

The Civic Capstone Project in the NYSED Civic Readiness Initiative CDCSS

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New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



Shenendehowa *Central School District*

Presenters

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Workshop

- Describe the elements of the NYSED Civic Readiness Initiative
- Describe the elements of the Capstone Project
- Provide an opportunity to walk-through the steps of designing a Capstone Project
- Identify next steps for a Capstone Project in your school

ELEMENTS OF CIVIC READINESS



Civic Readiness- Civic readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.



Civil Rights- Civil rights are an expansive and significant set of rights that are designed to protect individuals from unfair treatment; they are the rights of individuals to receive equal treatment (and to be free from unfair treatment or discrimination) in a number of settings -- including education, employment, housing, public accommodations, and more -- and based on certain legally-protected characteristics.



Civic Learning- students demonstrate fundamental knowledge of Social Studies, engage in relevant experiences that include students as active participants and develop an understanding of self as part of and responsible to larger social groups



Civic Engagement- working to make a difference in the civic life of our communities and developing the combination of knowledge, skills and actions, mindsets and experiences necessary to make that difference. It means promoting the quality of life in community, through both political and non-political processes.

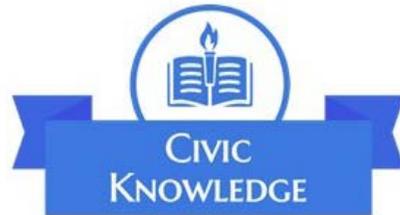
Civic Readiness the ESSA Plan and Statewide Initiatives

ESSA Plan	Connection to Civic Readiness
Civic Readiness Index	Empower students to become active, engaged civic participants in our multicultural democracy
Culturally Responsive Sustaining Education	Provide opportunities to learn about power and privilege and empower learners to be agents of positive social change
Equity	Civic education is a means to a more equitable, more just democracy responsive to the diverse realities of our students
Social Emotional Learning (SEL)	Self and Social Awareness – the ability to recognize how thoughts, feelings, and actions are interconnected; and the ability to take the perspective of and have respect for those with different backgrounds or cultures are required of civically minded citizens
Mental Health Literacy	Sense of self esteem and confidence Ability to make a contribution to one's community

CIVIC READINESS
TASK FORCE
RECOMMENDATIONS

- State Definition of Civic Readiness
- Civics Capstone Project
- State Seal of Civic Readiness

**CIVIC READINESS DEFINITION:
CIVIC READINESS IS THE ABILITY TO MAKE A POSITIVE DIFFERENCE IN THE PUBLIC LIFE OF OUR
COMMUNITIES THROUGH THE COMBINATION OF CIVIC KNOWLEDGE, SKILLS AND ACTIONS, MINDSETS
AND EXPERIENCES**



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.



Demonstrate the mindset of a participant in a democratic society. A civic mindset is a commitment to democratic interpersonal and intrapersonal values, virtues, attitudes, and beliefs and informed actions that promote and facilitate meaningful participation in civic life. It is an understanding of self as part of and responsible to larger social groups.



Demonstrate a broad array of critical analytic, verbal, communication, media literacy and other skills and participate in a wide variety of actions. Students should practice such actions both inside and outside of school on a regular basis.



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.

