



SOCIAL STUDIES UPDATE

CHRISTY RADEZ

CHRISTINE.RADEZ@NYSED.GOV

NYSED OFFICE OF CURRICULUM & INSTRUCTION

NIAGARA FRONTIER COUNCIL FOR SOCIAL STUDIES NOVEMBER 2ND BUFFALO, NY



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

CIVIC READINESS INITIATIVE

Overall Goals

- Ensure all students have the opportunity to acquire and develop knowledge, skills, actions, mindsets and dispositions they need to function productively as civic participants who can engage responsibly in our culturally diverse democracy
- Help empower all students to develop their ability to make informed decisions to enhance our interconnected world and to believe in the power of the own voices and actions

Overview of the Task Force

- Civic Readiness Task Force was appointed by the Board of Regents in January 2019. The Task Force met five times between 2018-2019.
- The Task Force was comprised of educators, civic advocates, representatives from the judicial department, Board of Elections and other stakeholders committed to strengthening civics education.
- The Task Force recommendations will be presented to the Board of Regents in December 2019

THE WORK OF THE CIVIC READINESS TASK FORCE



Current Initiatives

Definition of Civic Readiness
Civic Readiness Capstone Project
Seal of Civic Readiness
Certificate of Civic Readiness



Next Steps

Public Comment, Spring 2020
Proposed Pilot of the Seal and
Certificate of Civic Readiness, 2020-
2021 school year




Future Work

Schools of Civic Readiness
Civic Readiness School Survey

CIVIC READINESS TASK FORCE MEMBERS

Name	Title
Christy Radez	Associate in the Office of Curriculum and Instruction
Michael Rebell	Executive Director for the Center of Educational Equity
Joe Rogers	Director of Public Engagement, Senior Researcher, Center for Educational Equity
DeNora Getachew	NYC Executive Director, Generation Citizen
Chris Sperry	Director of Curriculum for Project Looksharp
Anthony Lopez	Executive Director of Zone 126
Barry Derfel	Assistant Superintendent for TST BOCES
Aruna Patel	New Visions Instructional Specialist
Debra Lesser	Director, Justice Resource Center, NYC DOE
Joe Schmidt	Lead Instructional Specialist for Social Studies, NYC DOES
Brian Carlin	Instructional Specialist for Social Studies, NYC DOE
Jessica Karnes	Differentiated Instruction and Data, K-12 Social Studies Erie 1 BOCES
Michael DiMezza	Administrator Coordinator of CTE, HFM BOCES
April Francis	Social Studies Specialist for PNW BOCES
Tara Thibault-Edmunds	School Media Library Specialist Roundout HS
Michael Coppotelli	Associate Superintendent for Public Policy and Student Services, Archdiocese of NY
Bill Hecht	District Superintendent of Orange Ulster BOCES



Name	Title
Peter Sawyer	Department Chairperson for History, Philosophy and Social Sciences and Director of the Center for Service Learning and Civic Engagement, Hudson Valley Community College
Ellen Sullivan	Assistant in Educational Service, NYSUT
Joe Karb	NYSUT Teacher Representative, Springville MS
Nicholas Norman	UFT Representative
Christine Zapata	Social Studies Instructional Lead, NYC DOE
Charles Perreaud	Monroe County Jury Commissioner
Steve LaMorte	Executive Director of Social Studies for the Rochester City School District
Dave Scott	Project PATCH Director for Northport CSD

PROPOSED 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 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.



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.



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

PROPOSED CIVICS CAPSTONE PROJECT

■ What is a Civic Readiness Capstone Project?

A Civic Readiness Capstone Project is a culminating, experiential, summative project assessing a student's Civic Knowledge, Skills & Actions, and Civic Mindset that will be:

- Social Studies Standards-based
- Locally developed
- Authentic, hands-on, and include real-world investigation and application

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.



ESSENTIAL ELEMENTS OF A CIVICS CAPSTONE PROJECT

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

PROPOSED SEAL OF CIVIC READINESS

Students who receive the NYSED Seal of Civic Readiness must earn a total of 6 points with at least 2 points from Column #1 and Column #2

