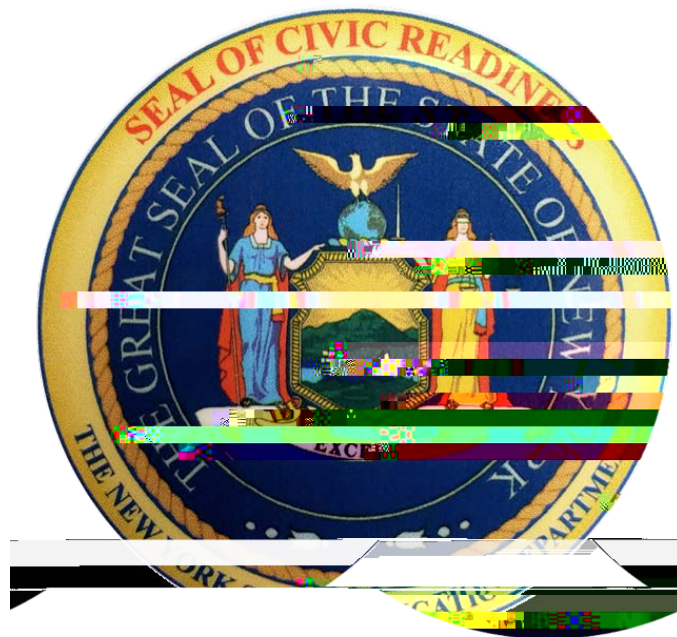


# The New York State Seal of Civic Readiness Handbook





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## **NYSSCR**

**1**

The New York State Seal of Civic Readiness (NYSSCR) is a formal recognition that a student has demonstrated the civic knowledge, skills, mindsets, and experiences necessary to become an actively engaged citizen. The Seal of Civic Readiness distinction on a high school transcript and diploma

- x Shows the student's understanding of and commitment to participatory government, civic responsibility, and civic values;
- x Provides universities and colleges with a method to recognize and provide credit for attainment of higher level of understanding and skills in Social Studies;
- x Demonstrates to universities, colleges, and future employers that students have earned recognition for their civic knowledge, skills, mindset, and experiences; and
- x Recognizes the value of civic engagement and scholarship to school communities and society at large.

The Seal of Civic Readiness is an approved +1 Pathway to meet New York State diploma requirements. However, if a student has already passed five Regents Exams or has chosen a separate 4+1 Pathway, they may still earn the Seal of Civic Readiness as a stand-alone distinction on a NYS High School Diploma.

## **CiBE**

The New York State Board of Regents and the New York State Education Department (NYSED) are 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 school and community. Students also learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence and counterargument. Civic education can strengthen the relationships of students with parents, families, civic leaders, organizations, and community partners.

The New York Civic Readiness Diploma Seal builds a strong foundation of civic education in New York. Since 1985, students in grade 12 have been required to complete a credit course, Participation in Government or its equivalent, to earn a high school diploma. In 2000, the Governor and Legislature amended State Education Law by adding a new section 120a, to require instruction in civility, citizenship, and character education. Participation in Government guidance was published in 2002 and was updated in 2014 with the New York State Social Studies Curriculum Framework. Participation in Government 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 (as) ...participation in government and in our communities is fundamental to the success of American democracy.

**In 2018, New York State included the Civic Readiness Index in the state's Every Student Succeeds Act (ESSA) Plan as a tool to measure the performance of schools in providing life skills to support student success. The Civic Readiness Index will be a component of the College, Career, and Civic Readiness Level. The College, Career, and Civic Readiness Level is defined as the percentage of students who are leaving high school prepared for college, career and civic readiness as measured by diploma, credentials, advanced course credits and assessment results, career and technical education certifications, and other similar measures. One measure of students' civic readiness will be the attainment of the New York State Seal for Civic Readiness.**

**In 2018, The Board of Regents established the Civic Readiness Task Force with the charge to define civic readiness and develop recommendations for a Diploma Seal for Civic Readiness as a Capstone project. In January 2020, The Civic Readiness Task Force, appointed by the Board of Regents, presented their recommendations to the Board of Regents. Public comment was invited.**

The New York State Board of Regents has adopted this definition of civic readiness. Eligible students for the Seal of Civic Readiness will be those who demonstrate the demonstration of competencies aligned with this definition.

### CivK

Civic readiness is continuously developed throughout kindergarten through 12th grade education and should include focus on the following Domains:

**CivK** : 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 situations.

**CivM** 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.

**Civ& Act** : Demonstrates a broad array of skills including but not limited to critical thinking, analytic, verbal, communication, media literacy skills. Students participate in a wide variety of civic activities leading to a range of civic actions. Students practice these actions outside the classroom and inside school on a regular basis.

**CivEp** Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings 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.

### Dipl

### CivK

Fundamental civic knowledge in grade level appropriate forms includes:

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

**CiFAA**

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

- x Demonstrate respect for the rights of others in discussion and debates, and how to respectfully disagree with other viewpoints and provide evidence for a counterargument;**
- x Participate in activities that focus on a classroom, school, community, state or national issue, or problem;**



- x Voting, volunteering, and participating in community organizations and government systems, such as community boards, youth advisory councils, etc., to promote continuous improvement;
- x 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.

**CCSDS**

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**DE**

In a diverse society, governed by a constitution and laws that provide for individual rights, liberty, justice, and equality under the law, civic engagement will involve exposure to a diversity of people and perspectives. Respect for and commitment to the rights of others, informed and thoughtful deliberation about societal, political, and governmental issues, consistent with the constitution, the law, and the rights of others, is a responsibility of all citizens. The Readiness Initiative centers around creating positive social interactions across differences and includes exposing students to multiple perspectives.

**EH**

Civic engagement encourages students to explore issues from various perspectives, helping them to reflect upon their own ideas and opinions, building understanding of themselves, their aspirations, and consideration of the diverse people and perspectives in their larger community.

**FL**

Development of financial literacy is integral to student understanding of the rights and responsibilities of citizenship and participation in the economic and social lives of their communities. This includes understanding, assuming, and fulfilling one's financial support of oneself, one's family, and financial obligations to the larger community.

**CR**

The Culturally Responsive and Sustaining framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; to individualize student learning and development.





**Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.**

See [Appendix E](#) for scenarios

~~CHDRC~~

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**Students who receive the NYSED Seal of Civic Readiness must earn a total of six**





issues. For example, students arguing the question: How did the Industrial Revolution move people? should analyze the development of policies and legislation and the impact they had on workers and society. The Extension Activities and Taking Informed Action sections of the inquiries are useful tools for including the domains of civic readiness into the research project.

