



Seal of Civic Readiness Handbook



Charles W. Baker High School

Achieving Our Full Potential Together

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PLEASE VISIT THE **NEW YORK STATE EDUCATION SEAL OF CIVIC READINESS** [WEBSITE](#) FOR MORE INFORMATION.

*THE **BALDWINVILLE CSD SEAL OF CIVIC READINESS HANDBOOK** IS BASED ON THE [NYS SEAL OF CIVIC READINESS HANDBOOK](#).

WHAT IS THE SEAL OF CIVIC READINESS?

The New York State Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset and civic experiences.

To obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma **AND** earn a specified number of points in two areas: **Civic Knowledge and Civic Participation**.

CIVIC KNOWLEDGE: STUDENTS MAY DEMONSTRATE PROFICIENCY IN CIVIC KNOWLEDGE BY

- ❖ earning credit in Social Studies courses
- ❖ receiving a passing or mastery score on a Social Studies Regents Exam
- ❖ completing a civic readiness research project

CIVIC PARTICIPATION: STUDENTS MAY DEMONSTRATE PROFICIENCY IN CIVIC PARTICIPATION BY

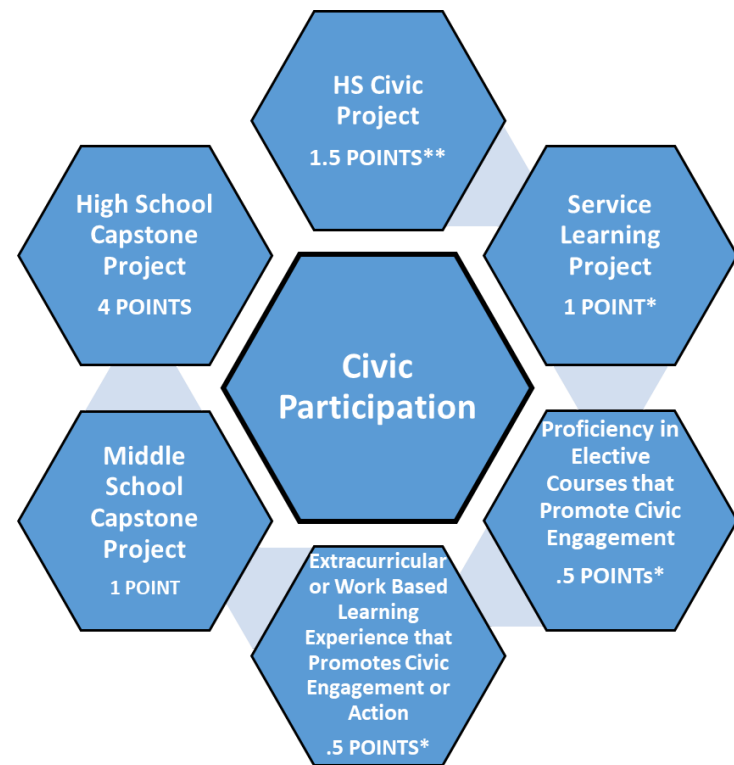
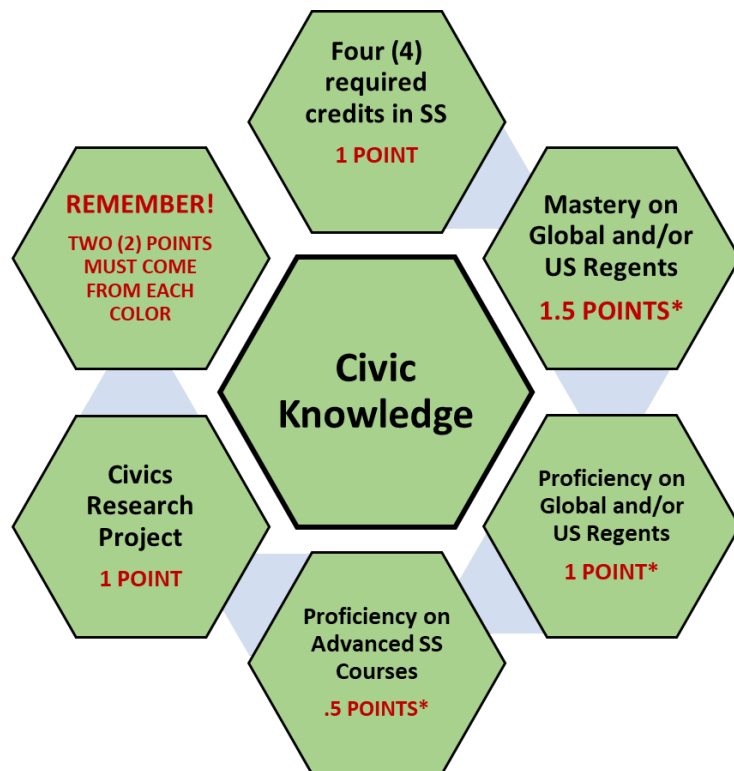
- ❖ completing a culminating high school civics project
- ❖ completing a service learning project (minimum of 25 hours)
- ❖ achieving proficiency in a civic engagement elective course
- ❖ participating in an extra-curricular program or work-based learning experience that promotes civic engagement or civic action (minimum of 40 hours)
- ❖ completing a Middle School Capstone Project or a High School Capstone Project

WHO CAN EARN THE SEAL OF CIVIC READINESS?