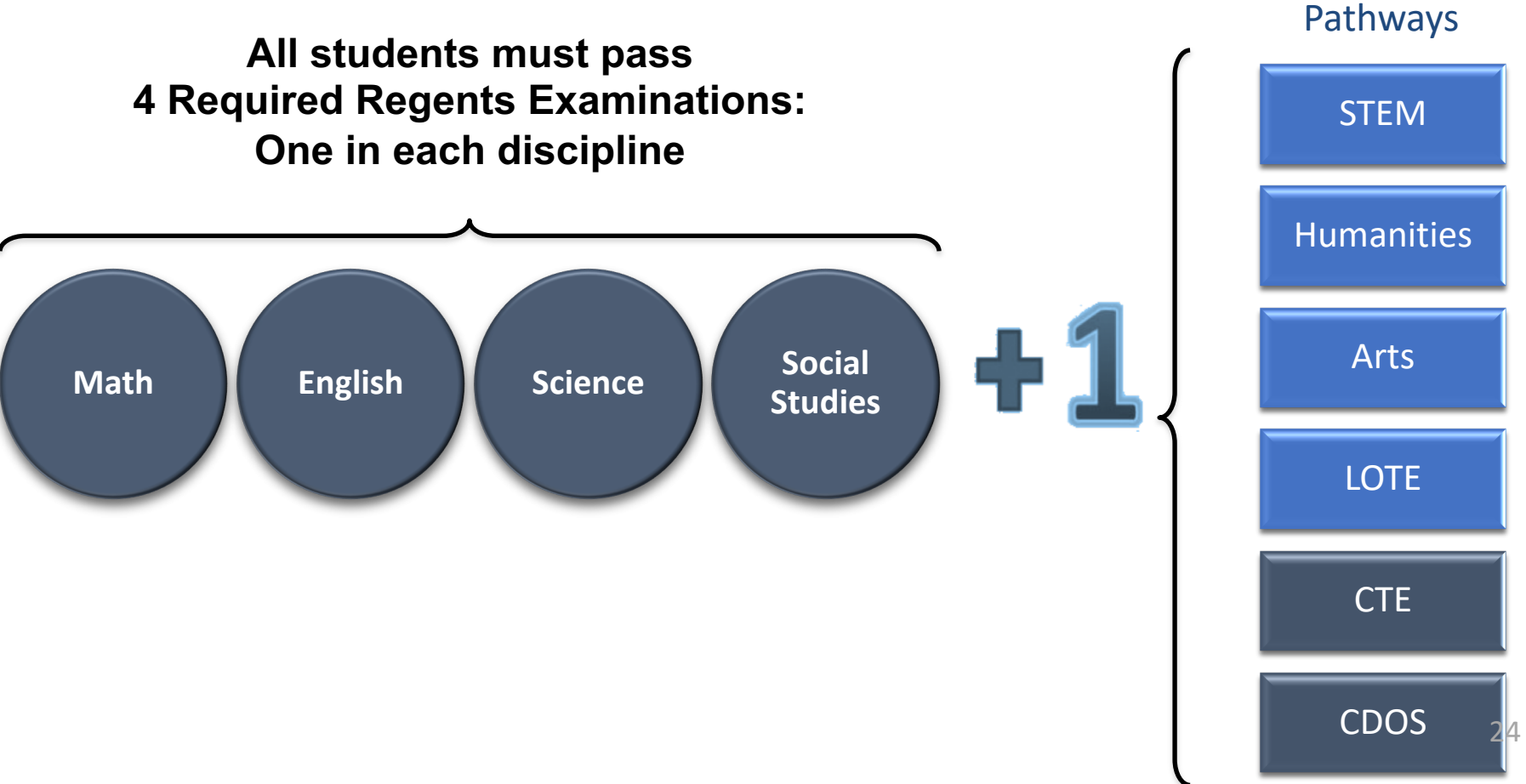
Column #1 **Criteria for Demonstrating Proficiency in Civic Knowledge**

- This includes Social Studies courses, electives, Regents exams, mastery level on Regents exams and a research project.

Column #2 **Criteria for Demonstrating Civic Participation**

- This includes the Civics Capstone Project, Service Learning and Civic Engagement Projects.

The Seal of Civic Readiness could be used as a Humanities Pathway pending approval from the Board of Regents or a stand alone seal for students who choose a different pathway.



CIVIC READINESS IN THE SOCIAL STUDIES FRAMEWORK: CIVIC PARTICIPATION PRACTICE K-8

- Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
- Identify different types of political systems used at various times in New York State history and, where appropriate, in United States history.
- Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
- Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
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CIVIC READINESS IN THE SOCIAL STUDIES FRAMEWORK: CIVIC PARTICIPATION PRACTICE K-8

- Identify situations in which social actions are required and suggest actions.
- Identify people in positions of power and how they can influence people's rights and freedom
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- Identify people in positions of power and how they can influence people's rights and freedom
- Identify rights and responsibilities as a citizen of the community and the state.

CIVIC READINESS IN SOCIAL STUDIES STANDARD 5—CIVICS, CITIZENSHIP, AND GOVERNMENT

- The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government*, 1994)

CIVIC READINESS WITHIN THE NYS K-12 SOCIAL STUDIES FRAMEWORK (EXCERPTS)

7.5b #3 Students will identify the individual rights of citizens that are protected by the Bill of Rights.

7.7a Students will investigate examples of early 19th century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform

8.9b #1 Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled and the LGBT community

US HISTORY AND GOVERNMENT GRADE 11

11.10b Students will trace the following efforts in terms of issues/goals, key individuals and groups and successes/limitations

- Brown Power (Chicano movement) e.g., Cesar Chavez, United Farm Workers
- Student rights (e.g., Engel V. Vitale (1962), Tinker V. Des Moines SD (1969), NJ V. TLO (1985))

11.11b #3 Students will evaluate the USA Patriot Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs

PART 3 U.S. Framework Based Regents Exam: CIVIC LITERACY ESSAY

6 documents representing a constitutional crisis or civic issue in American history

Student will identify the issue and explain the historical context, efforts made to address the issue and the extent to which the efforts were successful.

PARTICIPATION IN GOVERNMENT MANDATORY GRADUATION REQUIREMENT FOR ALL NYS STUDENTS

Grade 12: Participation in Government and Civics This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.



SOCIAL STUDIES RESOURCES

- Civic Readiness Initiative- <http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>
- Social Studies Teacher Resources- <http://www.nysed.gov/curriculum-instruction/social-studies-related-links>
- Educator Guide to the Regents Exam in US History and Government (Framework Based)- <http://www.p12.nysed.gov/assessment/ss/hs/framework/usg/ushg-educator-guide.pdf>

CONTINUING TO SUPPORT THE WHOLE CHILD APPROACH THROUGH THE ESSA PLAN

Whole School, Whole Community, Whole Child

Culturally Responsive Sustaining Education

- <http://www.nysed.gov/bilingual-ed/culturally-responsive-sustaining-education-framework>

Mental Health Education

- <http://www.nysed.gov/curriculum-instruction/mental-health>

Social Emotional Learning

- <http://www.p12.nysed.gov/sss/sel>

QUESTIONS?



NYSED's Office of Curriculum & Instruction

Phone: (518)474-5922

Website: www.nysed.gov/curriculum-instruction

Christy Radez

Christine.radez@nysed.gov