Applicable NYS Social Studies Framework C3 Inquiry topics and compelling questions may include:

Grade 9	Grade 10	Grade 11	Grade 12
Did Shi Huangdi improve China?  How magnificent was Suleiman?	Was the French Revolution successful?  Is the Boxer Rebellion misrepresented?  How did the Industrial Revolution move people?  Can peace lead to war?  What ended apartheid?  Does development mean progress? (Analyzing modernization in African countries)	Did the Constitution establish a just government?  What does it take to secure equality? (Debating Reconstruction)  Was he vote enough? (Analyzing women's suffrage movement)  Who's to blame for the Cold War?  What made nonviolent protest effective during the civil rights movement?  How should the president foster economic opportunity? (Comparing viewpoints and policies of Johnson and Reagan viewpoints)  Is anything new about today's immigration policy debate?	Are students protected by the first amendment?  Do we need the electoral college?  Why is the Affordable Care Act so controversial?  Does money matter in political campaigns?  Who has the power? (Analyzing federalism)  Is the Internet good for democracy? Am I going to vote?  What drives you to the polls?  Do any political parties represent me? Who's to blame for the Great Recession? Should corporations have a conscience?  What should be done about the gender wage gap?

Teachers and students may also use the Inquiry Design Model to develop their own civics inquiries and research projects.

### NYCIRP

A 1e Civic Knowledge Research Paper asks students to:

- x Examine a question (constitutional, historical, political, and/or social) through the lens of civics.
- x Research primary and secondary sources that enable them to analyze the history of the topic, the structures that underlie or perpetuate the issue, and its relevance today.
- x Evaluate the impact of the topic on the past and its connection to the present day.
- x Present their research using written, audio/visual, oral, and/or multimodal formats.

**Evaluation will be based on performance indicators included in [Social Studies Practice A: Gathering, Interpreting and Using Evidence](#). The full evaluation criteria and process will be**



**Students in schools with an alternate pathway for graduation approved by the Commission be held to those schools' criteria.**

**\*\* Students may complete the high school civics project twice during their life, maxing out at three points.**

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- x **Students persuasively communicate their evaluation of the pieces of legislation and recommended policy. This communication can take the form of a policy paper, an oral presentation, an audio/visual presentation, an oral presentation, etc. The teacher can encourage student voice and choice in the format that the students use to communicate their**
- x **Students will produce a reflection on the most challenging aspects of affecting policy**

**EM:** In a Participation and Government and IB Economics class, students spent multiple weeks pursuing the question: How can I use my civic voice to impact public policy in my community, state, or country?

- x Students began by profiling the work of several young activists, familiarize themselves with their causes and methods for achieving positive change.
- x Students grounded themselves in the language of public policy and explored the concept of civic action and civic identity. Students grappled with their own civic identities and analyzed issues, ultimately choosing one was important to them and worthy of investigation.
- x Students researched their issue using the following supporting questions to guide their work: What information do I need to understand the issue? What is the history of the issue? How are people impacted by the issue? What are the opposing viewpoints of the issue? What data (polling numbers or supporting statistics) provides useful evidence on how the issue is a problem?
- x Students researched the public policies relevant to their issues using the following supporting questions to guide their work: What information do I need to understand public policy related to this issue? What is the current policy on the topic - federal? What are suggestions by political parties, interest groups, or others to change the issue? What are my thoughts, opinions, and arguments on the current policies?
- x Students developed arguments for policy change using the following supporting questions to guide their ideas: What change do I want to bring about on this topic?
- x Who do I contact to bring about this change? How do I make a compelling argument or plan to make a change?
- x Students ultimately organized their research and arguments into campaign papers that included the following sections:
  - o Identify and Define the Problem
  - o Analyze and Evaluate Current Public Policies
  - o Evaluate Alternative Solutions
  - o Develop Strategies and Solutions

## **EM2aCivP**

A 2a Civics Project asks students to:

- x Complete a project related to a local, state, or national issue in which they gather, interpret, evaluate, and use evidence to better understand the impact of the issue on their community or other communities.
- x Identify, describe, and evaluate at least two current strategies, policies and legislation that currently address the issue.
- x Develop evidence-based claims and argue for specific recommendations, strategies or improvements that address the issue.
- x Communicate their findings using written, audio/ visual, oral, and/or multimodal presentation
- x Reflect on what they have learned about the civic life of their community by engaging with the project by explaining how the project influenced their civic knowledge, skills, and mindsets.

See [Appendix G: Sample High School Civics Project Rubric](#)

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

~~2b~~

Service learning is an inquiry-based, experiential learning approach that teaches curriculum based objectives through meaningful service to the community. It is more complex than community service. Students engage in meaningful opportunities to apply what they learn to issues that matter to them. In addition, service learning involves investigation, preparation, action, and reflection. High-quality service learning goes beyond a requirement of minimum hours of service in a course. Students are required to use academic skills and knowledge to understand community needs to complete a project that serves the greater good of the community and to reflect upon their role as members of their community.

**Effective service-learning programs share the following eight traits:**

- 1. Have sufficient duration and intensity to address community needs and meet specified outcomes.**
- 2. Are used intentionally as an instructional strategy to meet learning goals and/or content standards.**
- 3. Incorporate multiple challenging reflection activities that are ongoing and that prompt thinking and analysis about oneself and one's relationship to society.**
- 4. Actively engage participants in meaningful and personally relevant service activities.**
- 5. Promote understanding of diversity and mutual respect among all participants.**
- 6. Are collaborative, and mutually beneficial and address community needs.**
- 7. Encourage participants to actively and unhesitatingly address community needs.**

often completed with nonprofit organizations. Learning about the work of a community partner and its financial status, sources of funding, included part of the investigation component of a service learning project. Some schools organize community fairs and invite community partners to attend to help students learn about the scope of their work.

- x Reflection on service learning should occur prior, during and after the completion of the service learning project.



To earn points toward the NYSED Civics Diploma Seal for completing a service project, students are required to submit a reflective essay that describes the impact of their service learning.

Reflection opportunities must be incorporated before, during, and after the service experience. Reflection activities completed prior to the service experience can focus on helping students anticipate what their service experience will be like and what assumptions they are bringing into the situation. Reflection that occurs during and after the service learning experience helps students understand the actual experience in relation to their academic experiences. Reflection questions can help students understand themselves, the population they are serving, the social issue driving their service activity, relationship between the service and their civics knowledge, skills, and mindset.

- x The reflective essay/presentation assignment and evaluation criteria will be locally developed.
- x Schools are strongly encouraged to ask students to reflect on their service experience and reflections.
- x Sample questions are provided to assist committees in developing the assignment and evaluation tools.

#### Issue-focused questions:

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

#### Client-focused reflection questions:

- x What similarities do you perceive between the people you are serving?
- x How are you perceived by the people you are serving?
- x What do you think a typical day is like for the people you serve? What pressures do they confront?

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<sup>4</sup>From Center for Innovative Teaching and Learning, Indiana University at Bloomington, Reflection in Service Learning, accessed March 8, 2021, <https://citl.indiana.edu/teachingrces/teachingstrategies/reflonservice-learning/index.html>

**Self-focused reflection questions:**

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

**ESS**

**ESS?**

**ESS**

Evaluation criteria for the reflective essays will be locally developed as they will reflect how the service learning project was organized. The evaluation of a student's reflective essay/presentation should include an evaluation of selected students' Civic Knowledge, Civic Skills and Action, Civic Mindset and Experiences listed in the Civic Readiness Domains.

