



# NYS Seal of Civic Readiness: A Toolkit

A PRACTICAL GUIDE FOR BUILDING A SEAL OF CIVIC  
READINESS PROGRAM IN YOUR DISTRICT OR SCHOOL

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# INTRODUCTION

Preparing students who are civically ready to participate in our democracy is a cornerstone responsibility of public education in New York State. To help realize this ideal, districts across New York State are exploring the **Seal of Civic Readiness**, which was introduced in 2021 under the state's new Civic Readiness Initiative. As more districts sign on to offer the Seal to their students, the benefits become increasingly evident: **greater civic engagement, recognition on high school diplomas, a graduation pathway, and a broader culture of civic participation tied to academic success**. Our team at Generation Citizen hears regularly from leaders who are interested in bringing the Seal to their schools, but unsure how to begin or how labyrinthine the process may be.

Creating a structure for the Seal requires careful planning, but need not be overly complicated. Numerous resources exist to support districts in rolling out the Seal. We have compiled many of them within this toolkit, in addition to offering our own materials and examples. Both the New York State Education Department (NYSED) and the New York City Department of Education (NYCDOE) have created handbooks that provide guidance and offer detailed examples of how implementation may look in different contexts.

We encourage you to use this toolkit as an entry point into **exploring the Seal with your colleagues, administrators, and staff**. This guide is focused on the **Civic Participation** component of the Seal, which awards students with points for project-based civic learning, service projects, and other forms of democratic participation. More specifically, it offers quick summaries of the major project components that most directly align with Generation Citizen's Action Civics work. We also provide **project examples, templates, and detailed, ready-to-use roadmaps** of how you might structure your students' learning.

# BACKGROUND

Generation Citizen (GC) is a nonprofit organization that inspires civic participation through a NY state standards-aligned Action Civics curriculum.

We partner with districts, school networks, and schools throughout the state to provide teacher professional development, curriculum, and teacher coaching. Through student-led projects, youth in grades 6-12 engage in the inquiry arc and work with local leaders to solve community problems, a democratic approach to civics education we refer to as [Action Civics](#).

**GC formed part of the [Civic Readiness Task Force](#) that developed NYSED's Civic Readiness Initiative, under the remit of the NYS Board of Regents.**

We continue to advocate for universal Action Civics education in the state, and are a member of the [DemocracyReadyNY](#) coalition. Action Civics is increasingly recognized as the [most effective form of civic learning](#), and so we also advocate for similar education models nationwide. In 2023 we developed this toolkit in response to frequent questions from district administrators and teachers around how to incorporate the Seal in a manageable, practical way.

We are grateful to **Greg Fredricks** of the Putnam/Northern Westchester BOCES, **David Edelman** of Union Square Academy of Health Sciences, and **Aruna Arjunan** of the New Visions for Public Schools network, for advising in the creation of this toolkit and partnering in its distribution.



With thanks also to the GC staff who authored this Toolkit:

**Dalvin Bartley**

*Generation Citizen Mid-Atlantic Program Manager*

**Elizabeth Casey**

*Generation Citizen Mid-Atlantic Program Manager*

**Wilfred Chirinos**

*Generation Citizen Policy & Advocacy Associate*

**Carolyn O'Neil**

*Generation Citizen Mid-Atlantic Senior Program Director*

# BRIEF OVERVIEW:

## NEW YORK SEAL OF CIVIC READINESS

### SCHOOL AND STUDENT REQUIREMENTS

As of the 2022-2023 school year, the New York State Board of Regents approved the **New York State Seal of Civic Readiness Pathway (NYSSCR)** following its pilot the school year prior.

To obtain the NYS Seal of Civic Readiness, **students must earn a total of 6 points** across two criteria:



**“Demonstrating Proficiency in  
Civic Knowledge”**

*tied to completion of academic coursework*



**“Demonstrating Civic Participation”**

*which centers on civic engagement actions*

Students may earn points in middle school or high school as they complete specific learning objectives across these two criteria, as long as they are attending an **approved Seal of Civic Readiness School**.

They can receive the NYSED Seal of Civic Readiness by **earning a total of 6 points**, with **at least 2 points in Civic Knowledge**, and **at least 2 points in Civic Participation**.

