

Torrance Unified School District

STATE SEAL OF CIVIC ENGAGEMENT CRITERIA



California State Seal of Civic Engagement Criteria TUSD Seal Measures of Completion Outline

Upon application submission and satisfactory completion of the below criteria both 11th and 12th grade students are eligible to be awarded the CA State Seal of Civic Engagement

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| STUDENT ELIGIBILITY: | <ul style="list-style-type: none"> • High School students grades nine through twelve • Students may earn a TUSD SSCE in either grade eleven or twelve <p>Students will be recognized in their 12th grade year: Seal on Diploma, SSCE Certificate, SSCE Medal and recognition at the site Academic Achievement Awards</p> |
| PURPOSE | <p>Purpose: The criteria awards a SSCE to students who have demonstrated excellence in civics education and participation, as well as an understanding of the following: the United States Constitution, the California Constitution, and the democratic system of government by satisfactorily meeting the 5 criteria noted below.</p> |
| EXPECTATIONS | <p>Project Expectations:</p> <ul style="list-style-type: none"> • Slide Deck Presentation • Oral Presentation <p>Encourage students to examine a local issue by researching the concern, proposing, and then implementing a plan/project that works towards a solution. After the plan implementation students will present the following: (1) their knowledge of the role of local government within their issue, (2) how they proposed to solve the problem, (3) actions taken to solve the problem and the outcome(s) to the site committee.</p> <p>Student presentations will be accompanied by a slide deck to aid clarification. Students will be required to answer follow-up questions by the site committee, as needed, to ensure all required criteria have been met and satisfied.</p> |
| SITE COMMUNITY COMMITTEE: | <p><u>Committee of 3-5 representatives may be composed of:</u> ASB, H/SS Department Chair and/or Team members, PTA, Community Partner, Teachers, Students, Service Club presidents, and site administrator supervising H/SS</p> |
| SEAL INSIGNIA AWARDED: | <p>High School Diplomas</p> <p>Certificates of Completion</p> <p>Transcripts (grades eleven and/or twelve)</p> |

| CA State Seal of Civic Engagement Criteria | TUSD Measure of Completion Criteria |
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| CRITERIA 1: Be engaged in academic work in a productive way. | Minimum Overall GPA: 2.0 For non-diploma track students, meet all IEP goals for a Certificate of Completion |
| CRITERIA 2: Demonstrate a competent understanding of one or more of the following: United States and California constitutions, functions and governance of local governments, tribal government structures and organizations, the role of the citizen in a constitutional democracy, and democratic principles, concepts, and processes. | History Social Science GPA Criteria: <ul style="list-style-type: none"> • 10th World History (A/B) 3.0 • 11th grade US History (A/B) 3.0 • 12th grade Government (A/B) 3.0 OR Course via Schoology |
| CRITERIA 3: Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action , and reflect on efforts. | <u>Criteria 3 Steps:</u> Inquiry & Investigation: <ol style="list-style-type: none"> 1. Begin your inquiry by identifying a community based problem: (Problem can be addressed by a teenager working with community structures or organization) Identify why you selected this issue to problem solve. What does it mean to you? 2. Collect research into the subject area-goes in the rubric 3. Propose a solution(s) to address the problem. Civic Dialogue & Informed Action: <ol style="list-style-type: none"> 4. Work with (or through) an established institution (i.e. City Council, City or State department or agency, candidate or elected official, SB, neighborhood group, special interest group) to help solve the problem 5. Record action steps in a log and relevant data (i.e. dates, communication, action steps) 6. Design and present summary of project/conclusion. <ul style="list-style-type: none"> • Multiple paths - Individual students, Youth-based organization partnerships, Group SSCE partnerships, School site service clubs |
| CRITERIA 4: Demonstrate civic knowledge, skills, and dispositions through self-reflection. | Project Reflection: This reflection is embedded within the slidedeck and oral presentation to the committee. The presentation must identify the following reflections: <ul style="list-style-type: none"> • The problem you identified to solve and |

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| | <p>why?</p> <ul style="list-style-type: none"> • What does it mean to you? • What connections did you make between criteria 2 and 3? • What did you learn about democratic processes? <p>Student Project Presentation to the Site Committee Purpose:</p> <p>(1.) Culminating SSCE project</p> <p>(2.) Opportunity for the student to educate the public on the issue, how they worked to resolve it, connections they made and what they learned from the process.</p> <p>(3.) Final step of approval to earn the SSCE.</p> <p>SSCE presentations may be attended by community, stakeholders, family, friends, etc.</p> <ul style="list-style-type: none"> • Presentation should have a visual component |
| <p>CRITERIA 5: Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.</p> | <ul style="list-style-type: none"> • Holistic look at behavior (using discipline file, cumulative citizenship grades, references) • List three adult references (limit one from current school setting, one from another organization, community member, and/or someone you worked with on the project) - signatures of references • Upon Completion Counselor verification - unofficial transcript showing overall gpa (2.0), H/SS gpa (3.0 or Canvas Course, and confirmation of positive citizenship (as noted in above bullet) |