See [Appendix H: Sample Service Learning Evaluation](#)

See [Appendix I: Sample Service Learning Rubric](#)

See [Appendix J: Service Learning Resources](#)

This component was designed to be flexible to recognize how clubs and responsibilities of school can shape a student's civic engagement. This includes working after school, participating in Mock Trial, Model UN, or leadership position in any extracurricular organization. These programs will be determined at the local district level and are not limited to social studies related activities.

~~DEW~~ ~~4~~ (according to: [NYSED CTE WBL Manual](#))

Workbased learning is authentic learning experiences that allow students to explore their goals, abilities, and interests applying their academic and technical knowledge and skills in a realworld context. These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners. High quality work-based learning will provide effective and equitable experiences to empower all students to become confident workers and culturally competent citizens of New York State.

Please note: The Workbased Learning experiences incorporated into BOCES CTE programming may count as the Seal of Civic Readiness Workbased Learning experiences. This is a local school district decision. It will be the responsibility of the local school to create and assess the Application of Knowledge component of this category.

See [Appendix WorkBased Learning Definitions and Examples](#)  
See [Appendix: Sample Extracurricular Activities](#)

~~MC~~

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-1 p

The Middle School Capstone Project is designed to give students a meaningful and foundational civic experience before they enter high school. The project should be completed under the direction of teacher with requirements that reflect the elements listed below.

- x Identify an issue (local, state, national or global)
- x Apply civic knowledge, skills, actions, and mindsets to the issue
- x Reflect on their learning
- x Present the project to a wider audience

A Middle School Capstone committee of at least three educators, including at least one social studies teacher, should be formed at the middle school level. This committee will collaborate with teachers to develop Middle School Capstone projects and evaluation criteria. The committee will review projects to determine if students meet the criteria set by the school and receive the one point of credit toward the Seal of Civic Readiness. At the middle school level, students are not required to present to the entire Middle School Civic Readiness Committee. However, students should present their completed projects to their advisor/teacher and classmates.

The Middle School Capstone can also include a service option which will allow students to volunteer within their school or community. Civic action or service can be very beneficial.



**requires significant parental and/or school support. At the middle school level, service is required as part of the Middle School Capstone Project.**

**In developing guidelines for a Middle School Capstone Project, schools may want to develop a process that includes the following elements:**

- 1. Under the direction of a teacher, students identify an issue or problem in their school community, the nation, or the world as their area of focus. While some schools may**

ECIP

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ECIP ECIP

ECIP

A Capstone Project is a culminating assignment typically completed by students at the end of their final year of study in high school or college. Capstone Projects may be based in any academic subject area. Students typically create a final product, presentation, or performance. High quality Capstone Projects are generally designed to encourage students to:

1. Think critically
2. Solve challenging problems
3. Take action(s)
4. Practice skills related to the academic discipline including skills such as communication, research skills, media literacy, team planning and

ECIP

ECIP

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

**NYCIRP**

- x Since the Civic Readiness Capstone Project is a component of the Seal of Civic Readiness, we recommend students complete a Civic Readiness Capstone Project in 11th or 12th grade. Students may begin working on the Capstone Project in an earlier grade with appropriate support and mentorship available to them.
- x Students can complete a Capstone Project within a course curriculum or as an independent study/project.
- x Below are excerpts from the New York State 912 Social Studies Civics Practices which outline a partial framework for the development of a Civics Capstone Course

**New York State Social Studies Practices, Grades 9-12**

**F. Civic Participation:**

2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to extensions of freedom, social justice, and human rights.
8. 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.

**The Grade 12 Participation and Civics Curriculum Framework <1**



- x **Step 5: Develop relationships with community organizations (as necessary)**
  - o **Create MOUs or other partnership agreements as necessary**

**NYCIRP**

**P**

- x **Ideally, the Civics Capstone Project is completed in a course that is ~~to~~ ~~the~~ - i.e., a semester or trimester course dedicated to the Civics Capstone Project**
- x **Ideally, students are matched with faculty advisors to help them present the Civics Capstone Project to the Civic Readiness Committee at a midpoint evaluation feedback**
- x **Ideally, students present their civics capstone projects to the Civic Readiness Committee at the end of the course**
- x **Studen**

actions, and transferable skills. The reflection will also address the student's sense of self as an active participant in society, willing to contribute to solving local and/or national problems.

Social Studies teachers will benefit from professional development on principles of portfolio design to help students select appropriate artifacts for their portfolio. Schools/districts will need to develop guidelines and criteria for student portfolios if they are evaluated as the summative assessment for the Civics Capstone Project.

#### **CRITERIA**

No. A research paper would not contain the Essential Elements of a Civics Capstone Project. Students can complete a [Research paper on a civic engaged issue](#) and use that for 1 point toward the Seal of Civic Readiness Criteria for Civic Knowledge.

See [Appendix P: High School Capstone Project Elements](#)

See [Appendix Q: Sample of a Student High School Civic Capstone Project](#)

#### **CRITERIA**

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Public schools, charter schools, and registered nonpublic schools that wish to offer the Seal of Civic Readiness +1 Civics Pathway application through the [NYSED Business Portal](#) and receive approval from NYSED. Applicants will describe the following: goals, communication plan, student tracking system, projected enrollment, connection to [NYSED Diversity, Equity and Inclusivity Initiatives](#), and evaluation plans. For more information about the application process, see [Appendix A: Seal of Civic Readiness Application Instructions](#).

At the conclusion of every school year, schools that were accepted to offer the Seal of Civic Readiness will be required to report the number of Seal recipients, the names and titles of Seal of Civic Readiness Committee members, and any changes to the school's program through the [NYSED Business Portal](#).

#### **BOCES P-12 EDUCATION**

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##### **Criteria**

BOCES and other educational entities that enroll students from one or more districts, and do not confer high school diplomas for some (out of district) or all enrolled students, that like to offer coursework and learning experiences that would provide students with the

In addition, entities wishing to offer a Seal of Civic Readiness Program which would provide coursework and educational experiences that would allow students to complete the requirements to obtain the Seal of Civic Readiness must do the following:

1. Provide a description and documentation of the proposed Seal Program to all Superintendents of districts that enroll students in the program;
2. Provide a copy of [Appendix C: Application for Districts to Grant the Seal of Civic Readiness to Students who Complete the Seal Program outside of all the District districts that enroll students in the program](#); and
3. Collect signed applications from all districts to submit with the application, per the instructions found in [Appendix B](#).

~~1A10~~

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~~1B10~~

~~1B10~~

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Q1: ~~1B10C100R~~

A: The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma

- x Indicates the student's understanding of and commitment to participatory government, civic responsibility, and civic values;
- x Provides universities and colleges with a method to recognize and provide credit for attainment of higher level of understanding and skills in Social Studies;
- x Demonstrates to universities, colleges, and future employers that students have earned recognition for their civic knowledge, skills, mindset, and experiences; and
- x Recognizes the value of civic engagement and scholarship to school communities and society at large.