→ **See this chart** for an outline of points in Appendix A.

# BRIEF OVERVIEW: NEW YORK SEAL OF CIVIC READINESS

## APPLICATION REQUIREMENTS AND RESOURCES

For schools and districts to be able to offer the NYSSCR, they will need to submit the Seal of Civic Readiness application on NYSED's [business portal](#). The application calls for the establishment of an NYS Civic Readiness Committee within the school, consisting of:

- At least one Social Studies teacher
- One School Counselor or a staff member designated to track student progress
- One administrator or staff member to coordinate the submission of student work and course data with NYSED, where required

In addition, the committee must detail a comprehensive action plan including the following:

- Communication of the NYSSCR program to students and the broader district or school community;
- The record-keeping process of students' applications, progress-tracking, and evaluation ([see sample template here in Appendix B](#));
- A master list of the courses and extracurriculars offered by the school that fall within the NYSSCR framework;
- The processes for reviewing, evaluating, and approving all coursework, assessments, and civic experiential learning experiences.

See full details of this process starting on [page 35](#) of [The New York State Seal of Civic Readiness Handbook \(nysed.gov\)](#).

Note that within New York City: the Department of Education requires additional documentation and vetting of student work, [per the recently updated NYCDOE Seal of Civic Readiness Handbook 2023-2024](#).

# BRIEF OVERVIEW: NEW YORK SEAL OF CIVIC READINESS

## TIMELINES AND PLANNING TOOLS

Regarding timeline, interested parties both in NYC and New York State must **submit applications by August 1st of the same school year they intend to award seals for Spring graduation**, (eg., if a school plans to award Seals of Civic Readiness to students graduating in the 2023-2024 school year, applications should be submitted by August 1, 2023.) Applications received after that date will be reviewed and notified on a rolling basis.

The application itself is fourteen questions divided into two sections. The first section consists of identification and contact information. The second section includes enumerating the requirements listed on page 6 of this guide and answering how the school's program connects to NYSED's Diversity, Equity, and Inclusivity Initiatives.

### Looking Ahead

If you have any of the following questions, click on the links below!

- [Are you interested in diving deeper into the requirements?](#)
- [Do you work or study with an NYC school and want to learn more?](#)
- [Want to know what the NYSCCR projects look like in practice?](#)
- [Are you ready to apply?](#)

# BRIEF OVERVIEW: NEW YORK SEAL OF CIVIC READINESS

## LOOKING AHEAD: ADDITIONAL RESOURCES

**For students, teachers, administrators, or district leaders who are interested in learning more about the requirements**

start by visiting the [Office of Standards and Instruction's Civic Readiness Initiative website](#), where you'll find several resources, including the [NYSSCR Handbook](#) which includes an FAQ section starting on page 31, and the most recent [Seal of Civic Readiness Application Information and Guidance](#). You can direct questions to Greg Fredricks, Regional Coordinator for Social Studies at the Putnam/Northern Westchester BOCES, at [gfredricks@pnwboces.org](mailto:gfredricks@pnwboces.org).

**Those who are interested and located in NYC schools**

should begin by reading the [NYCDOE Seal of Civic Readiness Handbook 2023-2024](#) and reaching out to the [Civics for All](#) team for direct support. If you have any further questions, please contact Jenna Ryall, Director of Civics for All with NYCDOE, at [jryall@schools.nyc.gov](mailto:jryall@schools.nyc.gov).

**For further information on what this could look like in practice**

read the rest of this toolkit! Find detailed overviews on [Building 2a High School Civics Projects](#) and [High School Capstone Projects](#), examples of projects, and [tools](#) on how to track and manage student work.

**If you're ready to apply**

**NYC schools** should start by [contacting Civics for All](#) ([civicsforall@schools.nyc.gov](mailto:civicsforall@schools.nyc.gov)) to express their intent and proceed with the NYCDOE-specific application.

**Schools located elsewhere in New York State** should start by logging into the [NYSED Application Business Portal](#), clicking on the “[SED Monitoring and Vendor Performance System](#)” option under [My Applications](#), and then selecting “[NYSED Seal of Civic Readiness +1 Civics Pathway Application](#)”. From there you'll click on ‘view’ to begin inputting information.



# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT

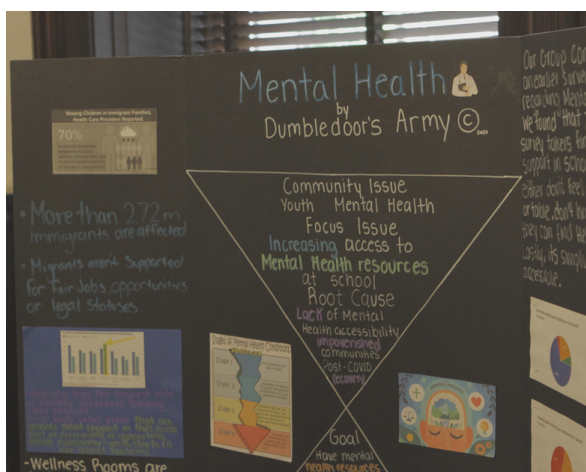
## What is a 2a project?

The 2a High School Civics Project is one of the ways students can earn points in Civic Participation toward completing the NYSSCR. Containing many of the same essential elements as the High School Capstone Project, the 2a project is a short-term project that students can complete up to two times during 9th-12th grade, for a maximum of 3 civic participation points towards their Seal.

## Essential elements of the 2a project include:

- Focusing on a civic issue facing them, their school, or their community and a policy outcome.
- Analyzing data, using primary and/or secondary sources of evidence.
- Evaluating current public policies related to the issue and recommending and/or evaluating potential strategies to address the issue.
- Communicating their project using different modes of presentation and explaining how the project influenced their civic knowledge, skills, and mindsets.

Those located in NYC will want to refer to **pages 29 through 31 of the [NYCDOE Seal of Civic Readiness Handbook](#)** for complete guidance.



While a 2a project must include these essential elements, the specific coursework and material will be determined by your school's own Seal of Civic Readiness committee. Civic education organizations such as Generation Citizen and Mikva Challenge offer curricula for teachers and schools to implement in their classrooms that satisfy many of the requirements for the 2a project. We recommend you review [NYCDOE's list of Approved 2a Projects](#) rather than designing your own project from scratch.

# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT



## The Advocacy Hourglass Framework

The Advocacy Hourglass Framework, visualized below, summarizes Generation Citizen's unique approach to engaging students in community-based Action Civics projects. Educators can use this model as a structure for designing their 2a projects, even if they're not partnering with Generation Citizen.



# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT



## Community Issue

Students begin by thinking about broad issues that are affecting them, their local communities, the state, or even at the national level. While students will ultimately whittle down their issue to one, thinking big allows students to identify issue areas that they are passionate about and can effectively seek to change.



## Focus Issue

Once students have identified a community issue, they are prompted to narrow their broad issue topics to one local Focus Issue. Focusing on a local issue allows them to hone their efforts on how they want to address their guiding community issue and allows them to build toward a clear tangible solution/path for action. You can see a list of [past Focus Issues chosen by Generation Citizen students here.](#)