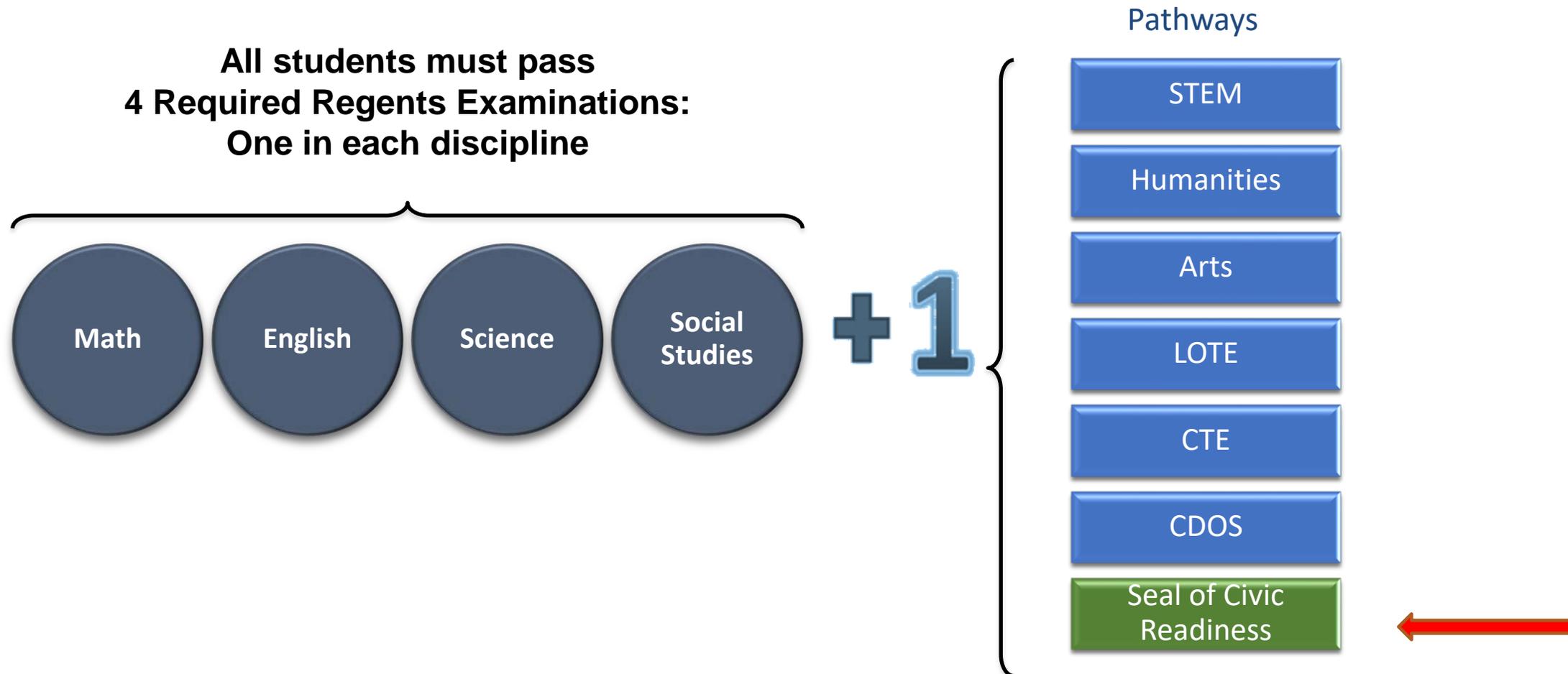
THE PROPOSED SEAL OF CIVIC READINESS



- I. Affirms NYSED's commitment to strengthening civics education
- II. Incentivizes districts and students to participate in meaningful civic engagement projects
- III. Can be used as a +I Pathway
- IV. Can be used as a stand alone seal
- V. Students earn the seal by earning points on a menu of options that reflect civic knowledge and civic experiences.

SEAL OPTIONS

The Seal of Civic Readiness could be used as a Humanities Pathway or a stand alone seal for students who choose a different pathway.