Q2: ~~1B10C100S~~

~~DR~~

A: High quality, scaffolded civic learning fosters civic knowledge, skills, attitudes or dispositions, and promotes civic equality and engagement. It connects scholarship to real learning experiences that promote active civic participation in communities. In progression through the skills and competencies of the Seal include:

- x ~~1B10C100S~~ When students engage in school-based civic learning and civic action projects they broaden and deepen their civic knowledge and understanding, and their civic mindsets are nurtured and refined.
- x ~~1B10C100S~~ : Universally available, high-quality civic learning opportunities can help by elevating historically marginalized voices and communities.
- x ~~1B10C100S~~ : Students develop and hone presentation, media collaborative, critical thinking, and problem-solving skills.
- x ~~1B10C100S~~ Real w2 (e)4 (, hiv: S)-2 enti

the classroom, learn respectful dialogue, collaboration and teamwork, and develop appreciation for diversity.

Q3: ~~How do I calculate the CCR Index?~~

~~How do I calculate the CCR Index?~~

A: The CCR Index calculates the percentage of students in the accountability cohort who demonstrate readiness as measured by diplomas, credentials, advanced course credits and enrollment, technical education certifications, HSE diplomas and other similar indicators. The index is on a scale of 200 and each student in the cohort can earn a maximum of two points towards the index. For example, if a school has 100 students and all earn two points, the index score would be 200. You can find the weight assigned to the different indicators of readiness on the [State Accountability Resource Tool \(StART\) Education Graduation page](#). A student with a Seal of Civic Readiness has a weight of two. Students who demonstrate readiness through multiple indicators get credit for the one with the highest weight.

Q4: ~~What are the requirements for the Seal of Civic Readiness?~~

A: Students who wish to receive the NYS Seal of Civic Readiness shall complete all requirements for a New York State local or Regents diploma.

Q5: ~~What is the NYSSCR?~~

~~What is the NYSSCR?~~

A: The NYSSCR is an award given by a school that has been approved by NYSED to grant the Seal. The school formally recognizes students who have demonstrated proficiencies in civic knowledge and participation by high school graduation.

Q6: ~~Can I earn the Seal of Civic Readiness if I have a diploma?~~

A: Yes, the Seal of Civic Readiness is open to all students who earn a NYS diploma.

Q7: ~~How do I calculate the CCR Index?~~



**Q11: ~~Q11~~**

**A: The application to offer the Seal of Civic Readiness +1 Civics Pathway is now available to all districts and schools in the SED Monitoring and Vendor Performance System located via the [Application Business Portal](#)**

**Q12: ~~Q12~~**

**A: Yes. Civic readiness and engagement ~~students~~ interacting in meaningful ways with the local community, government representatives, civic organizations, etc. The role of civic groups and organizations is extremely important to the process. There are several entry points for districts to involve community members or organizations. Districts may choose to include a A**



**AjA: ECiA H**

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**ECiA p  
EGi**

**D**

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- (4) review and approve potential service learning, extracurricular and work learning experiences, the Middle School Capstone Project if available, Civics Projects and Civics Capstone Projects in accordance with Commissioner's guidelines; and
- (5) review and evaluate all coursework, assessments, and civic experiential learning completed by each student to ensure criteria for the seal are met.

The method by which NYSED collects information on The Seal of Civic Readiness +1 Civics Pathway is an application through the [SED Monitoring and Vendor Reporting System](#)

**ND Gb**

The intent of the NYS Seal of Civic Readiness is to encourage the study of civics and civility through experiential learning; certify attainment of civic readiness; provide employers with a method of identifying high school graduates with skills in civics and civility; provide universities with an additional method to recognize applicants seeking admission; prepare students with twenty-first century skills; recognize the value of Social Studies education in schools as a means to build civic knowledge; empower students as agents of change to redress historical and contemporary oppression; and strengthen our diverse democracy. The NYS Seal of Civic Readiness shall be awarded to students who meet the criteria of this subdivision and complete all criteria prescribed by the Commissioner at a New York State high school approved by the Commissioner to offer the NYS Seal of Civic Readiness.

**RR**

School District superintendents, or their designees, will submit essential information about the Seal of Civic Readiness +1 Civics Pathway through an application issued [SED](#) through the [Monitoring and Vendor Reporting System](#)

Districts must complete all sections and enter answers directly into the application. NYSED will review plans and may communicate with the applicants if answers are not complete or there are errors. The applicant may be required to communicate with NYSED for clarification or to provide additional information. Once any concerns are addressed and properly corrected, plans will be approved.

**Act 6**

To access the SED Monitoring and Vendor Performance System:

- 9 Go to the [NYSED Business Portal](#)
- 9 Click on the Log In button;
- 9 Enter your username and password;
- 9 Click on SED Monitoring and Vendor Performance System under My Applications
- 9 Select NYSED Seal of Civic Readiness +1 Civics Pathway Application
- 9 Click on view to begin/continue to input information.







16. **Seal of Civic Readiness**

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Link :  
(<http://www.nysed.gov/divisionofeducation/civreadinesinitiative>)

- x **The Seal of Civic Readiness**
- x **The Definition of Civic Readiness**
- x **The Civic Capstone Project**



Table of Contents

1

This document is intended to provide guidance for educational entities that enroll students in one or more districts, and which do not confer high school diplomas for some (out of district) all enrolled students, on the creation and submission of the Seal of Civic Readiness +1 Civic Pathway Program Application. This includes but may not be limited to BOCES programs, regional secondary schools, and alternative, special education, early college, and P-20 programs/schools that enroll students from multiple districts.

Entities wishing to offer a Seal of Civic Readiness Program which would provide the course and educational experiences that would allow students to complete the requirements to earn the Seal of Civic Readiness must do the following:

1. Complete the application as described in this document;
2. Provide a description and documentation of the program to all Superintendents of Schools that enroll students in the program;
3. Provide a copy of Appendix C: Application for Districts to Grant the Seal of Civic Readiness to Students who Complete the Seal Program outside of the District to all districts that enroll students in the program; and
4. Collect signed applications from districts to submit with this application, per the instructions found in this document.

District participation is voluntary; however, please be aware that if a student completes the requirements of Civic Readiness +1 Pathway requirements within your program, and if the district does

the NYS Seal of Civic Readiness program, including plans for program communication, processes pertaining to student tracking, advisement and evaluation, and timeliness benchmarks for the program;

- (ii) maintain appropriate records in order to identify students who have earned a NYS Seal of Civic Readiness. At the end of each school year, which a school District participates in the program, the school District shall submit a report to the commissioner, in a form prescribed by a date prescribed by the commissioner, that includes the number of students receiving the Seal along with relevant data including, but not limited to the criteria chosen under subparagraph (4)(ii) and (iii) of this subdivision; and
- (iii) establish and identify a NYS Seal of Civic Readiness Committee (SCRC).
  - (a) The SCRC shall include, but is not limited to, the following personnel:
    - (1) at least one Social Studies teacher;
    - (2) at least one School Counselor or other staff who will track student progress in earning the Seal; and
    - (3) at least one administrator or other staff member who will serve as the main contact with the Department to collect data on school offerings and submit copies of student work to the Department if requested.
  - (b) The SCRC shall:
    - (1)

complete all criteria prescribed by the Commissioner at a New York State high school approved by the commissioner to offer the NYS Seal of Civic Readiness.