The Seal of Civic Readiness is awarded to **Senior students** who have met the above criteria at the time of graduation. However, students can begin earning points as early as Grade 7 by engaging with the Middle School Capstone Project and in various other ways (explained further in this handbook) as they progress through their secondary education.

BUILD A ROUTE TO THE SEAL OF CIVIC READINESS

- Students must achieve **six total points** from the options below.
- Choose any combination of blue and green blocks to equal 6 points total. **NOTE:** At least 2 points must come from each color.
- Components with an asterisk (*) means students may receive these points more than once.
- Component with a double asterisk (**) means a student can only complete this project *twice* over the course of grades 9-12.



Student progress will be tracked on the **Seal of Civic Readiness Student Record Sheet**. Advisors and counselors will be responsible for maintaining accurate records for each student.

Seal of Civic Readiness Student Record Sheet



Student Name		Graduation Year		GREEN Pts. + BLUE Pts. = Total Pts.
SOCR Advisor		School Counselor		Total Points

Criteria for Demonstrating Proficiency in Civic Knowledge						
		Course Grade	Points Possible	Points Earned	Date(s) Earned	Advisor/Counselor Initials
Obtain course credit in the four (4) SS courses required for graduation	Global I		1			
	Global II					
	US History					
	PIG					
		Regents Score	Points Possible	Points Earned	Date(s) Earned	Advisor/Counselor Initials
SS Regents Exams Mastery Level (85%+)	Global		1.5*			
	US History		1.5*			
SS Regents Exams Proficiency Level (65-84%)	Global		1*			
	US History		1*			
		Course Grade	Points Possible	Points Earned	Date(s) Earned	Advisor/Counselor Initials
Demonstrate Proficiency in Advanced SS Courses	Pre-AP Global		.5*			
	AP World		.5*			
	AP Amer History		.5*			
	PIG/Eco/Lit		.5*			
	AP US Govt		.5*			
Research Project			1			
Total GREEN Points Earned					NOTE: Minimum of 2 points MUST come from GREEN options towards an overall 6 point total.	

	Grade 12		1.5		
	Service Learning Project Name	Points Possible	Points Earned	Date(s) Earned	Advisor/Counselor Initials
Complete minimum of 25 hours of a service-learning project AND submit reflective essay/presentation		1*			
		1*			
	Course Name	Points Possible	Points Earned	Date(s) Earned	Advisor/Counselor Initials
Demonstrate proficiency in an approved elective course that promotes civic engagement AND submit an application of knowledge essay/presentation		.5*			
		5*			
	ExtraCurr OR WBL Name	Points Possible	Points Earned	Date(s) Earned	Advisor/Counselor Initials
Participate minimum of 40 hours* in an extra-curricular program OR work-based learning experience that promotes civic engagement/action Submit application of knowledge essay/presentation <small>*Can be accomplished over 4 years of HS</small>		.5			
		.5			
		.5			
		.5			
		.5			
Middle School Capstone Project		1			
High School Capstone Project		4			
Total BLUE Points Earned					NOTE: Minimum of 2 points MUST come from BLUE options towards an overall 6 point total.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN CIVIC KNOWLEDGE

NOTE: Components with an asterisk (*) means students may receive these points more than once.

	CRITERIA	POINTS	STUDENT DELIVERABLES	AWARDING OF POINTS
1A	Four (4) Social Studies courses required for graduation	1	Students must obtain course credit in all of the following to receive 1 point: <ul style="list-style-type: none"> ● Global History & Geography I ● Global History & Geography II ● US History & Government ● Participation in Government & Economics 	Student transcript record will serve as evidence SOCR Counselor will verify for reporting purposes
1B	SS Regents Exams – Mastery <i>**For June 2020 and June 2021 Regents exams, NYS COVID regulations were in place. Students who passed the respective SS course automatically earn 1 point for either exam they were scheduled to take that year.</i>	1.5*	Students must demonstrate MASTERY (85% or higher) on the following exams to receive 1.5 POINTS (each exam is worth 1.5 points): <ul style="list-style-type: none"> ● Global History & Geography II (1.5 points) ● US History & Government (1.5 points) 	Student transcript record will serve as evidence SOCR Counselor will verify for reporting purposes
1C	SS Regents Exams – Proficiency <i>**For June 2020 and June 2021 Regents exams, NYS COVID regulations state students who passed the respective SS course automatically earn 1 point for either exam they were scheduled to take that year.</i>	1*	Students must demonstrate PROFICIENCY (65% up to 84%) on the following exams to receive 1 POINT (each exam is worth 1 point): <ul style="list-style-type: none"> ● Global History & Government II (1 point) ● US History & Government (1 point) 	Student transcript record will serve as evidence SOCR Counselor will verify for reporting purposes
1D	Advanced Social Studies Courses	.5*	Students must demonstrate PROFICIENCY (65% or higher) in an advanced SS course listed below: <ul style="list-style-type: none"> ● Pre-AP World History (9th grade) – (.5 points) ● AP World History (10th grade) – (.5 points) ● AP American History (11th/12th grade) - (.5 points) ● PIG/ECO/LIT (12th grade) - (.5 points) ● AP US History & Government (12th grade) – (.5 points) 	Student transcript record will serve as evidence SOCR Counselor will verify for reporting purposes
1E	Research Project (Appendix A)	1	Students must: <ul style="list-style-type: none"> ● Examine a question (constitutional, historical, political, economic, social) through the lens of civics ● Use a variety of resources to research and support a thesis ● Present their research to a group (panel, peers, etc) 	SOCR Advisor will verify for reporting purposes.

