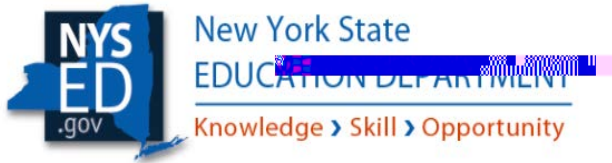


**OFFICE OF CURRICULUM
CHRISTY RADEZ
LEAD FACILITATOR OF THE CIVIC READINESS INITIATIVE NYSED**



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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NYSED Civic Readiness Task Force Member
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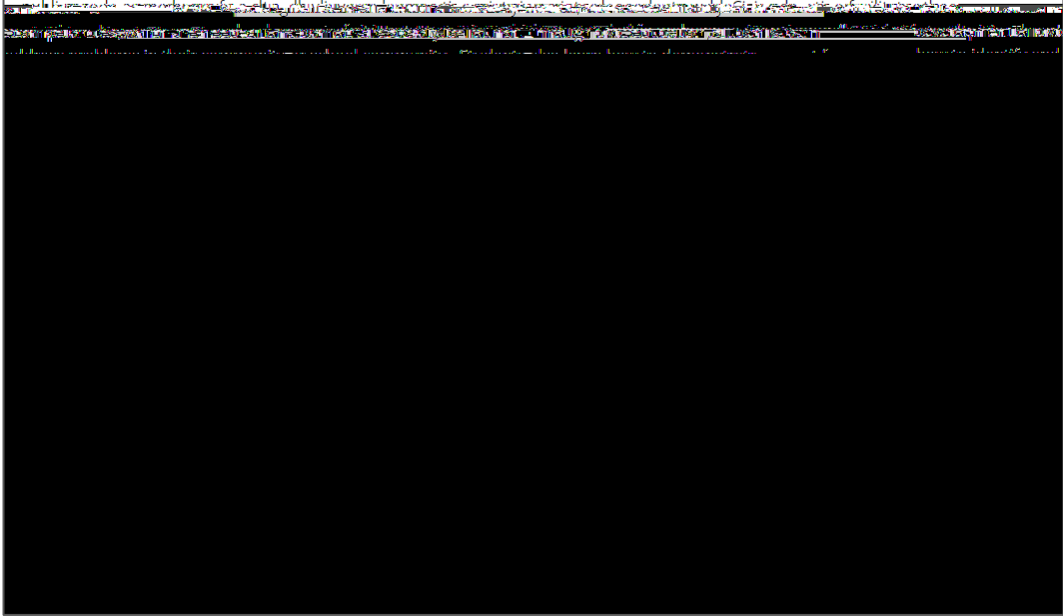
Webinar Outcomes:

Describe the overall goals of NYSED's Civic Readiness Initiative



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



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.

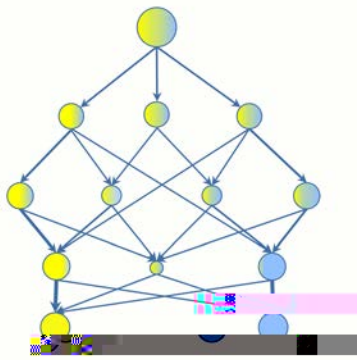
Next Steps

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.

Proposed Requirements for the Seal of Civic Readiness

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



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



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:

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



Civic Skills & Actions

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.

Civics Participation: High School Civics Projects

1.5 points

How are these projects graded?

B Evaluation criteria will be locally determined

B

Civics Participation: High School Civics Projects

In a High School Civic Project, students will:

- B 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.
- B Analyze data that can be provided by the teacher or advisor

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.

B

Civic Participation Project Ideas

B 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

B Locally determined

B

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

- B Complete a minimum of 25 hours of demonstrated service to the community
- B Write and submit a reflective essay/presentation
- B Students may receive these points more than once.
- B 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?

- B Inquiry-based approach that combines service to community with learning objectives.
- B Five stages:
 1. Investigation - conduct research on a community-

Civic Participation: Service Learning Project - 1 point

Reflective essay/presentation:

- B Essential element of the service learning project
- B Describes the impact of the service learning.
- B Can be incorporated before, during, and after the service experience.
- B 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

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.

B Range of products insures accessibility for all learners



Essay/Presentation/Product Requirement

Requirement to earn points associated with:

B elective course(s) that promote civic engagement
and/or

B extra-curricular program(s) or

B 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

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

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!

NYSCSS



NEW YORK STATE
COUNCIL FOR THE SOCIAL STUDIES

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

Please register separately for this webinar.