**■** \_\_\_\_\_

District Superintendents or their designees shall submit essential information about the Seal of Civic Readiness +1 Civics Pathway through an application issued [SED](#) through the [Monitoring and Vendor Reporting System](#)

Schools/programs must complete all sections and enter answers directly into the application.

NYSED will review plans and may communicate with the applicants if answers are not complete or thorough. The applicant may be required to communicate with NYSED for clarification or additional information. Once any concerns are addressed and properly corrected plans will be approved.

**Act 6** \_\_\_\_\_

To access the SED Monitoring and Vendor Performance System:

- 9 Go to the [NYSED Business Portal](#)
- 9 Click on the Log In button;
- 9 Enter your username and password;
- 9 Click on SED Monitoring and Vendor Performance System
- 9 Click on Office of Curriculum
- 9 Select Seal of Civic Readiness Application for BOCES, Regional Secondary, Early College, Alternative and Special Education High School Programs
- 9 Click on view to begin/continue to input information.

The point of contact from the school/program will have automatic access to the plan. The school/program may need to delegate access to the person or persons completing the plan through SEDDAS, the

**support the development of a Seal of Civic Readiness +1 pathway program. Responses should be thorough. A more comprehensive plan is a best practice that will serve schools/program planning and implementation with stakeholder**

**~~8.4~~ -4**

**1. Last name/First name**

NYSED will consider this person to be the point of contact for questions about the application

**2. Type of school/program.**

A drop-down menu will appear. Please select one of the following categories: BOCES, P Tech, Early College, Regional Secondary, Special Education, Other

**3. Official job title of applicant completing this form**

Write in your official title

**4. Projected number of students who will earn the Seal by June**

**Estimated number of students who will be able to earn all 6 points on the Seal by June**

**~~8.5~~ -13**

**5. Provide a detailed description of the goals for the school/program.**

Your narrative may include information about:

- x Improving participation in experiential learning
- x Expanding access for all students to acquire and use the knowledge, skills, mindsets, and experiences to attain civic readiness
- x Promoting a relationship of trust, cultural responsiveness, and respect between school/program and families

**6. Provide a detailed narrative that describes how the school/program will implement the Seal of Civic Readiness program, including timeliness and benchmarks for program.**

Your narrative may include information about:

- x Building the capacity of educators and administrators
- x Building culturally responsive instruction and learning environments to support high expectations and rigorous instruction including student led civic engagement that empower students as positive agents of social change
- x Professional development related to the Civic Readiness Initiative
- x Resource allocations in place to support the Civic Readiness Initiative
- x Approaches to accommodate diverse learning styles and language proficiencies

**7. Provide a detailed description of the school/program communication plan that has been developed to aid in the implementation the Seal of Civic Readiness.**

Your narrative may include information about:

- x Communication plan that targets students, staff, community, and other stakeholder groups

- x Goals and objectives for the Civic Readiness initiative are clearly defined, actionable and serve as the foundation for communication and engagement efforts
- x A well-maintained social media presence utilizing the #NYSCIVICSSEAL
- x A plan to build awareness and to strengthen civics education that aligns with the [Definition of Civic Readiness](#).
- x A plan to sustain and grow parent and community stakeholder engagement

**8. Provide a detailed description of the school/program student tracking process that has been developed to aid in the implementation the Seal of Civic Readiness.**

Your narrative may include information about:

- x Development and maintenance of a data system that will enable all applicable points counted towards the Seal for each student.
- x The local Seal of Civic Readiness Committee should determine if retroactive points will be allowable and how that information will be collected if applicable
- x Determine whether to build or buy a data management system
- x Clearly articulate system requirements relative to user needs
- x Evaluate the accessibility and consistency of the student tracking process
- x Plan and stage the implementation of the data system.

**9. Provide a detailed description of the school/program advisement and evaluation plans, policies, and procedures that have been developed to aid in the implementation the Seal of Civic Readiness.**

\_\_\_\_\_  
 Your narrative may include information about: • Preparing all students to (10 (b)(4) (c)(4) (om)(2) (e)(4) ( )

b. \_\_\_\_\_

**12. Please go to the [Office of Standards and Instruction's Civic Readiness Initiative website](http://www.nysed.gov/curriculum/civreadinesinitiative) (<http://www.nysed.gov/curriculum/civreadinesinitiative>) and review the following materials:**

- x The Seal of Civic Readiness**
- x The Definition of Civic Readiness**
- x The Civic Capstone Project**

**13. Attach a completed District Application Form (Appendix C) for every participating district. It is the responsibility of the entity applying to offer the Seal Program to collect the completed application from all participating districts and upload the completed forms in NYSED application.**

This is a one year application for districts seeking authorization to grant the Seal of Civic Readiness to their own district students who

- attend a program outside of the district with an educational entity that does not confer high school diplomas (BOCES programs, regional secondary schools, and alternative special education, early college and programs/schools that enroll students from multiple districts), and
- complete the requirements for the Seal of Civic Readiness Program while attending outside program or school, as determined by the outside program.

This application only applies to students participating in the Seal of Civic Readiness Program in the entity listed below (#4). If the district wishes to offer the Seal to district students through district's high schools, please see [Appendix A](#) for instructions on how to apply.

District participation is voluntary; however, please be aware that if a student completes the requirements of Civic Readiness +1 Pathway requirements outside of the district, and if the district does not sign this application, the district may not award the student the Seal of Civic Readiness.

The Seal of Civic Readiness is an approved +1 Pathway to meet New York State diploma requirements. However, if a student has already passed five Regents Exams or has chosen a separate 4+1 Pathway, they may still earn the Seal of Civic Readiness as a stand-alone distinction on a NYS High School Diploma.

Once completed and signed, this application should be sent to the entity listed below (#4). The entity is responsible for collecting and submitting to NYSED as part of its application to offer a Seal of Civic Readiness Program all applications from districts of students participating in the program.

1. Name of District:
2. BEDS CODE:
3. Name of Superintendent:
4. Name of entity providing Seal of Civic Readiness Program to district student(s):
5. As Superintendent, my signature below affirms the following:
  - I have reviewed and approve of the Seal of Civic Readiness Program being provided to my district student(s) at the educational entity listed above (#4), and this application is based on the requirements set forth in the Seal of Civic Readiness Program (EMCR) § 1-2 (a) 4 (b)

CIR

Ri

i

Civic Ready students use civic knowledge, skills, and mindsets to make decisions and take actions for themselves, their communities, and the public good as members of a culturally diverse, democratic society. Schools, therefore, should provide students with meaningful opportunities to develop specific civic knowledge, skills, and to participate in authentic actions and experiences necessary for them to function as productive civic participants within their schools, communities, states, our country, and the world.

