



CINCINNATUS CENTRAL SCHOOL

# **SEAL OF CIVIC READINESS RECIPIENTS**

May 23, 2024

# NEW YORK STATE REQUIREMENTS

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 OR SOCIAL JUSTICE; AND
- RECOGNIZES THE VALUE OF CIVIC ENGAGEMENT AND SCHOLARSHIP.

# CIVIC READINESS PILLARS



## CIVIC KNOWLEDGE

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.



## CIVIC SKILLS & ACTIONS

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.



## CIVIC MINDSETS

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.



## CIVIC EXPERIENCES

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.

# RUBIC REQUIREMENTS

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

\*Students may receive these points more than once.

# 2024 RECIPIENTS



Tatyana Breland



Lydia Custer



AnnaBella Daniels



Shailynn Davis



Ace Gates



Jayla Hall



Harmony Loomis



Christian McUmbur



Katherine Metcalf



Georgia Warner

# TATYANA BRELAND

CK

## 4.5 POINTS

- 1 - SOCIAL STUDIES COURSES
- 1.5 - MASTERY: GHG
- 1 - REGENTS: USHG
- 1 - RESEARCH PROJECT: POLITICAL PARTY

CP

## 2 POINTS

- 1.5 - PIG FINAL RESEARCH PAPER: "IMPACT OF RACIAL BIAS IN POLICING"
- .5 - ELECTIVE COURSE: ADVANCED ART II

SPOT  
LIGHT

"OUR GOVERNMENT HAS CREATED A SYSTEM INGRAINED WITH RACIAL BIASES THAT KEEP GENERATIONS BLACK PEOPLE STUCK IN POVERTY AND SET FUTURE GENERATIONS OF BLACK AMERICANS UP FOR FAILURE. POLICE SYSTEMS HAVE BEEN USED REPEATEDLY THROUGHOUT HISTORY TO ENFORCE THESE RACIAL BIASES IN VIOLENT AND DISCRIMINATORY WAYS THAT CONTRIBUTE TO THE MASS INCARCERATION RATES OF BLACK PEOPLE. CHANGE NEEDS TO HAPPEN WITHIN THE GOVERNMENT AND JUSTICE SYSTEMS TO END THIS CYCLE OF POVERTY AND ABUSE SO THAT FUTURE BLACK GENERATIONS CAN PROSPER AT THE SAME LEVEL AS THEIR WHITE COUNTERPARTS."

# LYDIA CUSTER

CK

## 7 POINTS

1 - SOCIAL STUDIES COURSES  
4.5 - MASTERY: GHG, USHG MASTERY, APUSH  
1.5 ADVANCED SOCIAL STUDIES CLASSES (GHGIIH, APUSH, AP GOPO)

CP

## 2 POINTS

2 - ELECTIVE COURSES:  
ADVANCED ART II,  
FRENCH III, FASHION DESIGN, COMPUTER PUBLICATIONS

SPOT LIGHT

"FRENCH III INCREASED MY CIVIC ACTIONS AND SKILLS THROUGH THE DEMONSTRATING OF THE 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. IT ALSO CULTIVATED VALUABLE SKILLS FOR THE RIGHTS OF OTHERS AND TO TREAT OTHERS THE RIGHT WAY."

# ANNABELLA DANIELS

CK

## 4 POINTS

- 1 - SOCIAL STUDIES COURSES
- 2 - REGENTS: GHG & USHG
- 1 - RESEARCH PROJECT: POLITICAL PARTY

CP

## 2 POINTS

- 1.5 - ELECTIVE COURSES: GRAPHIC COMMUNICATIONS YEAR 1, ANIMAL SCIENCE, INTRO TO AGRICULTURE
- .5 - EXTRACURRICULAR: FFA

SPOT LIGHT

"WHILE WE WERE MAINLY TAUGHT HOW TO JUST USE OUR PROGRAMS AND TECHNIQUES, MY GRAPHIC COMMUNICATIONS COURSE HAD GIVEN ME THE TOOLS NEEDED TO VENTURE ON MY OWN AND DEVELOP MY OWN TASTES IN PHOTOJOURNALISM AND VISUAL STORYTELLING. ... BY RECOGNIZING THE IMPORTANCE OF A FREE PRESS AND LEVERAGING THE POTENTIAL OF GRAPHIC DESIGN, SOCIETY CAN ENSURE THE SPREAD OF ACCURATE INFORMATION AND THE PRESERVATION OF DEMOCRATIC VALUES."