CRITERIA FOR DEMONSTRATING CIVIC PARTICIPATION

NOTE: Components with an asterisk (*) means students may receive these points more than once.

	CRITERIA	POINTS	STUDENT DELIVERABLES	AWARDING OF POINTS
2A	High School Civics Project (Appendix B)	1.5** <i>**These points can only be earned twice during grades 9-12.</i>	Students must: <ul style="list-style-type: none"> ● Focus on a civic issue or problem ● Analyze data related to the issue or problem ● Evaluate two current public policies related to the issue ● Recommend strategies to address the issue ● Present their project to others (panel, peers, etc.) ● Write a reflection on how the project influenced their civic mindset 	SOCR Advisor will verify for reporting purposes.
2B	Service Learning Project (Appendix C)	1*	Students must: <ul style="list-style-type: none"> ● Complete a minimum of 25 hours of demonstrated service to the community ● Submit a reflective essay/presentation 	SOCR Advisor will verify for reporting purposes.
2C	Proficiency in an Elective Course (Appendix D)	.5*	Students must: <ul style="list-style-type: none"> ● Demonstrate PROFICIENCY (65% or higher) in an elective course that promotes civic engagement ● Submit an application of knowledge essay/presentation 	SOCR Advisor will verify for reporting purposes.
2D	Extracurricular or Work Based Learning (Appendix E)	.5*	Students must: <ul style="list-style-type: none"> ● Complete a minimum of 40 hours in an extracurricular program or work-based learning program that promotes civic engagement or civic action ● Submit an application of knowledge essay/presentation 	SOCR Advisor will verify for reporting purposes.
2E	Middle School Capstone Project (Grade 7/8 students only) (Appendix F)	1	Students (with teacher support) must: <ul style="list-style-type: none"> ● Identify an issue/problem in their school, community, the nation or the world as a focus ● Develop a guiding question for their inquiry and then conduct research using primary and secondary sources ● At the conclusion of the research, students develop either A) Community Service Action Plan or B) Detailed Action Plan ● Reflect on what they have learned during this process ● Present their project to their teacher/classmates 	Classroom teacher or SOCR Advisor will verify for reporting purposes.
2F	High School Capstone Project (Appendix G)	4	Students must: <ul style="list-style-type: none"> ● 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 to the School Civic Readiness Committee 	SOCR Advisor will verify for reporting purposes.

SEAL OF CIVIC READINESS: ROLES & RESPONSIBILITIES

	MEMBERSHIP	DELIVERABLES
Seal of Civic Readiness Committee	<ul style="list-style-type: none"> ❖ District and building administration (7-12) ❖ Social Studies Teachers (7-12) ❖ Library Media Specialists (7-12) ❖ School Counselors (7-12) ❖ Learning Coach (7-12) 	<ul style="list-style-type: none"> ❖ Oversee district-wide implementation of the SOCR program ❖ Make decisions regarding evaluation of student and program success ❖ Participate as needed as panelists for student presentations
Seal of Civic Readiness Advisor	<ul style="list-style-type: none"> ❖ Any staff member interested in supporting students as they work towards earning the Seal of Civic Readiness 	<ul style="list-style-type: none"> ❖ Advisors are assigned to oversee Seniors accepted into the SOCR program. ❖ Advisors meet regularly (sometimes during the day as schedules allow; minimum of twice a month after school) with their assigned students to provide guidance towards completion of the necessary requirements. ❖ For some criteria, the advisor certifies the student has completed the requirements in accordance with the rules of the Seal of Civic Readiness.
Seal of Civic Readiness Student Candidates	<ul style="list-style-type: none"> ❖ Only Seniors can be awarded the Seal of Civic Readiness upon graduation and only if all requirements have been met as determined by their advisor, counselor and/or the Seal of Civic Readiness Committee. ❖ Students can begin earning points toward the Seal of Civic Readiness as early as 7th grade following the guidelines outlined in this handbook. However, they must wait until they are graduating Seniors before receiving the recognition. 	<ul style="list-style-type: none"> ❖ Students must apply to the Seal of Civic Readiness program. ❖ Students are responsible for understanding the requirements to achieve the Seal of Civic Readiness and for completing those requirements. ❖ Students are responsible for maintaining evidence of all work related to the Seal of Civic Readiness, including all required forms and tracking sheets.