The New York State Education Department (NYSED) is committed to empowering the civic agency of students and ensuring all students achieve academic excellence of their prekindergarten – 12th grade education. The Board of Regents and NYSED have also emphasized this position in their Every Student Succeeds Act (ESSA) Plan. NYSED understands that the results we seek for all our children can only be achieved by incorporating an equity and inclusion lens in every facet of our work.



**This Reflection Document is provided as an optional guide to help schools and districts as plan to offer the Seal of Civility.**

**District:** \_\_\_\_\_

**Category:**

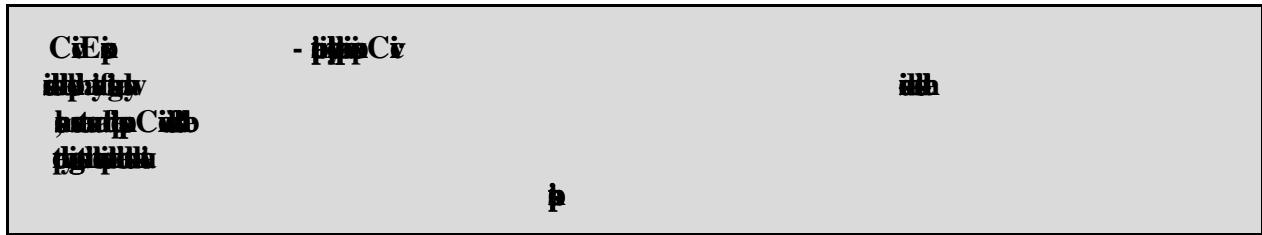
**The school's Civic Readiness coordinator and/or the school's Seal of Civic Readiness Committee could review the indicators and consider which of the three categories best captures the work the school has completed to date and/or needed areas of focus.**

**Signature:**

**Civics - Democracy**

<b>PRACTICES</b>	<b>E</b>	<b>I</b>	<b>S</b>	<b>How this looks in our school</b>
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 individuals 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 sources of information for accuracy, bias, reliability, and credibility				
Engagement in working toward the public good				

**Civics - Democracy**



PRACTICES	E	I	S	How this looks in our school
Completing a civic 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 center activities and extracurricular activities such as Model UN, Student Government, Debate Club, 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 officials.				

**Directions:**

Answers to this section could be based on feedback received at the end of the year from teachers and students, in addition to the committee.

**2**



Categories of Feedback	Successes	Challenges
Point Structure of the Seal		
Accessibility for all students including ELL and Students with Disabilities		



	<b>R</b> <b>B</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>		<b>R</b> <b>B</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>
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Name: ~~\_\_\_\_\_~~

NYSED Seal of Civic Readiness Requirement 1 (Civ) Civ Requirement 2 (Civ) Civ									
Civ					Civ				
	R	R	D	SR		R	R	D	SR
	P	Ed	Ed	Ap		P	Ed	Ed	Ap
1a. Four (4) Social Studies courses required for graduation**	1	1	6/22	Yes 6/22	2a. Civic Skills, Actions, and Mindsets Complete a high school civic project	1.5*			
1b. Social Studies Regents Exams Mastery level (85+) Exam Scores: Global History & Geography Regents United States History Regents ____	1.5*				2b. Civic Experiences Area I Complete a service-learning project Completed through PIG class 9/24 1/22. "Adopt a grandparent at local nursing home"; presented to PIG class 1/22.	1*	1	1/22	Yes Presented 1/22
1c. Social Studies Regents Exams Proficiency Level (65+)*** Exam Scores: Global History & Geography Regents 72 United States History Regents 79	1*	2	6/19 6/20 EX	Yes 5/1/22	2c. Civic Experiences Area II Demonstrate proficiency in an elective course that promotes civic engagement Course(s):	.50*			

	<b>R</b> <b>B</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>		<b>R</b> <b>B</b>	<b>R</b>
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**SED/ECiR**  
**ANS**

**Name** ~~2/3~~

**SED/ECiR**  
**ANS#1 (C/D)Civ**  
**ANS#2 (C/D)Civ**  
**R**

<b>C/D)Civ</b> <b>Civ</b>	<b>C/D)Civ</b> <b>R</b>
------------------------------	----------------------------

<b>R</b> <b>R</b>	<b>R</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>	<b>R</b>
----------------------	-----------------------	------------------------	----------



	<b>R</b> <b>B</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>		<b>R</b> <b>B</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>
<b>1d. Advanced Social Studies Courses</b> List courses here:	.50*				<b>2d. Civic Experiences Area III</b> Participate in an extra-curricular program, or				


**EDUCAR**  
**FOR**

**Name** ~~ED~~



	<b>R</b> <b>D</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>		<b>R</b> <b>D</b>	<b>R</b> <b>Ed</b>
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	<b>R</b> <b>D</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>		<b>R</b> <b>D</b>	<b>R</b> <b>Ed</b>	<b>D</b> <b>Ed</b>	<b>SR</b> <b>Ap</b>
<b>1d. Advanced Social Studies Courses</b> List courses here:	.50*				<b>2d. Civic Experiences Area III</b> Participate in an extra curricular program, or workbased learning experience Member, Key 				

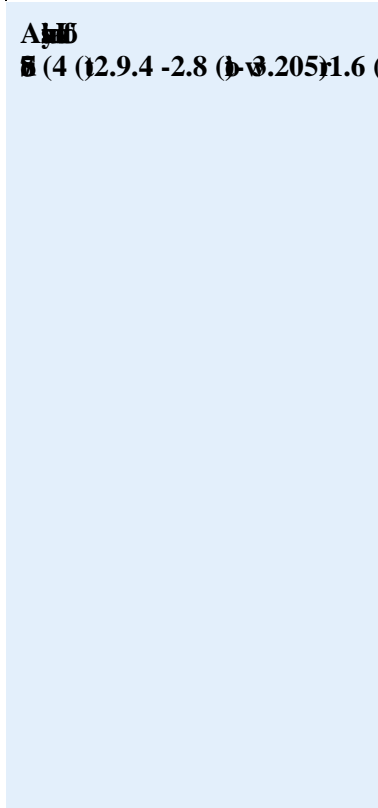




**2a: CIVIC PROJECT**

The 2a Civic Project rubric below reflects the basic criteria for assessing student learning in the project. You will need to modify it so that it reflects the specific task investigated by students, including adding additional sections where needed. Civic projects should earn holistic scores of proficient or advanced to receive credit towards the Seal of Civic Readiness. Students may revise and improve their Civic Projects to meet the criteria for proficient and/or advanced.

