



**TO:** College, Career and Civic Readiness Workgroup

**FROM:** Dr. Kimberly Young Wilkins *Kimberly Young Wilkins*

**SUBJECT:** Progress Update on the Civic Readiness Task Force

**DATE:** January 2, 2020

**AUTHORIZATION(S):** *Sharon L. Tabor*

## SUMMARY

### Issues for Discussion

Recommendations for Board consideration resulting from the work of the Civic Readiness Task Force.

### Reason(s) for Consideration

For Information.

### Proposed Handling

This item is presented to the P-12 Education Committee for discussion.

### Background Information

In New York State's 2018 Every Student Succeeds Act (ESSA) plan, the Regents committed to establishing a "College, Career, and Civic Readiness Index" that would measure school quality and student success and, over time, incorporate civic readiness and other measures into the State's accountability system.

Only 22.7 percent of eligible voters voted in the November 2019 General Election in New York State. Of those, 53 percent incorrectly think that undocumented immigrants have no rights under the U.S. Constitution. Only 26 percent of Americans can name all three branches of government. New York State ranked 47<sup>th</sup> in the nation in voter turnout in the 2018 General Election.

Our nation's public schools were founded to develop citizens with knowledge and the rights and responsibilities of self-government. Civic-ready students use civic knowledge, skills, and mindsets to make decisions and take actions for themselves, their communities, and public good as members of a culturally diverse, democratic society. Schools, therefore, provide students meaningful opportunities to develop specific civic knowledge, skills, and mindsets, and to participate in authentic actions and experiences that are 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 promoting student civic readiness as a result of their prekindergarten-grade 12 education. The Regents have also emphasized this position in their ESSA Plan. NYSED understands that the standards we seek our children to attain can only be fully achieved by incorporating an equity and inclusion lens in every facet of our work.

Subsequently, the Department established a Civic Readiness Task Force charged with making recommendations that included, but were not limited to, defining "civic readiness" and considering such initiatives as a State Seal of Civic Engagement and Capstone Projects.

The 33 members of the Civic Readiness Task Force (See Attachment 1) include teachers, curriculum specialists, school administrators, college professors, and representatives of civic organizations of diverse backgrounds from all parts of the State. The group met in person in plenary sessions with representatives of the Department on five occasions during the past school year and held numerous separate committee meetings between these sessions.

As a result of these deliberations, the Task Force has developed specific recommendations for the Regents to consider in three areas: Definition of Civic Readiness, Civic Readiness Capstone Projects, and a Seal of Civic Readiness. Each specific civic-readiness proposal is based upon and seeks to implement the definition of civic readiness.

These recommendations will promote Civics Education and Civic Readiness on several levels. The Civic Readiness definition will help shape professional learning, curricular decisions and experiential opportunities they provide to students. The Seal of Civic Readiness will incentivize school districts to offer students the Seal of Civic Readiness and provide experiential learning that culminates in capstone or civic engagement projects because districts can potentially earn points on their College, Career, and Civic Readiness (CCCR) Index when their students earn the seal. Students will be incentivized to earn the seal because it could be used as an alternative to a Regents exam and another option to earn a Humanities +1 Pathway. Recognizing and encouraging the civic experiential learning of students will make them feel seen and heard and empower them to become lifelong civic participants. Research shows that students

who are in an environment where they feel empowered tend to have better attendance, social emotional well-being, and academic achievement.

## Task Force Recommendations

### 1. Definition of Civic Readiness (Attachment 2)

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. The definition refers specifically to the need for students to acquire fundamental civic knowledge, demonstrate a broad array of civic skills, exhibit civic mindsets and participate in substantial civic experiences. These four categories reflect a national consensus of scholars, practitioners, and civic commissions regarding the knowledge, experiences and attributes students must obtain in order to be able to function productively as civic participants in a democratic society.

The proposed definition defines each of these terms, provides specific examples of the types of learning and experience that should be included in each category and sets forth an overall justification for why each of these domains is critical for ensuring that all students achieve civic readiness as a result of their kindergarten through grade 12 education. This definition is consistent with and builds upon the NYS K-12 Social Studies Framework. The complete proposed definition for civic readiness is included for your review in the attachment.