## Root Cause

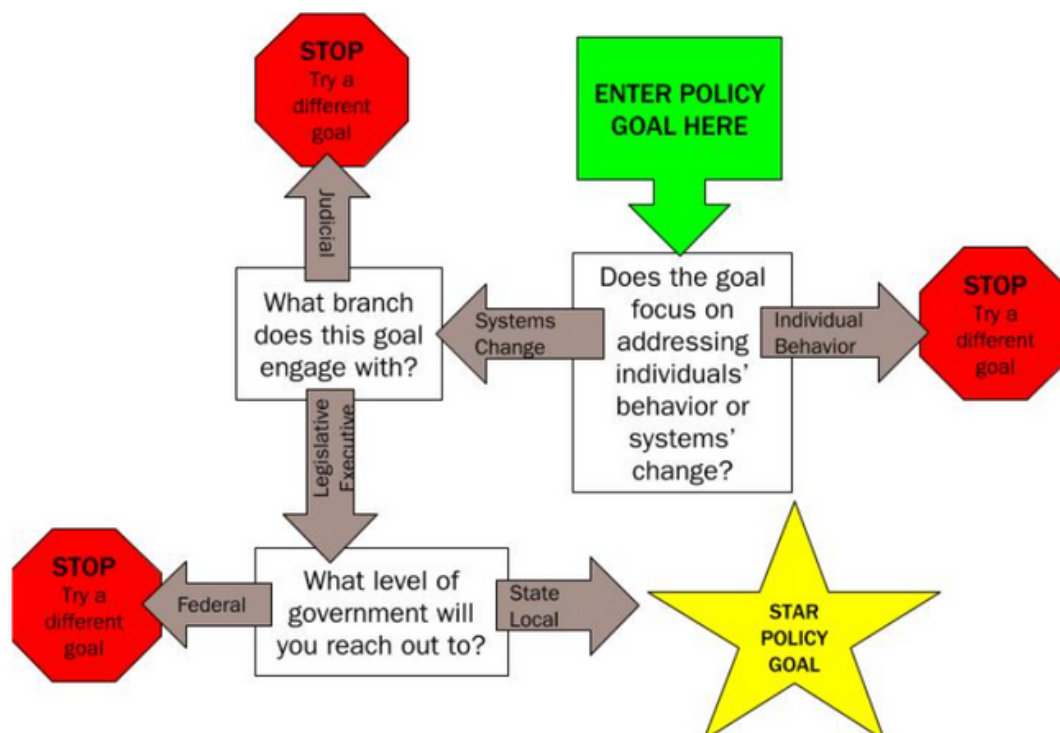
Through guided research into the Focus Issue that students have identified, students then work to specify a Root Cause that contributes to the problem. By identifying a Root Cause, students learn to think systemically, and can begin to think about a policy goal that both addresses this Root Cause and ties directly to government institutions, providing opportunities for civic learning. We encourage students to engage in Participatory Action Research that incorporates both academic research and outreach to experts and community members.

# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT



At this step, students decide on a systemic policy Goal for their project. To construct a policy Goal that is practical and effective, Generation Citizen has developed the helpful flowchart below, detailing points of inquiry to help students set strong goals. By satisfying these questions, they will choose goals that 1) align with relevant branches and levels of government, 2) enable them to learn about and connect with representatives from government in their projects, and 3) select local goals (including in-school changes) that are more likely to succeed.

***Remember that schools & departments of education fall within the executive branch, and are valid and fruitful avenues of engagement!***





# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT

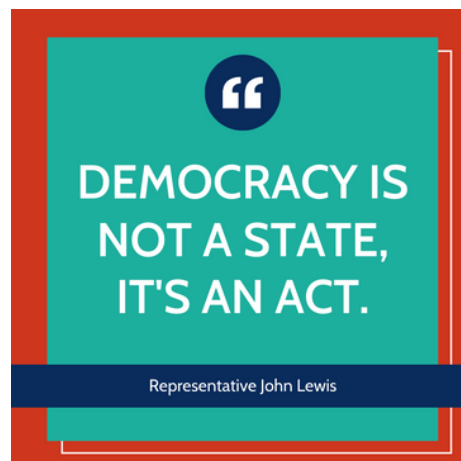
## Stakeholders

Once students have identified a policy goal, they are asked to identify Stakeholders with decision-making power in their community. They should consider both Decision-makers, people who have the power to enact the policy goal, as well as Influencers, members of the community who can help students advocate for change. They will then develop an Action Plan to target these stakeholders and work for change.



## Action

Having developed their policy Goal and Action Plan, students proceed by engaging in civic action and executing the strategies they identified in their Action Plan. You can review the key components of an Action Plan in Generation Citizen's [Tactic Toolkit Overview](#).



# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT



## Communicating Their Findings

By moving through the steps of the Advocacy Hourglass, students will internalize and practice the steps of making change as civic actors. They will learn a framework for civic engagement that will serve them in our democracy for the rest of their lives.

In order to fully satisfy the 2a civics project requirements, these steps must be followed by

- 1) a presentation of their work, and
- 2) reflection on what they have accomplished and learned.