# SHAILYNN DAVIS

CK

## 6.5 POINTS

1 - SOCIAL STUDIES  
COURSES  
3 - MASTERY: USHG APUSH  
1 - REGENTS: GHG  
1.5 ADVANCED SOCIAL  
STUDIES CLASSES (GHGIIH,  
APUSH, AP GOPO)

CP

## 2 POINTS

1 - ELECTIVE COURSES:  
FRENCH IV, ADVANCED ART I  
1 - EXTRACURRICULAR:  
DRAMA CLUB, FRENCH CLUB

SPOT  
LIGHT

"BOTH AMERICAN AND FRENCH FEMINISTS WANTED EQUALITY BETWEEN ALL GENDERS. I HAVE EXTREME GRATITUDE FOR THE WOMEN WHO PAVED THE WAY FOR ME TO BE ABLE TO DO THINGS SUCH AS THIS SEAL PROJECT, THE RIGHT TO VOTE, AND THE RIGHT TO BE EQUAL TO OTHERS. FEMINISTS ARE THE REASON I'M SO PASSIONATE ABOUT PROTECTING AND ADVOCATING FOR HUMAN RIGHTS TODAY. FEMINISTS, BOTH AMERICAN AND FRENCH, PROVED TO ME THAT IF YOU WORK HARD ENOUGH YOUR GOALS CAN BE ACCOMPLISHED. THEY TAUGHT ME THAT EVEN WHEN THE ODDS ARE AGAINST YOU, YOU CANNOT BACK DOWN FROM YOUR POSITION AS LONG AS YOUR MOTIVATION IS JUST. YOU MUST SPEAK OUT WHEN PRESENTED WITH INJUSTICE NO MATTER THE CONSEQUENCES, MUCH LIKE DE GOUGE, WOLLSTONECRAFT, AND STANTON."

# ACE GATES

CK

## 7 POINTS

1 - SOCIAL STUDIES  
COURSES  
4.5 - MASTERY: GHG, USHG  
APUSH  
1.5 ADVANCED SOCIAL  
STUDIES CLASSES (GHGIIIH,  
APUSH, AP GOPO)

CP

## 2 POINTS

2 - ELECTIVE COURSES:  
ADVANCED ART II, FRENCH  
III, FASHION DESIGN,  
CHEMISTRY

SPOT  
LIGHT

"FASHION HAS BEEN SOMETHING THAT HAS RESTRICTED PEOPLE AND FORCED CONFORMITY; HOWEVER, SOCIETY HAS CONTINUOUSLY FLIPPED THIS NARRATIVE, BREAKING AWAY FROM GENDER ROLES AND CONVENTIONAL BEAUTY STANDARDS TO CREATE EXPRESSIVE AND UNIQUE PIECES THAT NEVER FAIL TO SHOCK AND UPSET MANY. THIS EMPOWERING ACT OF SIMPLE REBELLION HAS PAVED THE WAY FOR THE CONCEPT OF FREEDOM OF EXPRESSION AND HAS PLAYED A LARGE ROLE IN FOLLOWING IDEAS SUCH AS FEMINISM AND CULTURAL PRIDE."

# JAYLA HALL

CK

## 4 POINTS

- 1 - SOCIAL STUDIES COURSES
- 2 - REGENTS: GHG, USHG
- 1 - RESEARCH PROJECT: MEDIA BIAS PROJECT - GEORGE FLYOD'S DEATH

CP

## 2 POINTS

- 1.5 - PIG FINAL RESEARCH PAPER: "IMPACT OF ABORTION ACCESS"
- .5 - ELECTIVE COURSE: PHOTOJOURNALISM

SPOT  
LIGHT

"FORCING SOMEONE TO CARRY ON AN UNWANTED PREGNANCY AND FORCING THEM TO SEEK OUT AN UNSAFE ABORTION IS A VIOLATION OF THEIR HUMAN RIGHTS. IF PEOPLE ARE FORCED TO RESORT TO UNSAFE ABORTIONS, THEY ARE RISKING PROSECUTION, PUNISHMENTS THAT INCLUDE IMPRISONMENT, CRUEL INHUMANE AND DEGRADING TREATMENT, DISCRIMINATION, AND EXCLUSION FROM VITAL POST-ABORTION HEALTHCARE. ACCESS TO ABORTION IS FUNDAMENTAL TO PROTECTING AND UPHOLDING THE HUMAN RIGHTS OF WOMEN AND GIRLS. EVERYONE SHOULD BE FREE TO EXERCISE THEIR BODILY AUTONOMY AND MAKE THEIR OWN DECISIONS ABOUT THEIR REPRODUCTIVE LIVES INCLUDING HAVING SAFE, LEGAL ABORTION SERVICES AVAILABLE."