CIVIC KNOWLEDGE RESEARCH PROJECT — 1 POINT

OVERVIEW: CIVIC KNOWLEDGE RESEARCH PROJECT

Students demonstrate their civic knowledge by completing a research project. This project may include some of the elements of the Civics Capstone Project.

- This can be a short-term project connected to a classroom project or an extracurricular organization. Students will:
 - Examine a question (constitutional, historical, political, economic, and/or social) through the lens of civics.
 - Use a variety of sources (i.e., quantitative, qualitative, primary, secondary) to fully investigate the research question and support the research thesis (argument or perspective on the topic).
 - Present their research using written, audio/visual, oral, and/or multimodal formats.
- Students should consider using an inquiry as a springboard for a research project such as the [Grades 9-12 New York Inquiries](#).
- Teachers and students may also use the [Inquiry Design Model](#) to develop their own civics-based inquiries and research projects.

EXAMPLES: CIVIC KNOWLEDGE RESEARCH PROJECT

Global History and Geography I & II

- Compare political systems in different global societies. Evaluate their legacies and implications in our contemporary systems and global relationships.
- Choose an enduring issue or set of issues and apply them to current local, national, or international situations. Students can examine root causes of the situation, evaluate how the issue has affected or been affected by people and how it has changed or stayed the same over time. By anchoring these issues in the civic readiness definition, students will analyze current policies and legislation relevant to the situation and evaluate their efficacy and impacts.

United States History & Government

- Choose a particular amendment to the Constitution (either a successful amendment or an unsuccessful attempt at an amendment), and research how that change was advocated for, organized, and voted on in this example. Students can also research the implications of this amendment through the lens of civics and how it impacts their lives or communities today.

Participation in Government/United States History & Government

- Throughout American history, citizens, organizations, and movements have been the driving force behind the most significant social, political, and economic changes that have occurred. Research an individual and/or organization, as well as the movement they represented and the issues they sought to change. Analyze and explain the historical circumstances from which the movement arose, background information on the activist or organization, strategies and tactics used by the individual/organization/movement to achieve its goals, any successes and setbacks that were experienced, and/or the legacy of the activist and/or the movement.

Economics

- What is the role that the U.S. government should play in decreasing economic inequality? Using quantitative data, examine the impact of government policies like the Earned Income Tax Credit (EITC) or Title I on income inequality.

EVALUATION CRITERIA: CIVIC KNOWLEDGE RESEARCH PROJECT

- The research project's evaluation will be based on performance indicators included in **Social Studies Practice A: Gathering, Interpreting and Using Evidence** (see rubric under required forms)
 1. **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**.
 2. **Identify, describe, and evaluate evidence** about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
 3. **Analyze evidence** in terms of content, authorship, point of view, bias, purpose, format, and audience.
 4. **Describe, analyze, and evaluate arguments** of others.
 5. **Make inferences and draw conclusions** from evidence.
 6. **Deconstruct and construct plausible and persuasive arguments**, using evidence.
 7. **Create meaningful and persuasive understandings of the past** by fusing disparate and relevant evidence from primary and secondary sources and **drawing connections to the present**.

REQUIRED FORMS: CIVIC KNOWLEDGE RESEARCH PROJECT

- [Civic Knowledge Research Project: SCORING RUBRIC](#)

HIGH SCHOOL CIVIC PROJECT — 1.5 POINTS**

OVERVIEW: HS CIVIC PROJECT

Students complete a high school civic project that demonstrates civic knowledge, skills, actions and mindsets, as established by the local Seal of Civic Readiness Committee (SCRC).

- This can be a short-term project connected to a classroom project or an extracurricular organization that incorporates some of the essential elements of the Civic Readiness Capstone Project.
- A Civic Project can also be integrated with a Service Learning Project.
- **Students may complete the HS Civics Project *only twice* during grades 9-12.

In a High School Civic Project, students will:

- **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*.
- **Analyze data, use primary and/or secondary sources of evidence** related to the civic issue under investigation **to determine the impact of the issue on the community**. Sources should be evaluated for **bias** and **credibility**. Sources can be provided by the teacher, advisor or student.
- **Evaluate at least two current public policies related to the identified issue or problem.**
- **Recommend and/or evaluate potential strategies** to address the identified issue or problem.
- **Communicate** their project using written, audio/visual, and/or oral presentations.
- **Reflect** on how the project influenced their civic knowledge, skills and mindsets.

EXAMPLE 1: HS CIVIC PROJECT

The teacher assigns a project that focuses on the policy area of criminal justice reform.

- Students are provided both quantitative and qualitative data on the Violent Crime Control Act and Law Enforcement Act of 1994 (also known as the Clinton Crime Bill) and the 2018 First Step Act (passed under President Donald Trump) to evaluate the impact and effectiveness of these criminal justice reform measures. The teacher may arrange guest speakers (in-person or virtual) from law enforcement, prosecutors and defense attorneys, and criminal justice reform activists for students to interview as resources. Prior to data analysis, the teacher will instruct students

on how to evaluate sources for accuracy, bias, reliability, and credibility, perhaps with the assistance of the school library media specialist.