CIVIC PARTICIPATION SOCIAL STUDIES PRACTICE ARTICULATION K-12

Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints and provide evidence for a counter-argument

Participate in activities that focus on a classroom, school, community, state, or national issue or problem

Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences

Work to influence those in positions of power to strive for extensions of freedom, social justice and human rights

Explain differing philosophies of social and political participation and the role of individual leading to group-driven philosophies

Identify, describe and contrast the roles of individual in opportunities for social and political participation in different societies

Identify situations in which social actions are required and determine an appropriate course of action

Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process

SEAL REQUIREMENTS

The seal would require students to earn points in two areas: Civic Knowledge and Civic Participation.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 Credits of Social Studies	1	Culminating High School Civic Project	1.5
Mastery level on Social Studies Regents	1.5*	Service Learning Project (minimum 25 hours) and reflective civic learning essay	1*
Social Studies Regents Exams Proficiency Level	1*	Mastery level in an elective course the 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 application of knowledge essay	.5*
		Civics Capstone Project	4

CIVICS CAPSTONE PROJECT

In a Civic Readiness Capstone project, students will:

- Identify a civic issue (problem) facing them, their school, or their community
- Analyze a civic issue (problem), evaluate alternative solutions, design and/or execute a solution for this problem.
- Take informed action to address the civic issue.

Examining
Community –
Discuss issues that
matter

Identify Issues

Conduct Research

Analyze

Develop Strategies
and Solutions

Take Informed
Action

Communicate

Reflect

ESSENTIAL ELEMENTS OF A CIVICS CAPSTONE PROJECT

CAPSTONE PROJECT SIMULATION

Students will be able to:

- Identify a civic issue (problem) facing them, their school, or their community
- Analyze a civic issue (problem), evaluate alternative solutions, design and/or execute a solution for this problem.
- Take informed action to address the civic issue.
- Reflect on what they have learned about their school or community from the Capstone project.
- Make a presentation about their Civic Readiness Capstone project

ESSENTIAL ELEMENTS

- Examine community
- Identify Issues
- Conduct Research
- Analysis
- Develop Strategies and Solutions
- Take Informed Action
- Communicate
- Reflection

Based on the New York State Social Studies Practices, Grades 9-12, the New York State Performance Level Descriptors for the Global History & Geography II and the U.S. History & Government Regents exam, the NYSED Definition of Civic Readiness, and the [American Association of Colleges and University VALUE Rubric for Civic Engagement](#).

EXAMINE COMMUNITY

Civic Knowledge	Civic Skills	Civic Mindset
<p>Demonstrate an understanding of the structure and function of government and democracy at the appropriate level, and how to participate therein.</p> <p>Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <p>For example, students can conduct community walks/drives and asset map their community</p>	<p>Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</p>	<p>Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</p>

IDENTIFY ISSUES

Civic Knowledge	Civic Skills	Civic Mindset
<p>Integrate alternate, divergent, or contradictory perspectives or ideas.</p> <p>Describe the impact of individual and collective histories in shaping contemporary issues.</p>	<p>Analyze a civic issue (problem) in the community</p> <p><i>For example, include data to describe the number of people affected by the issue, the age/gender/socio-economic status of the people affected by the issue, the geographic impact of the issue, the environmental impact of the issue, etc.</i></p> <p>Integrate evidence from multiple disciplines into the Capstone Project.</p>	<p>Reflect on how different cultures have values, norms and beliefs that shape how they understand their communities and the problems they face.</p>

CONDUCT RESEARCH

Civic Knowledge	Civic Skills	Civic Mindset
<p>Describe how the issue affects the daily lives and shapes the perspectives of similar and different stakeholder groups.</p> <p><i>For example, conducting interviews and administering surveys will help students understand the issue from different perspectives, including diverse cultural groups.</i></p>	<p>Analyze and evaluate news, media, social media and other sources of information for accuracy, bias, reliability, and credibility.</p>	

iCivics

<https://www.icivics.org/educators>



Sample Resource

Government Watchdog Log Sheet for an Elected Official

Choose an elected official to watch, such as a mayor, governor, or city council member.
Use this log sheet to keep track of what you learn.

Name of elected official:

Position:

Primary responsibility:

Years in office:

Party affiliation (if applicable):

Membership in professional organizations or caucuses (if applicable):

Committee assignments (if applicable):

Recent votes, initiatives, and positions taken on issues:

Do you agree with these votes and positions? Why or why not?

