



Seal of Civic Readiness Handbook

Morris Central School



Information and Student Application

The New York State Board of Regents is 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 or community. Students also learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. Civic education can strengthen the relationships of schools and students with parents, families, civic leaders, organizations, and community partners.

Elements of Civic Readiness

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.

- Civic Learning: students demonstrate fundamental knowledge of social studies, engage in relevant experiences that include students as active participants, and develop an understanding of self as part of and responsible to larger social groups
- Civil Rights: Civil rights are an expansive and significant set of rights that are designed to protect individuals from unfair treatment; they are the rights of individuals to receive equal treatment (and to be free from unfair treatment or discrimination) in several settings—including education, employment, housing, public accommodations, and more—and based on certain legally-protected characteristics.
- Civic Engagement: working to make a difference in the civic life of our communities and developing the combination of knowledge, skills and actions, mindsets, and experiences necessary to make that difference. It means promoting the quality of life in the community, through both political and non-political processes.
- Students should demonstrate their civic readiness in each of these areas.



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.

How the Seal of Civic Readiness connects to NYSED's broader missions

Diversity, Equity, and Inclusion

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 diverse population 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 the responsibility of all citizens. The Civic Readiness Initiative centers around creating positive social interactions across differences. This includes exposing students to multiple perspectives.

Social Emotional Learning

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

Financial Literacy

The 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 responsibility for the financial support of oneself, one's family, and financial obligations to the larger community.

Culturally Responsive Sustaining Education

The Culturally Responsive-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; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

The New York State Diploma Seal of Civic Readiness

The New York State Seal of Civic Readiness (NYSSCR) is a formal recognition that a student has attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement. Having this special designation on a transcript and diploma signifies the following demonstrated domains: civic knowledge, skills and actions, mindsets, and 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.
- Provides universities and colleges with a method to recognize and provide credit to students who attain higher skills and understanding in Social Studies.
- Demonstrates to universities, colleges, and future employers that students have earned recognition for their civic knowledge, skills, mindset, and experiences.
- Recognizes the value of civic engagement and scholarship to school communities and society at large.

What does Civic Readiness look like?

CIVIC PARTICIPATION SOCIAL STUDIES PRACTICE ARTICULATION K-12



What is the NYS Seal of Civic Readiness?

The Seal of Civic Readiness is a prestigious award that lets colleges and employers know that you have demonstrated the knowledge, mindsets, and skills that will promote a successful democratic society. Students who earn this Seal will have the Seal added to their high school diploma and may include it on college applications and resumes.

Why earn the Seal of Civic Readiness?

- Employers and colleges are looking for students who demonstrate the mindsets of civic readiness applicants
- The seal demonstrates a commitment to respecting the rights of others and promoting and honoring diverse viewpoints and perspectives
- The seal enhances applications for college, grants, and scholarships
- This distinction prepares you with the 21st-century skills desired by many employers
- Earning the Seal of Civic Readiness demonstrates your commitment to maintaining and promoting participation in a democratic society

Projects and learning experiences at Morris Central School will lead all students toward meeting the requirements of the Seal and will be embedded into middle and high school social studies courses. The students will progress through the coursework based on yearly scheduling. Students will be advised by the school counselor during their annual advisement meeting to monitor their progress toward achieving the Seal of Civic Readiness.



How to Earn the Seal of Civic Readiness

In addition to completing all of the requirements for graduating with a New York State Regents diploma, students wishing to receive the NYS Seal of Civic Readiness must also demonstrate proficiency in Civic Knowledge and Civic Participation. Students must earn 6 points to earn the Seal of Civic Readiness. The Global Research Project and the High School Civics Project will be overseen by the District Seal of Readiness Committee.

Criteria for Demonstrating Proficiency in Civic Knowledge (Minimum of 2 points Required)	Point Value
Completion of Global 9, Global 10, U.S. History, Participation in Government and Economics - Social Studies required for graduation: <ul style="list-style-type: none"> ● Credit in Global History & Geography I ● Credit in Global History & Geography II ● Credit in United States History & Government ● Credit in Participation in Government and Economics 	1 Point
Advanced History Courses Demonstrate proficiency (passing score) in an advanced Social Studies course (College level approved by the school district; including dual enrollment courses)	.5 per course

<p>Regents Mastery - Demonstrate mastery level (85% or higher) on the Global History & Geography Regents and/or United States History Regents</p>	<p>1.5 x 2 = 3 points</p>
<p>Regents Proficiency - Receive a passing score on the Global History & Geography Regents and/or United States History Regents</p>	<p>1 x 2 =2 points</p>
<p>Global Research Project - Compare Political systems in different Global societies including legacies and implications in contemporary systems.</p> <ul style="list-style-type: none"> ● Choose an enduring issue and apply to current, local, national, and/or international situations by discussing root causes, how it has affected and been affected by people, changed and/or remained the same over time, and the civic participation of citizens in response to this issue ● Research and select documents to illustrate your issue to create and Enduring Issue Essay <p>OR</p> <p>College US Research Project - Research paper containing several primary sources, and a Literature Review</p> <ul style="list-style-type: none"> ● Choose a topic from the time periods from Reconstruction to Post-Cold War ● Research and use primary sources, books or e-books, and articles from the MCS database. 	<p>1 Point</p>

<p>Criteria for Demonstrating Proficiency in Civic Participation (Minimum of 2 points required)</p>	<p>Point Value</p>
<p>High School Civic Project - Complete a culminating high school civic project that demonstrates civic knowledge, skills, actions and mindsets, as established by the local Seal of</p>	<p>1.5 points</p>

Civic Readiness Committee. Limit two times.	
Civics High School Capstone Project - A Capstone Project is a culminating assignment typically completed by students at the end of their final year of high school or college study. Capstone Projects may be based in any academic subject area. Students typically create a portfolio, a final product, a presentation, or a performance.	4 points
Proficiency level in an elective course that promotes civic engagement -These courses will be locally determined and may exist within disciplines other than social studies.	.5 points per class
Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product. This may only be done once.	.5 Points

Seal of Civic Readiness Committee:

The District Seal of Civic Readiness Committee will meet bi-annually to review, track, and address issues that may have come up, or need to be addressed. During the Bi-annual meetings, we will:

- Develop evaluation tools to measure the success and effectiveness of our program (surveys, student feedback, thought exchanges, etc.)
- Plan a date for the committee to review and evaluate our program and make adjustments as necessary

Students will be entered into the Seal of Civic Readiness spreadsheet as they enter into 7th grade that will list each student and the Seal of Civic Readiness requirements outlined in our program, at the end of each school year the District Seal of Readiness Committee will meet using the data from each student's grades and classes and update each students information on the spreadsheet to ensure that all data in up to date and complete. As students enter the district, the District Seal of Readiness Committee will work with the School Counseling Department to review the student's transcript from the previous school and fill in the spreadsheet accordingly.

The Seal of Civic Readiness Committee will consist of the Secondary Principal, High School Counselor, and

members of the Social Studies Department.

Current Seal of Civic Readiness Committee:

Patrick Harmer - Morris High School SS Teacher

Brian Roser - Morris High School SS Teacher

Kelly Catella - Secondary School Counselor

April Vunk - Secondary Principal