- Students evaluate the effectiveness of the two pieces of legislation and develop at least one policy recommendation to improve the criminal justice system.
- Students persuasively communicate their evaluation of the pieces of legislation and their recommended policy. This communication can take the form of a *policy paper*, an *op-ed essay*, 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 work.
- Students can produce a reflection on the most challenging aspects of affecting policy as a citizen. This should include advice for effective activism for other citizens that wish to impact public policy.

EXAMPLE 2: HS CIVIC PROJECT

The Student Council advisor creates a committee of students to provide student input to the administration on issues of equity and the school's code of conduct.

- Students are provided with data on the subject of equity in schools, including op-ed columns representing a diverse array of views, quantitative data on disciplinary trends, the NYS School Report Card, articles on Restorative Justice, and other initiatives. Students may also interview school administration, PTSA representatives, and fellow students on the subject of equity.
- Students will determine whether the school can improve the school's code of conduct in terms of equity and make recommendations, if necessary, to that end.
- Students will create either a written report, an audio/visual presentation, an oral presentation, etc. to communicate their recommendations.
- Students will produce a reflection on the most challenging aspects of affecting policy as a citizen. This will include advice for effective activism for other citizens that wish to impact public policy.

EXAMPLE 3: HS CIVIC PROJECT

Within a Participation in Government class, students chose civic issues that were important to them and worthy of investigation.

- Using the Question Formulation Technique (QFT), students arrived at civic issues they wanted to investigate. Civic issues pursued included how foster care policies impact children and young adults in the system; authoritarian versus rehabilitative prison systems and their implications on communities; public safety vs. personal freedoms in relation to local COVID-19 vaccine mandates; how to prevent gun-related violence in schools; improving health education to be

inclusive of modern sexual health and welcoming for LGBTQ+ students; investigating wealth gaps and raising the minimum wage; advocating for stronger legislation to curtail the use of single-use plastics in the food industry; examining students' first amendment rights in schools; and arguing for stronger policy related to civic education in NYS schools.

- Students used primary and secondary sources to analyze the historical and current backgrounds of their issues. Students evaluated current policies to determine impacts, strengths, and gaps. Students analyzed evidence and data to determine the impact of the issue on their local community including locally developed surveys and interviews.
- Students recommended/argued for specific strategies to address the issue or problem.
- Students reflected on how the project influenced their civic knowledge, skills, and mindsets.
- Students worked both individually and in groups and communicated their project using written and visual presentations.

EXAMPLE 4: HS CIVIC PROJECT

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 school, community, state, or country?*

- Students began by profiling the work of several young activists, ages 6-22, to familiarize themselves with their causes and methods for achieving positive change.
- Students grounded themselves in the language of public policy and explored the concepts 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.
- 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 as to how the issue is a problem?*
- 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 -local, state, or federal? What are suggestions by political parties, interest groups, or others to change this issue? What are my thoughts, opinions, and arguments on the current policies?*
- 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? Who do I contact to bring about this change? How do I make a compelling argument and or plan to make a change?*
- Students ultimately organized their research and arguments into an 8-10 page paper that included the following sections:
 - Identify and Define the Problem

- Analyze and Evaluate Current Public Policies
- Evaluate Alternative Solutions
- Develop Strategies and Solutions

EVALUATION CRITERIA: HS CIVIC PROJECT

Criteria for Success:

The evaluation criteria is locally determined, and includes an evaluation of selected students' Civic Knowledge, Civic Skills and Actions listed in the Civic Readiness Domains and their ability to:

- Gather, interpret and use evidence, including evaluating sources used for bias and credibility.
- Make their own judgments and policy recommendations based on sound reasoning and evidence.
- Communicate their position persuasively, using a format for the assignment that is determined locally.
- Reflect on how the project has impacted their civic knowledge, skills, actions, and/or mindset.

REQUIRED FORMS: HS CIVIC PROJECT

- [HS Civic Project: STUDENT CHECKLIST](#)
- [HS Civic Project: STUDENT REFLECTION](#)
- [HS Civic Project: SCORING RUBRIC](#)

CIVIC EXPERIENCES I: SERVICE LEARNING PROJECT — 1 POINT*

OVERVIEW: SERVICE LEARNING PROJECT

Students must...

- Complete a **minimum of 25 hours** of demonstrated service to the community
- Write and submit a reflective essay
- Present their project to others
- *Students may receive these points more than once

Service learning is more complex than community service; high quality service learning goes beyond a requirement of minimum hours of service to an organization. Service learning is an inquiry-based, experiential learning approach that combines service to community with curriculum-based learning objectives i.e., students engage in meaningful opportunities to apply what they learn to issues that matter to them. Students are required to use academic skills and knowledge to understand community needs to complete a service learning project that serves the greater good of the community and to reflect upon their role as members of their community.