What did you learn about this elected official that surprised you?

Would you consider this official to be effective? Why or why not?

Sample Resource

Preparing to Lobby on an Issue

Use this planning sheet to prepare for your lobbying campaign.

Identify the issue you want to address.

List the policymakers you plan to lobby.

Name	Telephone number	Office location

Write your talking points.

- Choose three or four points to use in support of your position. Give each point its own paragraph.
- Support each point with relevant facts and arguments.
- Keep your talking points sheet brief, no more than one page.
- Title your talking points and include your contact information.

Prepare a talking script using the model below.

Hi, my name is _____ and I would like to talk to you about the issue of _____.

I'd like to briefly explain my position on this issue. (Use your talking points as a guide here.)

I would like you to (tell the policymaker what you want him or her to do) _____.

Do you have any questions for me about this issue?

Can I count on your support? If not, what would it take for you to support me?

May I leave this sheet of talking points with you? It includes my contact information in case you would like to talk more about this issue later on.

Thank you so much for your time.

ANALYSIS

Civic Knowledge	Civic Skills	Civic Mindset
<p>Analyze a civic issue (problem) in the community, describe past attempts to address the issue, generate and evaluate alternative solutions to a civic problem.</p>	<p>Weigh appropriate evidence from multiple disciplines to support claims, which may include political science, history, natural sciences, economics, geography, and sociology.</p>	<p>Reflect on how personal attitudes and beliefs are different and the same from those of other cultures and communities.</p> <p>Integrate what can be learned through engagement with diversity into the Capstone Project.</p>

DEVELOP STRATEGIES AND SOLUTIONS

Civic Knowledge	Civic Skills	Civic Mindset
<p>Design and/or execute a solution for this problem.</p>	<p>Evaluate the feasibility of proposed actions to address the community or civic issue.</p> <p><i>For example, determine an appropriate course of action; deconstruct and construct plausible and persuasive arguments using evidence.</i></p>	<p>Analyze factors that influenced the perspectives of stakeholders involved in the civic issue central to the Capstone Project.</p> <p>Integrate alternate, divergent, or contradictory perspectives or ideas.</p>

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- ★ FIND YOUR ELECTED OFFICIAL
- ★ FIND YOUR BALLOT AT VOTE411

 SEARCH

JOIN THE CONVERSATION!



Civics Education

SHARE



The League and the New York State Council for the Social Studies (NYSCSS) are pleased to announce the publication of 7 lesson plans for teachers of the **New York Grade 12 Participation in Government** course.

[The 7 lesson plans](#) are designed to provide teachers and students with information specific to New York State. Lessons can be customized to meet the needs of individual classrooms or student interests and are designed to be inquiry-based and non-partisan.

The goal of these lessons is to bring a heightened knowledge of the formal system of government in New York State, a better understanding of the forces that can change the balance of power, and to develop an improved student understanding of how to be an active citizen, knowing their rights and responsibilities.

The lessons are based on the Key Ideas and Social Studies Practices of the New York State Social Studies Curriculum Framework. The lesson plans could be integrated into existing units or combined for a unit of instruction on New York government. With these lesson plans, *Participation in Government* teachers have ready-made resources which will engage high school seniors.

Sample Resource

Planning an Effective Meeting

Use this planning sheet to help you conduct an effective meeting.

Define the objectives for the meeting.

Determine when and where you will hold the meeting. How will you notify the participants about the time and place?

List the equipment you need for the meeting (such as chairs, tables, or a projector). Where and when will you get what you need?

On a separate piece of paper, sketch the meeting room and how you will arrange the furniture.

Create an agenda for the meeting. How much time will you allocate for each agenda item? Where and when will you post the agenda? (Attach a printed copy to this sheet.)