### 2. Civic Readiness Capstone Projects (Attachment 3)

A Civic Readiness Capstone Project is a culminating, experiential, summative project assessing a student's Civic Knowledge, Skills, Mindsets and Experiences that is:

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

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;
- Reflect on what they have learned about their school or community from the Capstone project; and
- Make a presentation about their Civic Readiness Capstone project.

Students would generally complete a Civic Readiness Capstone Project in grade 11 or 12, although they may begin working on the project in an earlier grade if appropriate support and mentoring are available. Students can complete a

Capstone Project individually or in groups as part of their required Participation in Government course or other courses or as an independent project.

Elementary and middle schools could be encouraged to develop civic-engagement projects to build skills to become active civic participants.

For example, in grade 4, students study the structure of local government and elected leaders in the community. Teachers might use this unit to explore projects to solve a local problem or issue (i.e. which elected official or agency to engage when your sidewalks aren't cleaned, or your buses aren't on time). This is one small example of how deliberate civics education can be utilized to meet the standards outlined in the Social Studies Framework.

### 3. The Seal of Civic Readiness (Attachment 4)

The Seal of Civic Readiness, modeled on the State's existing Seal of Biliteracy, is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindsets, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- Shows the student's understanding of and commitment to participatory government, civic responsibility, and civic values;
- Demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- Recognizes the value of civic engagement and scholarship.

In order to obtain the Seal of Civic Readiness, a student must earn a specified number of points in two areas. In the first category, Civic Knowledge, students may earn points through activities that demonstrate both proficiency or mastery in social studies knowledge. In the second category, Civic Participation, students may earn points through active involvement in civic-engagement and service-learning activities. The Capstone Project may contribute to these points. The criteria for earning points for the Seal are structured to ensure that students in all schools, and those who follow a variety of graduation pathways, may be eligible. Each participating school district must appoint a committee or committees to implement and assess Seal activities, subject to SED approval.

The Task Force further recommends:

- a. The Seal of Civic Readiness may be counted as a 4+1 Humanities Pathway.
- b. Students may begin earning points for the Seal of Civic Readiness in middle school.
- c. Similar to the Seal of Biliteracy, the Seal of Civic Readiness would earn a school two points toward their CCCR Index. A student who graduates with a Regents Diploma earns the school one point on the CCCR Index scale. The Task Force recommends every student who earns a Seal of Civic Readiness would contribute two points to their school's CCCR Index, which is the maximum allowable. This provides an incentive for districts to offer the Seal of

Civic Readiness by recognizing Civic Readiness as an academic indicator of school quality or student success.

### Potential Future Actions:

#### 1. Civic Readiness Survey

The Department will work with stakeholders to create a Civic Readiness Survey aimed at providing continued resources and support for the Civic Readiness initiative throughout the State.

#### 2. Schools of Civic Readiness Recognition Program

The Department will explore establishing a program to recognize schools that have embraced the definition of Civic Readiness and have implemented effective programs that will allow all students to acquire and demonstrate the knowledge, skills, and dispositions that are needed to fulfill the rights and responsibilities within their school, community, New York State, the United States and the world.

Possible Criteria for this recognition:

- Engage students in culturally relevant experiences as active participants in a pluralistic society.
- Have a significant percentage of their students earn the NYS Seal of Civic Readiness.
- Provide opportunities for authentic and robust student involvement in school governance.

#### 3. Certificates of Recognition

The Department would work with the field to create criteria for elementary and middle-level students who successfully complete civic engagement projects.

### Next Steps

1. Release the drafts of the following for public comments:
  - a. Civic Readiness Definition
  - b. Seal of Civic Readiness
  - c. Capstone Project
2. Return to the Board of Regents in spring 2020 with recommendations for approval.
3. In collaboration with stakeholders, create guidance documents and resources to support the field with the new Civics initiatives.
4. Contingent upon stakeholder input and Board of Regents review and approval of the above recommendations, the Department could begin a pilot program of the

Civic Readiness Capstone and Seal of Civic Readiness in the 2020-2021 school year, with the goal of statewide introduction of the Seal of Civic Readiness program to begin 2021-22.