Service learning projects generally follow these five stages:

1. Investigation	Student conducts research on a community-based problem or need(s)
2. Preparation	Student creates a plan to address these needs
3. Action	Student takes action in any of the forms below: <ul style="list-style-type: none"> A. Direct Service (<i>hands-on, face-to-face</i>) B. Indirect Service (<i>action is not seen by the people who may directly benefit, but the action meets a real need</i>) C. Advocacy (<i>Student educates others about the issue with the goal of inspiring action</i>)
4. Reflection	Students write a reflective essay (described below). This is <i>required</i> to earn 1 point.
5. Demonstration/Celebration	Students share/present their projects with others.

- The most meaningful service-learning projects are personally relevant to students and their interests. Students can complete service learning projects **individually, or with a small group or as part of a larger group.**

- Students generally experience service learning with the leadership of an adult. Service learning projects are most effective when connected to the curriculum. Examples of classes that could complete a service learning project include, but not limited to: U.S. History & Government, Health, PE, and Earth Science.
- Service-learning projects can be completed with a school organization such as Interact, National Honor Society or Key Club.
- Projects can be completed with **organizations outside of the school district with local school district approval**. Examples would include Girl Scouts, religious organizations, the Knights of Columbus, Lions Club, etc.

EXAMPLE: SERVICE LEARNING PROJECT

The student selects the issue of POVERTY in the local community. The student can select one specific activity or a combination of activities to satisfy the service-learning project. Either example below is appropriate:

- 25 hours all spent volunteering at Clary's Closet (an organization that provides clothing to those in need) **OR**
- Student volunteers at a variety of events to address the issue of POVERTY
 - 5 hours at a charity run
 - 7 hours at a foodbank
 - 6 hours at a clothing drive
 - 7 hours at a church run toy/diaper drive

EVALUATION CRITERIA: SERVICE LEARNING PROJECT

Evaluation criteria for the reflective essay and presentation are locally developed, and includes an evaluation of selected students' Civic Knowledge, Civic Skills and Actions, Civic Mindset and Experiences listed in the Civic Readiness Domains.

1. Students are required to submit a reflective essay that **describes the impact of the service learning**. Reflection activities must be incorporated ***before, during, and after*** the service experience.

- Reflection activities completed prior to service 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 experience helps students understand the actual outcome of their 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, and the relationship between the service and the academic experiences.

Sample questions include the following:

ISSUE-FOCUSED QUESTIONS

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

CLIENT-FOCUSED REFLECTION QUESTIONS

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

SELF-FOCUSED REFLECTION QUESTIONS

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

2. Students present or share their service learning project with others (class/advisor/panel).

REQUIRED FORMS: SERVICE LEARNING PROJECT

- [CE I - Service Learning Project: STUDENT REFLECTION](#)
- [CE I - Service Learning Project: STUDENT HOURS VERIFICATION](#)
- [CE I - Service Learning Project: REFLECTION & PRESENTATION SCORING RUBRIC](#)

RESOURCES: SERVICE LEARNING PROJECT

- [Community Needs & Service Organizations](#)
- [C.W. Baker High School Extracurricular Activities](#)
- [Durgee Junior High Extracurricular Activities](#)
- [Ray Middle School Extracurricular Activities](#)
- [School Clubs/Organizations for Service Learning](#)

CIVIC EXPERIENCES II: DEMONSTRATE PROFICIENCY IN AN ELECTIVE COURSE THAT PROMOTES CIVIC ENGAGEMENT - .5 POINTS*

OVERVIEW: ELECTIVE COURSE THAT PROMOTES CIVIC ENGAGEMENT

- Elective courses that qualify for Civics Experiences II are determined locally and do not need to be social studies courses. The Baldwinsville Central School District has compiled a list of [ELECTIVES APPROVED FOR CIVIC EXPERIENCES II \(under development\)](#). These courses have been determined to promote students' civic knowledge, skills, mindsets and ability to take action.
- Students must submit an **Application of Knowledge Reflection** essay/presentation/product. This can be done in a variety of formats: a written essay, podcast, visual/slide-based presentation, a creative piece accompanied by a rationale, etc.
- *Students may receive these points more than once.

EVALUATION CRITERIA: ELECTIVE COURSE THAT PROMOTES CIVIC ENGAGEMENT

Students must submit an **Application of Knowledge Reflection (AOK)**. The purpose of the AOK is to provide students the opportunity to communicate the ways in which various experiences, elective courses, and activities have impacted their civic knowledge, skills, mindsets and ability to take action.

The following are guiding questions and criteria for success to guide the development of students' application of knowledge products. Application of knowledge products should include three main elements aligned with the domains of civic readiness that address the questions and criteria below:

CIVIC EXPERIENCES: WHAT DID YOU DO?

Describe the course or activity in which you participated. Include the following information:

- The context/setting
- Your role
- The purpose of the course/activity/experience
- Key ideas presented in the course/activity/experience

CIVIC KNOWLEDGE: WHAT CIVIC KNOWLEDGE DID YOU GAIN?