<b>CivR</b>	<b>Ad</b>	<b>P</b>	<b>Dg</b>	<b>Bg</b>
<p><b>Focus</b></p> <p>Focus on a civic issue or problem within a policy area that may be predetermined by the teacher or advisor. The Civic Project is focused on a civic issue or problem that can be interpreted in a variety of ways by a broad array of citizens holding various viewpoints.</p>	<p><b>Civic issue/problem under investigation is identified clearly and effectively explained in depth.</b></p> <p><b>Presents a precise and knowledgeable central claim (thesis) that convincingly answers the question or issue under investigation.</b></p>	<p><b>Civic issue/problem under investigation identified and described clearly. Understanding by the reader is not seriously impeded by omissions.</b></p> <p><b>Presents a knowledgeable central claim (thesis) that answers the question or issue under investigation.</b></p>	<p><b>Civic issue/problem under investigation identified but description may be ambiguous. The boundaries of the issue may be broad or unclear. Minor inaccuracies may be present.</b></p>	<p><b>Civic issue/problem under investigation is vaguely or partially identified without clarification or description. Thesis and position are unclear.</b></p>







CivR	Ad	R	Dg	Bg
------	----	---	----	----

Ch  
Ch

Projects are organized

manner that enhances the argument and the audience's understanding.

Eth		M R	R Ctn
<p><b>Bl in &amp; Civ R</b></p>	<p>Reflection includes a description of the service learning experience, including the challenges faced by the student and the successes of the project.</p> <p>Demonstrates understanding of the community problem and its connection to local/state/national government.</p> <p>The reflection essay/presentation/product includes artifacts (i.e., photographs, video recordings, newspaper articles) that document your service learning experience.</p>	<p>† Yes † No</p>	
<p><b>Bl R</b></p>	<p>Completed 25 hours of service.</p>	<p>† Yes † No</p>	
<p><b>Civ Ab</b></p>	<p>Demonstrates understanding of the opportunities for individual participation in society</p> <p>Demonstrates engagement in working toward the public good</p>	<p>† Yes † No</p>	
<p><b>Civ M</b></p>	<p>Demonstrates empathy, compassion, and respect for the views of people with other opinions and perspectives</p> <p>Demonstrates the sense of self as an active participant in society, willing to contribute to solving local problems.</p>	<p>† Yes † No</p>	

<b>En</b>	<b>M</b>	<b>P</b>	<b>Dp</b>	<b>Bp</b>
<p><b>Civ</b> <b>PK</b></p>	<ul style="list-style-type: none"> <li>x <b>Demonstrates understanding of the community problem and its connection to local/state/national government.</b></li> <li>x <b>Community need and its relevance are clearly identified and focused upon throughout the project</b></li> <li>x <b>Recognized need identified through research or a needs assessment (methods could include asset mapping, surveying, interviewing)</b></li> <li>x <b>Reflection includes a description of the service/learning experience</b></li> </ul>	<ul style="list-style-type: none"> <li>x <b>Demonstrates understanding of the community problem and its connection to local/state/national government.</b></li> </ul>		



**NYC****NYC**

- x National Youth Leadership Council, What is Service Learning? available for free download at <https://www.nylc.org/page/GettingStarted>
- x Service Learning Standards: <https://www.nylc.org/page/standards>
- x Additional resources require a paid membership

**NYC**

- x Service Learning Resources: <https://infohub.nyced.org/in-schools/programs/experiencing/servicelearningopportunitiesandresources>

**Gen**

- x IPARDE Model Investigation, Preparation, Action, Reflection, Demonstration and Evaluation
- x <https://www.generationon.org/page/iparde>
- x [Checklist of Reflection Activities](#)
- x <https://www.generationon.org/page/widelearning>

**IC3**

- x Service Learning Tool Kit: <https://www.illinoiscivics.org/toolkit/servicelearning/>
- x <https://www.illinoiscivics.org/democracyschools/elementsdemocracyschools/learningexperiences/information/>







**Note:** The guidance below is a broad starting point. You will need to modify reflects the work you ve done for the elective course, but it is based on exper

**Reflection**

A Civic Participation Application of Knowledge Reflection asks you to show how the experience you lead or participated in has impacted your civic knowledge, skills, mindsets, and ability to take action.

- x You may submit final reflections in a variety of formats: a written essay, an extended response survey, a podcast, a video presentation or a creative piece accompanied with a rationale. Where appropriate and with teacher approval, your reflections could also be completed as a whole in small groups in the form of a Socratic Seminar or other discussion protocol. Based on the course or experience, your reflections may be weighted more towards one domain than another.
- x It is recommended that you reflect throughout the course, experience, or activity. Journaling, checks, community circles, and discussions with your teachers or classmates are all ways for you to continually examine your own growth and response to different topics and issues. Use reflection as an opportunity to reflect on where you are now. What connections can you draw between what you knew and believed previously, what you encountered in this course or experience, how those things agreed with or changed what you knew or believed, and where you stand here and now? What is your opinion? Have the opinions of others shaped or changed your own?
- x Keep in mind, going reflection makes the completion of quality final reflections much easier!

These questions outline the types of thinking that are part of reflective reflection. A reflective paper is a common format for college writing. Reflective writing is a component of civil discourse and civic being because it asks you to acknowledge that your thoughts are shaped by your assumptions and the cultural ideas that you bring with you today and that your beliefs can grow and change in reaction to new information. In taking the time to note the development of your own positions, you can better appreciate the positions of others.

**Directions:**

In a format approved by your school s SCR Committee, reflections should include:

Civics: A.1.2 (1-6.46) (1-5 0.002) (1-0.002) (1-5.9) (1-2.6) (1-1.2) (1-1.2) (1-2.6) (1-0 0 0) (1-0.002) (1-0.002) (1-8783

Here explain how this experience increased, contributed to, or influenced your civic knowledge. The following prompts are designed to provide you guidance. You do not need to answer all of them. Choose the ones that are most aligned with your experience and how it impacted you.

- x **What do you know now about the structure and function of government at the local, state, and federal level?**
- x

#### C# 4: CIVIC ENGAGEMENT

Explain how this experience affected your civic mindsets. You do not need to answer all of them. Choose the ones that are most aligned with your experience and how it impacted you. Areas you may wish to include are:

- x **Through the lens of civic mindsets, what were the key takeaways, realizations, or lessons you during this experience? What experiences led you to these takeaways, etc.?**
- x **In what ways did this experience impact how you value equity, diversity, and fairness?**
- x **What perspectives or lenses are you aware of now because of this experience? How do they in your analysis and understanding of contemporary and historical issues?**
- x **How did this experience help you to develop a sense of empathy towards members of your community with different positions or understandings than your own?**
- x **Where did you get the information that shaped your beliefs before? What, if anything, felt difficult or challenged what you believed? What, if anything, affirmed what you believed already?**
- x **How did this experience affect your understanding of the importance of fundamental democratic principles, such as freedom of speech, freedom of the press and the rule of law?**
- x **During the course of this unit, did you encounter anything that made you challenge your assumptions about what it means to be civically engaged? Why or why not?**
- x **What did you believe about your role in the civic life of our community before beginning this unit study? What do you believe now? Did it change for you? In what ways?**

#### B#

Make connections to your life beyond this project and/or civic learning experience. Answer one or more of the following:

- x **To what extent has this civic learning experience mattered to you? What lasting impacts if any have?**
- x **Where will you go from here? What are your next steps for continuing your work with or on this issue?**

Student Guidance adapted from New York City Department of Education Seal of Civic Readiness Handbook Pilot Version, 2021.