5. Provide informational sessions/conferences to help promote the Seal of Civic Readiness and assist districts in establishing a Seal of Civic Readiness program in their schools.

**Recommendation:**

Direct staff to seek stakeholder input on the above three recommendations and begin working on next steps and future actions.

Task Force Members

Attachment 1

Name	Title
Michael Rebell	Chairman, Executive Director, Center for Educational Equity, Teacher College, Columbia University
Allison Armour-Garb	Chief of Staff, Office of Education Policy
Dawn Bartz	Social Studies, Science & Instructional Technology, Yonkers Public Schools
Brian Carlin	NYC DOE Social Studies Administrator
Michael Coppotelli	Associate Superintendent Public Policy and Student Services, Archdiocese of NY
Cheryl Couser	Deputy Director of Public Information, Board of Elections
Barry Derfel	Assistant Superintendent for TST BOCES
Michael Di Mezza	Director HFM BOCES
April Francis	Staff Development Specialist, PNW BOCES
DeNora Getachew	NYC Executive Director, Generation Citizen
Bill Hecht	Orange-Ulster BOCES District Superintendent
Joe Karb	Social Studies Teacher, Springville MS
Jessica Karnes	Coordinator of Staff Development, Curriculum, Differentiated Instruction & Data, K-12 Social Studies, Erie 1 BOCES
Lisa Kissinger	President of the NYS Social Studies Supervisors Association, Shenendehowa Social Studies Direct
Laura Ladd Bierman	Executive Director of the NYS League of Women Voters
Steve LaMorte	Executive Director of Social Studies for the Rochester City School District
Debra Lesser	Director, Justice Resource Center, NYC DOE
Tony Lopez	Executive Director, Zone 126
Nicholas Norman	Field Liaison, UFT
Kamorudeen Olayuken Jr.	Assistant Principal, PS 78
Aruna Patel	Instructional Specialist, New Visions
Charles Perreaud	Jury Commissioner, Monroe County
Jenna Ryall	Civics for All Lead Facilitator, NYC DOE
Joe Rogers	Director of Public Engagement and Government Affairs Center for Educational Equity
Peter Sawyer	Department Chairperson History, Hudson Valley Community College
Joe Schmidt	Lead Instructional Specialist for Social Studies, NYC DOE
David Scott	Law and Civics Educational Coordinator, Northport CSD
Chris Sperry	Director of Curriculum for Project LookSharp
Ellen Sullivan	Assistant in Educational Services, NYSUT

Tara Thibault	School Media Library Representative, Roundout Valley HS
Christine Zapata	Social Studies Instructional Lead, NYC DOE

SED Program Staff

Christine Radez, Associate in Instructional Services Social Studies – Lead Facilitator

Lisa Pingelski, Associate in Instructional Services Social Studies

Erik Sweet, Supervisor of Educational Programs, Office of Curriculum and Instruction

Marybeth Casey, Director, Curriculum Services



## Civic Readiness for All Students

---

### 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.**

### Background:

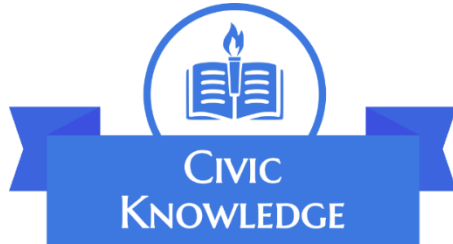
Civic Ready students use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and public good as members of a culturally diverse, democratic society. Schools, therefore, must provide students meaningful opportunities to develop specific civic knowledge, skills, and mindsets—and to participate in authentic actions and experiences—that are 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 is committed to empowering the civic agency of students and ensuring all students achieve civic readiness as a result of their prekindergarten - 12<sup>th</sup> grade education. The Regents have also emphasized this position in their Every Student Succeeds Act (ESSA) Plan. The New York State Education Department (NYSED) understands that the results we seek for all our children can only be fully achieved by incorporating an equity and inclusion lens in every facet of our work.

Civic education strengthens the relationships between schools and students, as well as students' relationships with parents, caregivers and families, civic leaders, community partners, and among each other. The responsibility of ensuring all students are Civic Ready is a chief aim of social studies education.