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:

- 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 AND MINDSETS: HOW DID THIS EXPERIENCE CHANGE YOU?

Explain and provide examples of the impact this course/activity/experience had on you and your civic-related skills and mindset. Elements of civic skills, actions and mindsets you may wish to explain may include but are not limited to:

Civic Skills and Actions

- 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

- 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.

REQUIRED FORMS: ELECTIVE THAT PROMOTES CIVIC ENGAGEMENT

- [CE II - Application of Knowledge: STUDENT REFLECTION](#)
- [CE II - Application of Knowledge: SCORING RUBRIC](#)

CIVIC EXPERIENCES III: PARTICIPATE IN EXTRACURRICULARS OR WORK-BASED LEARNING EXPERIENCES THAT PROMOTE CIVIC ENGAGEMENT OR CIVIC ACTION— .5 POINTS*

OVERVIEW: EXTRACURRICULAR OR WORK-BASED LEARNING

- Students must participate a **minimum of 40 hours**
- Write an Application of Knowledge (AOK) essay/presentation
- This may be accomplished over four years of high school (9-12)
- *Students may receive these points more than once

This component is designed to recognize how clubs and responsibilities outside of school can shape a student’s civic engagement. These programs will be determined at the local level and are not limited to social studies related activities.

EXAMPLES: EXTRACURRICULAR OR WORK-BASED LEARNING

1. Extracurricular examples:

- Participating in Mock Trial, Model UN, Key Club, class council, etc.
- Taking a leadership position in any extracurricular organization
- Tutoring at a school or community-based organization
- Volunteering at a food pantry, the SPCA, a nursing home, etc.

2. Work-Based Learning examples:

- After School Job/Employment
- Job Shadow
- Internship
- Apprenticeship
- School-Based Enterprise
- Community Service
- Career-Focused Research Project
- Entrepreneurship

The Baldwinsville Central School District has compiled a list of [APPROVED CLUBS & ACTIVITIES – CIVIC EXPERIENCES III](#).

Students engaged in a *work-based learning experience or internship* should consult with their SOCR advisor, school counselor, and/or Work-Based Learning Supervisor for approval of such experience for the Seal of Civic Readiness.

NOTE: Students should consult with their Seal of Civic Readiness Advisor to ensure the experience qualifies for these points.

EVALUATION CRITERIA: EXTRACURRICULAR OR WORK-BASED LEARNING

The purpose of the Application of Knowledge essay/presentation/product is to provide students the opportunity to communicate the ways in which various experiences and activities have impacted their civic knowledge, skills and mindsets.

The following are guiding questions and criteria for success to guide the development of students' application of knowledge products. Application of knowledge products should include three main elements aligned with the domains of civic readiness that address the questions and criteria below:

CIVIC EXPERIENCES: WHAT DID YOU DO?

Describe the activity in which you participated. Include the following information:

- The context/setting
- Your role
- The purpose of the activity/experience
- Key ideas presented in the activity/experience

CIVIC KNOWLEDGE: WHAT CIVIC KNOWLEDGE DID YOU GAIN?

Explain and provide examples of how the extracurricular or work-based learning activity/experience increased your civic knowledge. Elements of civic knowledge you may wish to describe may include, but are not limited to:

- 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 AND MINDSETS: HOW DID THIS EXPERIENCE CHANGE YOU?

Explain and provide examples of the impact the extracurricular or work-based learning activity/experience had on you and your civic-related skills and mindset. Elements of civic skills, actions and mindsets you may wish to explain may include, but are not limited to:

Civic Skills and Actions

- 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

- 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.

REQUIRED FORMS: EXTRACURRICULAR OR WORK-BASED LEARNING

- [CE III - Work-Based Learning: STUDENT HOURS VERIFICATION](#)
- [CE III - Extracurricular: STUDENT HOURS VERIFICATION](#)
- [CE III - Extracurricular/WBL Application of Knowledge: STUDENT REFLECTION](#)
- [CE III - Extracurricular/WBL Application of Knowledge: REFLECTION & PRESENTATION SCORING RUBRIC](#)

MIDDLE SCHOOL CAPSTONE PROJECT — 1 POINT

OVERVIEW: MIDDLE SCHOOL CAPSTONE PROJECT

The Middle School Capstone Project is designed to give students in Grades 7 and 8 a meaningful civic experience *before* they enter high school. The project should be completed under the direction of a teacher with requirements that reflect the elements listed below.

- Identify an issue (local, state, national or global)
- Apply civic knowledge, skills, actions, and mindsets to the issue
- Reflect on learning
- Present the project to a wider audience (advisor/teacher and a group of classmates)
- A service option which allows students to volunteer with their school or community can be provided, but is not required

STEP 1: *Under the direction of an advisor/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 decide to assign topics, the most meaningful projects are personally relevant to students and their interests.
- Projects might include hunger or food scarcity, cancer, homelessness, endangered animals, preservation of hunting land, climate change, animal cruelty, access to youth athletics, Juvenile Diabetes, human rights, drug and alcohol abuse, issues surrounding family farms, etc.

