Civic Experiences

Examples of civic experiences in which students should be able to participate in grade-level appropriate ways include:

- Completing a civic readiness capstone or, civic engagement project;
- Engaging in service-learning;
- Engaging in civil discourse around controversial issues;
- Engaging with news and digital tools, such as social media, responsibly;
- Participating in civic-centered co-curricular and extracurricular activities such as Model UN, Student Government, Debate Club, Moot Court, Student Journalism or Mock Trial;
- Participating in school governance;
- Voting, volunteering and participating in community organizations and governmental systems, such as community boards, youth advisory councils, etc., to promote continuous improvement;
- Engaging with local officials and government institutions through activities such as providing public comment before a government agency, or meeting with public and elected officials.



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Civics Participation: High School Civics Projects

1.5 points



How are these projects graded?

- Evaluation criteria will be locally determined
- Recommend evaluation based on performance indicators included in Social Studies Practice A: Gathering, interpreting and using evidence.

When can students complete the Civics Project?

- Any 9-12 Social Studies Course
- OR any other creative options that your SCR agrees on (during an elective, or as part of an intensive extra-curricular, etc...)

Civics Participation: High School Civics Projects

In a High School Civic Project, students will:

- Focus on a civic issue (problem) within a policy area **that may be predetermined by the teacher or advisor.** The Civic Project is focused on a civic issue (problem) that can be interpreted in a variety of ways by a broad array of citizens holding various viewpoints.
- **Analyze data that can be provided by the teacher or advisor** to determine the impact of the issue on the community and evaluate possible solutions to address the problem
- Recommend strategies to address the problem
- Communicate recommended strategies using written, audio/visual, and/or oral presentations
- Reflect on what they have learned about their role in the civic life of their community

Civics Participation: High School Civics Projects Example

The Student Council advisor creates a committee of students to provide student input to the administration on issues of equity and the school's code of conduct.

- Students are provided with data on the subject of equity in schools, including op-ed columns representing a diverse array of views, quantitative data on disciplinary trends, the NYS School Report Card, articles on Restorative Justice, and other initiatives. Students may also interview school administration, PTSA representatives, and fellow students on the subject of equity.
- Students will determine whether the school can improve the school's code of conduct in terms of equity and make recommendations, if necessary, to that end.
- Students will create either a written report, an audio/visual presentation, an oral presentation, etc. to communicate their recommendations.
- Students will produce a reflection on the most challenging aspects of affecting policy as a citizen. This will include advice for effective activism for other citizens that wish to impact public policy.

Civic Participation Project Ideas

- Consider using an inquiry as a springboard for a research project
 - [12th grade Government Inquiries in the NYSED Social Studies Tool Kit.](#)
 - Federalism
 - First Amendment
 - Voting
 - Political Parties
 - Campaign Finance
 - Affordable Care Act



Civics Participation: High School Civics Projects

Criteria for Success

- Locally determined
- Select from Civic Knowledge, Civic Skills and Actions listed in the Civic Readiness Domains and
 - gather, interpret and use evidence, including evaluating sources used for bias and credibility.
 - make their own judgments and policy recommendations based on sound reasoning and evidence.
 - communicate their position persuasively, using a format for the assignment that is determined locally.
 - reflect on how the project has impacted their civic knowledge, skills, actions, and/or mindset.



Civics Participation: High School Civics Projects Resources

<https://www.facinghistory.org/civic-dilemmas>

[How to Write an Op-Ed or Column from the Harvard Kennedy School of Government](#)

[Educating for American Democracy](#)



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Civic Participation: Service Learning Project - 1 point

- Complete a minimum of 25 hours of demonstrated service to the community
- Write and submit a reflective essay/presentation
- Students may receive these points more than once.
- The most meaningful service-learning projects are personally relevant to students and their interests. Students can complete service learning projects individually, or with a small group or as part of a larger group. Students generally experience service learning with the leadership of an adult. Service learning projects are most effective when connected to curriculum.

What is service learning?



- Inquiry-based approach that combines service to community with learning objectives.
- Five stages:
 1. Investigation - conduct research on a community-based problem or needs
 2. Preparation - create a plan to address these needs
 3. Action
 - a. direct service
 - b. indirect service - including advocacy
 4. Reflection - required to earn the point for the Diploma Seal
 5. Demonstration/celebration

Civic Participation: Service Learning Project - 1 point

Reflective essay/presentation:

- Essential element of the service learning project
- Describes the impact of the service learning.
- Can be incorporated before, during, and after the service experience.
- Reflection questions can help students understand themselves, the population they are serving, the social issue driving their service activity, and the relationship between the service and the academic experiences.



Service Learning Project - Sample Reflection Questions

Issue-focused questions:

- Why is there a need for your service?
- What do you perceive as the underlying issue, and why does it exist?
- What social, economic, political, and educational systems are maintaining and perpetuating the situation?
- What can you do with the knowledge you gained from this experience to promote change?