## Civic Readiness Domains:

Civic readiness is continuously developed throughout students' prekindergarten - 12<sup>th</sup> grade education and should include:



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.

## Domain Examples:

### Civic Knowledge

Fundamental civic knowledge in grade level appropriate forms includes:

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

### Civic Skills & Actions

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

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

### Civic Mindsets

Key civic mindsets students should develop in grade-level appropriate ways include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Committing to balancing the common good with individual liberties;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems;
- Respecting fundamental democratic principles, such as freedom of speech, freedom of the press and the rule of law.

## Civic Experiences

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

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

## Essential Elements of New York Civic Readiness Capstone Projects

Participation in government and in our communities is fundamental to the success of American democracy<sup>1</sup>. Students choose to complete the Civic Readiness Capstone project to demonstrate their readiness to make a positive difference in the public life of their communities through the applied combination of civic knowledge, skills and actions, mindset, and experiences. Through this project, students will apply knowledge and skills they have learned through their P-12 Social Studies education, as well as other subject areas.




In this 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.
- Reflect on what they have learned about their school or community from the Capstone project.
- Make a presentation about their Civic Readiness Capstone project .

---

<sup>1</sup> Grade 12: Participation in Government and Civics, NYSED Social Studies Practices, 2014, page 45

**High School Capstone Projects in Civics include these essential elements based on the Definition of Civic Readiness:**

Essential Elements	 <b>Civic Knowledge</b>	 <b>Civic Skills</b>	 <b>Civic Mindset</b>
Examine Community	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and function of government and democracy at the appropriate level, and how to participate therein.</li> <li>• Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.               <ul style="list-style-type: none"> <li>○ <i>For example, students can conduct community walks/drives and asset map their community.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</li> </ul>
Identify Issues	<ul style="list-style-type: none"> <li>• Integrate alternate, divergent, or contradictory perspectives or ideas.</li> <li>• Describe the impact of individual and collective histories in shaping contemporary issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a civic issue (problem) in the community               <ul style="list-style-type: none"> <li>○ <i>For example, include data to describe the number of people affected by the issue, the age/gender/socio-economic status of the people affected by the issue, the geographic impact of the issue, the environmental impact of the issue, etc.</i></li> </ul> </li> <li>• Integrate evidence from multiple disciplines into Capstone Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on how different cultures have values, norms and beliefs that shape how they understand their communities and the problems they face.</li> </ul>
Conduct Research	<ul style="list-style-type: none"> <li>• Describe how the issue affects the daily lives and shapes the perspectives of similar and different stakeholder groups.               <ul style="list-style-type: none"> <li>○ <i>For example, conducting interviews and administering surveys will help students understand the issue from different perspectives, including diverse cultural groups.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and evaluate news, media, social media and other sources of information for accuracy, bias, reliability, and credibility.</li> </ul>	

Analysis	<ul style="list-style-type: none"> <li>Analyze a civic issue (problem) in the community, describe past attempts to address the issue, generate and evaluate alternative solutions to a civic problem.</li> </ul>	<ul style="list-style-type: none"> <li>Weigh appropriate evidence from multiple disciplines to support claims, which may include political science, history, natural sciences, economics, geography, and sociology.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on how personal attitudes and beliefs are different and the same from those of other cultures and communities.</li> <li>Integrate what can be learned through engagement with diversity into the Capstone Project.</li> </ul>
Develop Strategies and Solutions	<ul style="list-style-type: none"> <li>Design and/or execute a solution for this problem.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the feasibility of proposed actions to address the community or civic issue. <ul style="list-style-type: none"> <li><i>For example, determine an appropriate course of action; deconstruct and construct plausible and persuasive arguments using evidence.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyze factors that influenced the perspectives of stakeholders involved in the civic issue central to the Capstone Project.</li> <li>Integrate alternate, divergent, or contradictory perspectives or ideas.</li> </ul>
Take Informed Action		<ul style="list-style-type: none"> <li>Design and implement a Capstone Project that engages the school and/or out-of-school community. <ul style="list-style-type: none"> <li><i>For example, determine an appropriate course of action; work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights; develop an awareness of and/or engage in the political process.</i></li> </ul> </li> </ul>	
Communicate		<ul style="list-style-type: none"> <li>Communicate in a civic context, showing the ability to express ideas, discuss, persuade, debate, negotiate, build consensus and compromise to organize and conduct civic action.</li> <li>Strategically use different forms of communication to persuade/advocate and express ideas.</li> <li>Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</li> </ul>	