STEP 2: *Students develop a guiding question for their inquiry and then research the issue or problem they identified using multiple primary and secondary sources under the guidance of their advisor/teacher.*

- Relevant research should be analyzed with sources cited.
- While not required, students may want to contact organizations or individuals who are helping with their chosen issue for more information or an online interview.
- Letter writing can be included as an element in the project.
- Please note that any student contact with organizations or individuals outside of the school should follow procedures and protocols that have been developed by the school.

STEP 3: *After the completion of their research, students develop either a COMMUNITY SERVICE ACTION PLAN or a DETAILED ACTION PLAN.*

OPTION A – COMMUNITY SERVICE ACTION PLAN	OPTION B – DETAILED ACTION PLAN
<ul style="list-style-type: none"> ❖ Students develop an action plan that focuses on how individuals can make a difference with the chosen problem or issue. ❖ After developing the plan, students should complete service hours as determined by the school. 	<p>Students develop a detailed action plan that includes:</p> <ul style="list-style-type: none"> ❖ An analysis of the research and data to determine the impact of the issue on the community. ❖ An evaluation of a number of possible solutions to address the problem. ❖ A recommendation of one strategy and the development of a detailed plan to implement that strategy.

STEP 4: *Students reflect on what they have learned about their role in civic life and the community.*

STEP 5: *Students present their middle school capstone project to their advisor/teacher and a group of classmates.*

REQUIRED FORMS: MIDDLE SCHOOL CAPSTONE PROJECT

- Middle School Capstone Project: Progress Tracking Form (not yet available)
- Middle School Capstone Project Rubric (not yet available)
- Choose either OPTION A or OPTION B
 - OPTION A: Community Service Action Plan Form (not yet available)
 - OPTION B: Detailed Action Plan Form (not yet available)

HIGH SCHOOL CAPSTONE PROJECT — 4 POINTS

OVERVIEW: HS CAPSTONE PROJECT

Participation in government and in our communities is fundamental to the success of American democracy. 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.

- 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 portfolio, a final product, presentation, or performance.
- Students can work independently or in groups.

In this Civic Readiness Capstone project, students will:

- **Examine the community to identify a civic issue (problem)** facing them, their school, or their community
- **Analyze** a civic issue (problem), **evaluate** alternative solutions, **design and/or execute a solution** for this problem.
- **Take informed action** to address the civic issue. (EX: *Organizing students to meet with the school principal to present petitions about changing school rules; meeting with local legislators to lobby for a change in local laws; organizing and participating in a debate; writing editorials or creating social media campaigns to raise awareness*)
- **Reflect** on what they have learned about their school or community from the Capstone project.
- **Make a presentation** about their Civic Readiness Capstone project to a panel of stakeholders determined by the Seal of Civic Readiness Committee.

FAQS: HS CAPSTONE PROJECT

When would students complete a HS Civic Readiness Capstone Project?

- It is recommended students complete a Civic Readiness Capstone Project in 11th or 12th grade. The Participation in Government course (Grade 12) contains key concepts to support a Civic

Readiness Capstone Project. Students may begin working on a Capstone Project in an earlier grade if appropriate support and mentoring is available to them.

- Students can complete a Capstone Project within a course curriculum or as an independent project. If students complete the Capstone Project independently, they will need the support of an advisor to monitor their progress, provide feedback and help with the submission requirements.

Can students complete a research paper for the HS Civic Readiness Capstone Project?

- No. A research paper would not contain the Essential Elements of a Capstone Project. Students can complete a Research paper on a civic engagement-related issue and use that for 1 point toward the Seal of Civic Readiness Criteria for Civic Knowledge.

Can students compile a portfolio for their HS Civic Readiness Capstone Project?

- Yes. Students can organize a performance portfolio to demonstrate the elements of their Capstone Project. It is recommended students produce a digital portfolio. Students should follow district-developed guidelines for their portfolio creation.

How will the HS Civic Readiness Capstone Project be evaluated?

- The *HS Civic Readiness Capstone Project Rubric* (linked below) will be used to evaluate all student presentations.
- Students and their advisor should use the *HS Civic Readiness Capstone Project: Student Checklist* (linked below) to ensure benchmarks are being met in a timely manner.

What is involved in the HS Civic Readiness Capstone Project presentation?

- Students must orally present their project to a panel of interested parties/stakeholders such as teachers, school staff, Board of Education members, outside community organizations, parents, etc.
- Dates and locations for project presentations are identified each year and communicated with the student and their advisor. They are typically held in the Spring to allow time for the project to be fully completed.
- Student presentations are developed under the direction of their assigned advisor. Students should practice their presentations and receive feedback from their advisor in order to achieve an effective and polished communication strategy.

REQUIRED FORMS: HS CAPSTONE PROJECT

- [HS Civic Readiness Capstone Project: STUDENT CHECKLIST](#)
- [HS Civic Readiness Capstone Project: STUDENT REFLECTION](#)
- [HS Civic Readiness Capstone Project: SCORING RUBRIC](#)