# HARMONY LOOMIS

CK

## 4 POINTS

- 1 - SOCIAL STUDIES COURSES
- 1.5- MASTERY: GHG
- 1.5 ADVANCED SOCIAL STUDIES CLASSES (GHG IH, GHG IIH, APUSH)

CP

## 2 POINTS

- 1 - ELECTIVE COURSES: VETERINARY SCIENCE, INTRODUCTION TO AGRICULTURE
- 1 - EXTRACURRICULAR: FFA, NHS

SPOT LIGHT

"CINCINNATUS IS A VERY HIGHLY AGRICULTURAL CENTERED COMMUNITY WITH MANY, MANY FARMS AND FARM ANIMALS. MANY FARMERS RUN INTO THE ISSUE OF HAVING TO CALL VETERINARIANS FROM FAR AWAY OR HAVING TO HAUL LARGE ANIMALS TO DISTANT OFFICES. SO, BY ESTABLISHING A VETERINARIAN'S OFFICE IN CINCINNATUS, WE WOULD NOT ONLY HELP OUR COMMUNITY, BUT WE WOULD ALSO BOOST THINGS LIKE THE LOCAL ECONOMY AND THE POPULATION WOULD MOST LIKELY INCREASE DUE TO THE NEW RESOURCES THAT THE TOWN WOULD BE ABLE TO PROVIDE."

# CHRISTIAN MCUMBER

CK

## 4 POINTS

- 1 - SOCIAL STUDIES COURSES
- 1.5 - GHG MASTERY
- 1 - REGENTS: USHG
- .5 - ADVANCED SOCIAL STUDIES CLASSES (GHGIIIH)

CP

## 2 POINTS

- 1.5 - PIG FINAL RESEARCH PAPER: "NEED FOR ADEQUATE TRAINING AND RESOURCES FOR POLICING TO COMBAT GUN VIOLENCE"
- .5 - ELECTIVE COURSE: DIGITAL MEDIA

SPOT  
LIGHT

"IN CONCLUSION, CURBING GUN VIOLENCE IS A VERY COMPLEX ISSUE BECAUSE IT INVOLVES MORE THAN REACTING TO PROBLEMS OR IMPLEMENTING FIREARM RESTRICTIONS. DESPITE ITS COMPLEXITY, THERE ARE MEASURES THAT CAN BE UNDERTAKEN IN POLICING THAT HAVE BEEN PROVEN, WHEN PROPERLY IMPLEMENTED, TO SEE NOT ONLY A DECREASE IN GUN VIOLENCE BUT ALSO AN INCREASE IN COOPERATION AND TRUST IN ITS POLICE FORCE."

# KATHERINE METCALF

CK

## 4 POINTS

- 1 - SOCIAL STUDIES COURSES
- 2 - REGENTS: GHG, USHG
- 1 - RESEARCH PROJECT: POLITICAL PARTY PROJECT

CP

## 2 POINTS

- 1.5 - ELECTIVE COURSES: ANIMAL SCIENCE, INTRODUCTION TO AGRICULTURE, HEAVY EQUIPMENT (HERO)
- 1 - EXTRACURRICULAR: 4H

SPOT LIGHT

"THERE IS NOT A LOT OF DIVERSITY IN THIS INDUSTRY AND WOMEN ARE DEGRADED, ESPECIALLY WHEN WORKING BESIDE A MALE COUNTERPART. STATISTICS PROVE THERE IS AN IMBALANCE OF WOMEN IN THE WORKFORCE. WITHIN THIS IMBALANCE, WOMEN ARE ALSO BEING DISCRIMINATED AGAINST. ... MY GOAL IN BECOMING A FEMALE DIESEL MECHANIC IS TO PROVE TO SOCIETY THAT WOMEN ARE EQUAL IN KNOWLEDGE AND ABILITIES, IF NOT EVEN BETTER, THAN SOME OTHERS. ALTHOUGH THERE IS SEXISM IN THE WORKPLACE AS A MECHANIC, ENGINES NEEDING REPAIR DO NOT DISCRIMINATE".

# GEORGIA WARNER

CK

## 7 POINTS

1 – SOCIAL STUDIES COURSES  
4.5 – GHG MASTERY, USHG MASTERY, APUSH PASSING  
1.5 ADVANCED SOCIAL STUDIES CLASSES (GHGIIH, APUSH, AP GOPO)

CP

## 2 POINTS

1 – ELECTIVE COURSES:  
FRENCH III, FASHION DESIGN  
1 – EXTRACURRICULAR:  
ART CLUB, DRAMA CLUB

SPOT  
LIGHT

"WE RESEARCHED DIFFERENT ARTISTS IN THE ART CLUB... PUBLIC ARTISTS IN PARTICULAR. MANY PUBLIC WORKS OF ART SHOW HOW IMPORTANT IT IS TO VALUE EQUITY, INCLUSIVITY, DIVERSITY, AND FAIRNESS. SOME WORKS OF ART ADVOCATE FOR THESE THINGS SUCH AS PUBLIC ART MADE BY PROponents OF FEMINISM, THE BLACK LIVES MATTER MOVEMENT, AND MORE. MANY STREET ARTISTS ALSO DEMONSTRATE THE IMPORTANCE OF DIVERSITY AND HOW DIFFERENCES IN BACKGROUND CONTRIBUTE TO A MORE EQUITABLE SOCIETY."



# **Thank You**

**FOR YOUR ATTENTION**