Reflection			<ul style="list-style-type: none"> <li>• Analyze Capstone Project experience, reflecting on the process that was implemented, challenges faced, project limitations, successes, future civic actions and transferable skills.</li> <li>• Demonstrate and reflect on a sense of self as an active participant in society, willing to contribute to solving local and/or national problems.</li> </ul>
------------	--	--	--




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

Relevant Definitions:

1. Asset map: Asset Mapping is a tool that relies on a core belief of asset-based community development; namely, that good things exist in communities and that those things can be highlighted and encouraged — these are assets suited to advancing those communities. There are six categories of community assets: physical, economic, stories, local residents, local associations, local institutions. For more information, see [asset mapping](https://www.vistacampus.gov/what-asset-mapping). (<https://www.vistacampus.gov/what-asset-mapping>)
2. Communication methods include in-person/face-to-face, print, digital (i.e., social media)
3. Perspective(s) - outlook, point of view, position on or towards an issue
4. Stakeholder - a member of a particular status group that holds a specific self-interest in regard to a particular social problem or public policy.



**Middle School Capstone Projects include these Essential Elements based on the Definition of Civic Readiness:**

Essential Elements	 <b>Civic Knowledge</b>	 <b>Civic Skills</b>	 <b>Civic Mindset</b>
Examine community	<ul style="list-style-type: none"> <li>Identify situations in which social actions are required.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in activities that focus on a classroom, school, community, state, or national issue or problem with the support of the classroom teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</li> </ul>
Identify Issues		<ul style="list-style-type: none"> <li>With the support of the classroom teacher, identify a civic issue (problem) in the community.                             <ul style="list-style-type: none"> <li><i>For example, define and frame questions about events and the world in which we live, and use evidence to answer these questions.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify rights and responsibilities as a citizen of the community and the state.</li> </ul>
Conduct Research	<ul style="list-style-type: none"> <li>Describe how the issue affects the daily lives and shapes the perspectives of similar and different stakeholder groups.                             <ul style="list-style-type: none"> <li><i>For example, conducting interviews and administering surveys will help students understand the issue from different perspectives, including diverse cultural groups.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyze and evaluate news, media, social media and other sources of information for accuracy, bias, reliability, and credibility.</li> </ul>	
Analysis		<ul style="list-style-type: none"> <li>With the support of the classroom teacher, evaluate alternative solutions to address the community problem.</li> </ul>	
Develop Strategies and Solutions		<ul style="list-style-type: none"> <li>With the support of the classroom teacher, identify or develop solution(s) in the form of a public policy.                             <ul style="list-style-type: none"> <li><i>For example, recognize an argument and identify evidence that supports the argument; examine arguments</i></li> </ul> </li> </ul>	



		<p><i>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.</i></p> <ul style="list-style-type: none"> <li>• Communicate in a civic context, showing the ability to express ideas, discuss, and persuade when presenting ideas.</li> </ul>	
Take Action		<ul style="list-style-type: none"> <li>• With the support of the classroom teacher,</li> <li>• Develop an awareness of and/or engage in the political process.</li> <li>• Create a political action plan to enlist local or state authorities to adopt their proposed policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints.</li> <li>• Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</li> </ul>
Communicate		<ul style="list-style-type: none"> <li>• Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate.</li> <li>• Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</li> </ul>	
Reflection			<ul style="list-style-type: none"> <li>• Analyze the experience, reflecting on the process that was implemented, challenges faced, successes, and future civic actions.</li> </ul>



Based on the New York State Social Studies Practices, Grades K-8

## The Seal of Civic Readiness 4+1 Pathway

1. The Seal of Civic Readiness may be a humanities 4+1 Pathway.
2. The Seal of Civic Readiness may also be a stand-alone diploma seal for students who choose a different 4+1 pathway.

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 2 points from column #2.