List at least five ground rules. Examples: *Raise your hand and be recognized by the chair before speaking.* *Avoid making negative comments about other participants' ideas.*

After the meeting, answer these questions on a separate sheet of paper:

1. What went well during the meeting?
2. What aspects of conducting the meeting were challenging?
3. What would you do differently next time?

TAKE INFORMED ACTION

Civic Knowledge	Civic Skills	Civic Mindset
	<p>Design and implement a Capstone Project that engages the school and/or out-of-school community.</p> <p><i>For example, determine an appropriate course of action; work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights; develop an awareness of and/or engage in the political process.</i></p>	

COMMUNICATE

Civic Knowledge	Civic Skills	Civic Mindset
	<p>Communicate in a civic context, showing the ability to express ideas, discuss, persuade, debate, negotiate, build consensus and compromise to organize and conduct civic action. Strategically use different forms of communication to persuade/advocate and express ideas.</p> <p>Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</p>	

Sample Resource

Posting Opinions on the Internet

The Internet allows anyone with opinions on an issue to post those views for others to read and respond to. There are several easy ways to get your views onto the World Wide Web for others to see. The easiest is to respond to a blog (short for Web log) that someone else has posted. You might also consider posting a video online, building a Web site around your issue, or starting your own blog.

Why post opinions on the Internet?

More and more people today are looking for information about public issues online. The Internet provides an inexpensive way for you to reach a potentially huge audience with your views.

How can you most effectively post your opinions on the Internet?

The Internet can seem overwhelming. These tips and the task sheet that follows will help you find your online community and communicate effectively with it.

Tips for Blogging

- 1 Begin on established blogs.** Learn the ins and outs of blogging by seeing how the pros do it. Several Web sites (for example, *townhall.com*, *uspoliticsguide.com*, and *politicsforumpoliticalworld.com*) will connect you with well-established blogs across the political spectrum.
- 2 Be informative.** Many bloggers post comments that are all opinion and no facts. That is a bit like making a peanut butter and jelly sandwich but leaving the peanut butter out—there is not much substance. Knowing what you are talking about and including solid evidence to support your views will impress your fellow bloggers.

- 3 Be respectful.** Some bloggers feel free to “flame” people they don’t agree with. That may sound like a great way to let off steam or have a little fun, but it is unlikely to help you promote your cause. You are far more likely to attract readers to your postings if you don’t set out to offend them.

- 4 Use good judgment.** Recognize that anyone with Internet access will be able to read your postings. That includes friends, strangers, parents, teachers, and current and prospective employers. Use good judgment about what you reveal. Otherwise, it may come back to haunt you.

Tips for Posting Videos Online

- 1 Begin on established video-sharing Web sites.** Visit some of the larger video-sharing Web sites to see how other people use video to share their views on current issues. You will also find information on how to register and upload your own videos.
- 2 Entertain while you inform.** Political commentary in video form is more likely to be watched if it is also entertaining. The most-watched videos are creative, funny, or compelling in some way.
- 3 Take the time to do it right.** Don’t rush to get your work online. If people see that you have invested time and effort in your video, they will be more likely to care about the message you are trying to convey.

REFLECTION

Civic Knowledge	Civic Skills	Civic Mindset
		<p>Analyze Capstone Project experience, reflecting on the process that was implemented, challenges faced, project limitations, successes, future civic actions and transferable skills.</p> <p>Demonstrate and reflect on a sense of self as an active participant in society, willing to contribute to solving local and/or national problems.</p>

Next Steps

Department/Program

- Ongoing conversation about the connection between our program goals and NYSED Civic Readiness/Capstone
- Strong emphasis on current events in 7-12 program; civil discourse/discussion
- New Framework/New Regents exams

For you?

With 12th Grade NIF (PIG) Course:

- Integration of more project-based lessons
- Develop final portfolio project to replace final exam
- Obtain consensus on artifacts/assignments, grading projects, resources for students
- Developing for current circumstances; will revise after Covid-19 restrictions end