Client-focused reflection questions:

- What similarities do you perceive between you and the people you are serving?
- How are you perceived by the people you are serving?
- What do you think a typical day is like for the people you serve? What pressures do they confront?
- What can you do with the knowledge you gained from this experience to promote change?

Self-focused reflection questions:

- What personal qualities (e.g. leadership, communication skills, empathy etc.) have you developed through service-learning?
- What contribution can you make to public understanding of this issue based on your service-learning experience?
- In what ways are you finding your involvement with service-learning difficult? What have you found that is helping you follow through despite the difficulties you encounter?

Evaluation Criteria:

Evaluation criteria for the reflective essay/presentation will be locally developed, and should include an evaluation of selected students' Civic Knowledge, Civic Skills and Actions, Civic Mindset and Experiences listed in the Civic Readiness Domains.

Service Learning Project - Resources



National Youth Leadership Council, Service Learning,
www.nylc.org/standards,
www.nylc.org/objects/publications/StandardsResearch.pdf

New York City Department of Education, Service Learning Resources,
<https://infohub.nyced.org/in-our-schools/programs/experiential-learning/service-in-schools/service-learning-opportunities-and-resources>

Service learning is a graduation requirement in Maryland. Information about Maryland's service learning requirement,
<http://www.marylandpublicschools.org/programs/Pages/Service-Learning/par.aspx>

Service Learning is Not a Checklist

Common PIG activities that will NOT count towards the Service Learning:

- Students sit as audience members at a School Board of Education meeting
- Students participating in a food drive by bringing in cans to school

Community Service: Service learning goes beyond the concept of ‘helping out’ or ‘volunteering’ by combining specific learning goals and outcomes into the community-based activity based on their verified needs.

Use the 5 stages of inquiry based service learning listed above to think about how these common activities could be strengthened to become service learning.

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Essay/Presentation/Product Requirement

Purpose:

Provide students with the opportunity to communicate the ways in which various experiences, elective courses, and activities have impacted their civic knowledge, skills and mindsets.

- Range of products insures accessibility for all learners



Essay/Presentation/Product Requirement

Requirement to earn points associated with:

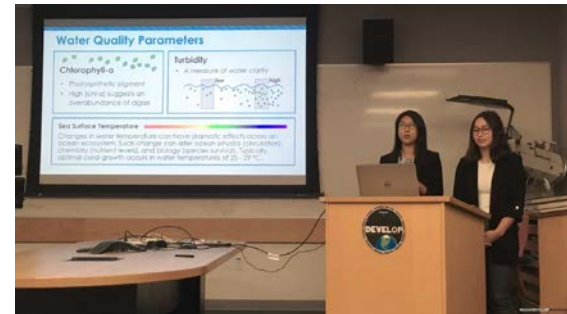
- elective course(s) that promote civic engagement and/or
- extra-curricular program(s) or
- work-based learning experience(s)

Guiding Questions and Criteria for Success - Samples

Civic Experiences: What Did You Do?

Describe the course or activity you participated in. Include:

- The context/setting
- Your role
- The purpose of the course/activity/experience
- Key ideas presented in the course/activity/experience



Guiding Questions and Criteria for Success - Samples

Civic Knowledge: What Civic Knowledge Did You Gain?

Explain and provide examples of how the course or experience increased your civic knowledge. Elements of civic knowledge you may wish describe may include but are not limited to:

- The structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate therein
- Civil and educational rights and responsibilities guaranteed by the U.S. Constitution, the Constitution of the State of New York, and federal, state and local statutes and regulations

Guiding Questions and Criteria for Success - Samples

Civic Skills, Actions and Mindsets: How Did This Experience Change You?

Explain and provide examples of the impact this course/activity/experience had on you and your civic-related skills and mindset. Elements of civic skills, actions and mindsets you may wish to explain may include but are not limited to:

Civic Skills and Actions

- Identify, describe and contrast the roles of the individual in opportunities for social and political participation in different societies
- Fulfill social and political responsibilities associated with participation in a democratic society and the interdependent global community by developing awareness of and/or engaging in the political process
- Engagement in working toward the public good

Guiding Questions and Criteria for Success - Samples

Civic Skills, Actions and Mindsets: How Did This Experience Change You?

Civic Mindsets:

- Valuing equity, inclusivity, diversity, and fairness
- Empathy, compassion, and respect for the views of people with other opinions and perspectives
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems

Next Steps - We Suggest:

1. Compare what you offer in your school against the Seal requirements
2. Develop assignments and rubrics that can be integrated into current courses/extracurricular activities
3. Monitor what works, what needs revisions
4. Continue learning!

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Part II: Capstone Projects
June 7, 2021
4:30-5:30

Please register separately for this webinar.

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Thank you!!

Evaluation Survey Link in the Chat

<https://forms.gle/tUo1p2nQpmQNLHcX7>