

# BYRAM HILLS

## CENTRAL SCHOOL DISTRICT

# STAFF REPORT

**Board of Education Meeting**

February 7, 2023

Dr. Tim Kaltenecker

**Seal of Civic Readiness**

# What is the NYSED Seal of Civic Readiness?

The **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**.

The Seal of Civic Readiness distinction on a high school transcript and diploma:

- *shows the student's understanding of a 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; and*
- *recognizes the value of civic engagement and scholarship.*



# Why are the Requirements to Receive the Seal?

A student must complete requirements for a NYS local or Regents diploma & earn a total of **six points** with:

- at least ***two points*** in **Civic Knowledge**
- at least ***two points*** in **Civic Participation**
- Students may also earn points by completing a middle school or a high school capstone project.

Civic Knowledge	Pts	Civic Participation	Pts
4 credits of social studies	1	High School Civics Project (limit two times 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) & reflective civic learning essay, presentation, or product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (grades 7 and 8 only)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay, presentation, or product	.5*
		Civics Capstone Project	4

\* Students may receive these points more than once.

# Should Byram Hills Offer the Seal to Students?

- Supports the District mission, “...to become *productive citizens and leaders of the twenty-first century*” by fostering civic knowledge, skills, and mindsets.
- Builds upon the **twenty-first century skills** of collaboration, critical thinking, communication, problem solving, and media literacy.
- Provides opportunities for **authentic learning** experiences.
- Creates ways to **reflect upon learning** and one’s role in the world.
- Connects **learning opportunities** between the middle school and high school.
- Provides both **curricular and extracurricular opportunities** and connections.
- Presents possible **unique experiences** for students (and may benefit their college application profile!)
- Provides challenging opportunities for ***all students***.

# How Would it be Implemented?

1. The District completes the NYSED **application** annually, which describes:
  - a. The goals and anticipated outcomes
  - b. A communication plan for informing students and the community
  - c. Tracking student progress toward the requirements and projecting enrollment
  - d. The implementation plan, including timelines and benchmarks for the program
  
2. Establish a Seal of Civic Readiness **Committee**
  - a. Establish the guidelines for ways in which students can earn the points
  - b. Develop criteria and evaluation tools for the capstone projects and essays
  - c. Create a system for tracking student progress
  - d. Communicate the Seal of Civic Readiness to students and the community

# What are the Next Steps?

1. **Establish a committee**, led by Ms. Jen Laden, social studies chairperson, and develop goals for the Seal of Civic Readiness program.
2. **Review existing opportunities** for students (i.e., middle school and high school capstone projects) that align to the requirements.
3. **Consider additional opportunities** for students.
4. Develop a process for **monitoring student progress**.
5. **Create a timeline**, including, communicating the program to faculty, guidance counselors, students, and parents.
6. **Complete the NYSED application** (by August 1, 2023)

# Teaching “Misinformation” K-12



# Social Studies Department

## Social Studies Department (6-12) focus on historical thinking skills

SIGNPOST 3: **CORROBORATING** means checking against other sources to see if facts are the same. *Historical evidence must be corroborated so that claims are not made based on a single piece of evidence.*

SIGNPOST 5: Working with evidence begins before the source is read. *We need to think about how the author's point of view, intended audience, purpose and context of an historical source might affect its **RELIABILITY**.*

### 6th grade

The 6th grade curriculum includes a unit on thinking critically about information they read. See [lesson](#) about Nacirema.) They consider such things as author expertise, source credibility, and cross-checking facts.

### 8th grade

Students practice evaluating sources (like blogs, newspapers, magazines, websites, journals, etc) using a media bias rating chart. They use these skills in their own research citations.

### Global 9

One unit includes a lesson on “fake news.”

# Social Studies Department

<b>9th Grade Mentor</b>	The 9th grade mentor class includes lessons on social media and analysis of information.
<b>Global Scholars Year 1</b>	Students examine a variety of sources on the US Prison system to corroborate the information.  <i><b><u>CORROBORATING</u></b> means checking against other sources to see if facts are the same. Historical evidence must be corroborated so that claims are not made based on a single piece of evidence.</i>
<b>Global Scholars Year 2</b>	Students evaluate information and analyze perspectives in their study of the <a href="#">Conflict in Afghanistan</a> .
<b>Seal of Civic Readiness</b>	Students participate in various learning opportunities focused on civic engagement. As a result, students learn to navigate the complexities of the world outside the classroom, learn and practice respectful dialogue, collaborate through teamwork, and develop the skills to understand various points of view.

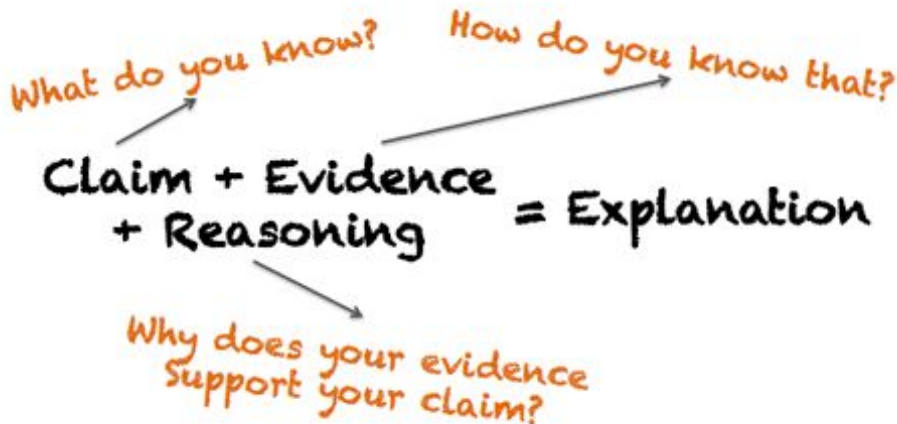
# English Department

## Global Issues Speech *(All grade 9 students)*

Library Media Specialist, Letty Nardone, teaches students how to conduct appropriate research, avoiding general Google searches. She teaches students how to conduct searches on various reputable databases and how to evaluate sources.

# Science Department

The science department focuses on the scientific process, and they utilize a framework that teaches students to identify claims, evidence, and reasoning to explain their views and ideas.



# Computer Science & Digital Fluency Standards

<b>AP Computer Science Principles</b>	Includes lessons on cybersecurity. Specifically, study technologies ability to mimic the audio/visual of another person, and that the technology's ability increases with the more data it has (i.e. the more you have out there on social media).
<b>Grades 2-3</b>	<i>“Conduct basic searches based on student-identified keywords.”</i>
<b>Grades 7-8</b>	<i>“Identify and discuss issues of ethics surrounding computing technologies and current events.”</i>
<b>Grades 7-8</b>	<i>“Analyze potential sources of bias that could be introduced to complex computer systems and the potential impact of these biases on individuals.”</i>
<b>Grades 7-8</b>	<i>“Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of search tools based on returned results.”</i>

# Curriculum Example: Coding at Wampus



Play (k)

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