 Civic Knowledge		 Civic Participation	
Criteria for Demonstrating Proficiency in Civic Knowledge	Pts.	Criteria for Demonstrating Civic Participation	Pts.
<p><b>1a. Social Studies required for graduation:</b></p> <ul style="list-style-type: none"> <li>• Obtain course credit in Global History &amp; Geography I</li> <li>• Obtain course credit in Global History &amp; Geography II</li> <li>• Obtain course credit in United States History &amp; Government</li> <li>• Obtain course credit in Participation in Government &amp; Economics</li> </ul> <p>Or the equivalent of these courses, as approved by the local public school superintendent or his or her designee or by the chief administrative officer of a registered nonpublic high school</p>	<b>1.0</b>	<p><b>2a. Civic Skills, Actions, and Mindsets</b></p> <ul style="list-style-type: none"> <li>• Complete a culminating high school civic project that demonstrates civic knowledge, skills, actions and mindsets, as established by the local Seal of Civic Readiness Committee (SCRC). (The culminating project is different from the Capstone and further explained in the Introduction to the Seal of Civic Readiness.)</li> </ul>	<b>1.5*</b>
<p><b>1b. Social Studies Regents Exams - Mastery level</b></p> <ul style="list-style-type: none"> <li>• Demonstrate mastery level on the Global History &amp; Geography Regents <i>and/or</i> United States History Regents</li> </ul>	<b>1.5*</b>	<p><b>2b. Civic Experiences Area I</b></p> <ul style="list-style-type: none"> <li>• Complete a <b>service learning</b> project that includes a minimum of 25 hours of demonstrated service to community and submit a reflective civic learning essay.</li> </ul>	<b>1.0*</b>
<p><b>1c. Social Studies Regents Exams- Proficiency Level</b></p> <ul style="list-style-type: none"> <li>• Receive a passing score on the Global History &amp; Geography Regents <i>and/or</i> United States History Regents (<i>apply safety net if eligible</i>)</li> </ul>	<b>1.0*</b>	<p><b>2c. Civic Experiences Area II</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate mastery</b> in an elective course that promotes civic engagement (as defined by SCR committee) and submit a written application of knowledge essay.</li> </ul>	<b>0.5*</b>

 <b>Civic Knowledge</b>		 <b>Civic Participation</b>	
<b>Criteria for Demonstrating Proficiency in Civic Knowledge</b>	<b>Pts.</b>	<b>Criteria for Demonstrating Civic Participation</b>	<b>Pts.</b>
<b>1d. Advanced Social Studies Courses</b> <ul style="list-style-type: none"> <li>Demonstrate proficiency in an advanced social studies course (e.g. Honors, Pre-AP, AP, IB or College/University level approved by the school district; including dual enrollment courses or others approved by the SCR Committee.)</li> </ul>	<b>0.5*</b>	<b>2d. Civic Experiences Area III</b> <ul style="list-style-type: none"> <li>Participate in an extra-curricular program, or work-based learning experience that promotes civic engagement or civic action for a minimum of 40 hours. <i>Write an application of knowledge essay.</i> This may be accomplished over four years of high school.</li> </ul>	<b>0.5*</b>
<b>1e. Research Project</b> <ul style="list-style-type: none"> <li>Demonstrate civic knowledge through a social studies research project. This project must be approved by the District's Seal of Civic Readiness Committee.</li> </ul>	<b>1.0</b>	<b>2e. Middle School Capstone Project</b> <ul style="list-style-type: none"> <li>Complete the middle school capstone project that includes the essential elements listed below: Identify an issue (local, state, national or global) Apply civic knowledge, skills, actions, and mindsets to the issue Present the overall project to the Middle School Capstone Committee.</li> </ul>	<b>1.0</b>
		<b>CAPSTONE PROJECT</b> <b>The Capstone Project that includes these Essential Elements:</b> <ul style="list-style-type: none"> <li><b>Identify an issue (local, state, national, or global)</b></li> <li><b>Apply civic knowledge, skills, actions, and mindsets to the issue</b></li> <li><b>Engage in a civic experience based on the issue to influence positive change to the community (local, state, national, or global)</b></li> <li><b>Present overall project to the school's School of Civic Readiness Committee</b></li> </ul>	<b>4.0</b>

\*Students may receive these points more than once.

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.