#### A# APPLICATION

**The purpose of the application of knowledge essay/presentation/product is to provide students the opportunity to communicate the ways in which various experiences, elective courses, activities have impacted their civic knowledge, skills, and mindsets. The following are guiding questions a**

x **Civics**

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

*f* **The structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate therein.**

*f* **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.**

*f* **History, geography, economics, and current events within our country and in our global society.**

*f* **The impact of individual and collective histories in shaping contemporary issues.**

*f* **View and analyze history and current issues from multiple perspectives.**

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<b>Appendix A</b>		
<b>Cb</b>	vary	<b>High school clubs that provide opportunities for student civic engagement include student government, mock trial, speech and debate, Key Club, Leo Club, class council, Model UN,</b>
<b>Ed</b>	<b>Office Duties</b>	<b>Volunteering, i.e., delivering goods, answering telephones</b>
<b>EA/Am</b>	<b>Animal Welfare</b>	<b>Volunteering to clean, groom, or care for animals</b>
<b>E</b>	<b>Peer tutoring</b>	<b>Participating in a peer tutoring program at a school or community-based organization</b>
<b>E</b>	<b>Traditional Community Service</b>	<b>Soup kitchen, city mission, food-experiences limited to volunteering as a sole basis of experience.</b>

**Anchor Chart**

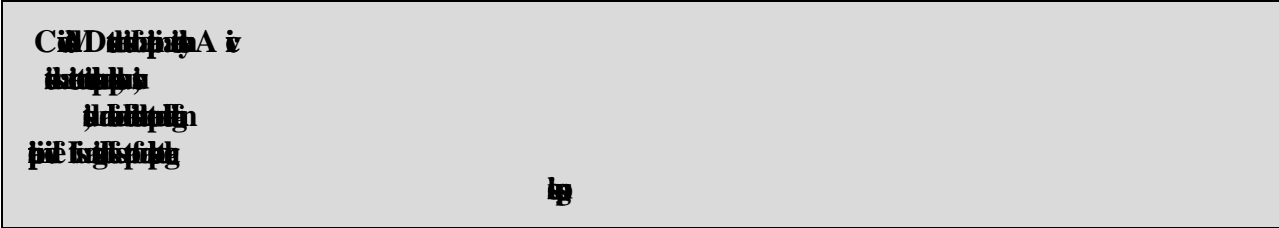
**ER**

**CR**



<b>History, geography, economics, and current events within our country and in our global society</b>			
<b>Impact of individual and collective history in shaping contemporary issues</b>			
<b>View and analyze history and current events from multiple perspectives</b>			
<b>The importance of civic rights and responsibilities, such as voting, volunteering, and jury duty</b>			
<b>Ensuring a free press</b>			







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<p><b>Develop Strategies and Solutions</b></p>		<p><b>With the support of the classroom teacher, identify or develop solution(s) in the form of a public policy.</b></p> <ul style="list-style-type: none"> <li>x For example, recognize an argument and identify evidence that supports the argument; examine arguments that are related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.</li> </ul>	











**APR 16 2014**

**Participation in government and in our communities is fundamental to the success of American democracy. You have chosen to complete the Civic Readiness Capstone project to demonstrate your readiness to participate.**

2. ~~Apply~~ ~~Apply~~  
~~Apply~~

- x Describe past attempts to address the issue.
- x Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
- x Gather data to describe the number of people affected by the issue, the age/gender/socioeconomic status of the people affected by the issue, the geographic impact of the issue, the environmental impact of the issue, etc.
- x

	<p><b>5. Evaluate</b></p> <ul style="list-style-type: none"> <li>x Evaluate the feasibility of proposed actions to address the community or civic issue with a cost-benefit analysis.</li> <li>x Analyze factors that influenced the perspectives of stakeholders involved in the civic issue central to your Capstone Project.</li> <li>x Organize and participate in a discussion about alternative solutions, setting ground rules to respect the rights of others in discussions so that participants can respectfully disagree with other viewpoints.</li> </ul>	
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	<b>Mentor Feedback:</b>	
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	<p><b>6. Describe</b></p> <ul style="list-style-type: none"> <li>x A description of your recommended solution to address the issue, including specific references to the level, primary unit, and body of government that you want to address the issue.</li> <li>x A cost-benefit analysis for potential solutions.</li> <li>x A description of who will be affected by your proposed action. An</li> </ul>	
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	<p><b>8. R</b>  <b>R</b>  x Reflect on what you have learned: Include an analysis of your Civic Readiness Capstone Project experience, reflecting on the relevant civic knowledge and skills that you acquired, the process that you implemented, the challenges you faced, the successes of the project, and how what you have learned will affect future civic actions you may take. Include artifacts (i.e., photographs, video recordings, newspaper articles) that document your actions and reflections.</p>	
	<b>Mentor Feedback:</b>	
	<p><b>9. R</b>  <b>R</b>  x Prepare and make a presentation about your Civic Readiness Capstone Project.</p>	
	<b>Mentor Feedback:</b>	



**All Together Now: Collaboration and Innovation for Youth Engagement. (2013).** Accessed from <http://www.civicyouth.org/content/uploads/2013/09/CYBCOE-Voting-individualPages.pdf>

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**Bi5**

**Dawn Bartz, Executive Director, Yonkers City School District**  
**W. Charles Brandy, Director of Social Studies, Buffalo City School District**  
**Ryan Keating, Director of Social Studies, Rochester City School District**  
**Jenna Ryall, Director, Civics for All, New York City Department of Education**  
**Nick Stamoulacatos, Supervisor of Social Studies, Syracuse City School District**

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Visions for Public Schools**  
**April Francis Taylor, Director of Diversity, Equity and Inclusivity, Eastern Suffolk  
BOCES**

**ND 6 f**

**Lisa Pingelski, Associate in Instructional Services, Social Studies**  
**Christy Radez, Associate in Instructional Services, Social Studies**

**R**

**Andrew Budris, Social Studies Lead Teacher, South Country School District**  
**Joseph Karb, Middle School Social Studies Teacher, Springville Central School District**  
**Donald Little, Social Studies Teacher, Syracuse City School District**

**Answer**

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**Q1: 1.5 points**

**English**

Students who received an exemption should use their course average to determine their score in this category. If a student has a passing course average below 85, they should receive 1 point (proficiency) for this category. If a student has a passing course average of 85 or above, they should receive 1.5 points (mastery) for this category.

**Q2: 1 point**

**Math**

**English**

No. The only way a student can earn points on the Regents Exam is by taking the Regents Exam or receiving an exemption.

**Q3: 1 point**

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**Appendix A**  
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**FAQ**