As each project culminates, programs like NYCDOE's Civics for All and Generation Citizen organize showcases where students can celebrate and present their projects with the community. NYCDOE organizes annual Humanities Fairs that schools can participate in.

**Generation Citizen hosts a statewide, semi-annual Civics Day, and works with partners to organize local versions of the event.**



## Reflection

Students must also take time to reflect on what they accomplished and learned in carrying out their action projects. This should include looking back on how they engaged with the community, developed skills, knowledge, and beliefs that they will carry forward, and thinking about how they will continue to serve as civic actors in our democracy.

# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT



## Rubric and Exemplary Characteristics of a 2a Project

The NYSSCR Handbook details the characteristics of a successful 2a Civics Project.

Students who engage in the process described above in the Advocacy Hourglass will satisfy the following exemplary characteristics\*\* [excluding sections (d) and (e)]:

- a. A project related to a local, state, or national civics-based issue in which they gather, interpret, evaluate, and use evidence to deepen their understanding of the impact of the issue on their community or other communities.
- b. Having identified, described, and evaluated at least two current strategies, policies, and legislation that currently address the issue.
- c. Developed an evidence-based claim and advocated for specific recommendations, strategies, or improvements that address the issue.
- d. Communicating their findings using written, audio/ visual, oral, and/or multimodal presentation\*\*
- e. Reflect on what they learned about their role in the civic life of their community by engaging with the project and explaining how the project influenced their civic knowledge, skills, and mindsets\*\*

In addition, the Handbook also includes a sample rubric for the 2a project which covers all of the essential elements previously mentioned and some benchmarks to measure levels of competency.

More details can be found in the [NYSSCR Handbook](#) on pages 17-19 and pages 64-66.

# BUILDING A 2A HIGH SCHOOL CIVICS PROJECT

## → **Model 2a High School Student Civics Projects**

For examples of model projects completed and presented at a Civics Day, please visit [Appendix C](#).

## **NYS Social Studies Standards and C3 Framework Alignment**



Further information on how the essential elements of the 2a and High School Capstone Project fit with the NYS Standards and the C3 Framework can be found in the section of this toolkit Building a High School Capstone Project.



# Seal of Civic Readiness High School Capstone Project Toolkit



## Introduction to the Toolkit

This High School Capstone toolkit includes both student and teacher facing materials in order to support schools in implementing a successful High School Capstone Project. Resources in the toolkit are organized by **essential element**, or steps students can take to complete their capstone project, modeled off the NYC Seal Manual's organization of the Essential Elements.

### *Note for NYC educators:*

*Consult first with Jenna Ryall of Civics for All [jryall@schools.nyc.gov](mailto:jryall@schools.nyc.gov) in the 2023-2024 school year, as there is a **specific capstone roadmap you must follow**.*

→ Our **Student Roadmap** includes a checklist of what to accomplish within each essential element (NYC Seal Manual language) of the project and possible artifacts, with some models, that the student could physically turn in to show their process. The Student Roadmap includes student friendly language and a suggested timeframe to complete each essential element of the Capstone project.

The **Teacher Guide** includes suggested activities and lessons for each essential element that could be implemented in order to support students through their High School Capstone project. These lessons/activities could be implemented regardless of what structure your school has chosen for implementation of this Capstone project: Participation in Government Course, advisory class, elective course, or through mentor support.

→ Next is a **suggested rubric** to summatively assess the High School Capstone project which is sourced from the **New York State Seal of Civic Readiness Handbook**.

→ Appropriate **NYS Standards and C3 Framework standards** that align with the essential elements of the project are provided.

# STUDENT ROADMAP WITH TEACHER GUIDE

## Essential Elements 1 and 2: Examine Community & Select Issues

Suggested Timeline: 1 Month

Student Checklist Source; NYC Manual	Possible Student Artifacts/Models	Teacher Guide
<p>1. Reflect on and explore individual and group identities in your community</p> <p>2. Explore local social media and local news about civic issues in your area</p> <p>3. Conduct stakeholder interviews and administer surveys that will help you understand issues in your community from different perspectives, including diverse cultural groups.</p> <p>4. Identify a civic issue facing you, your school or your community individually or with a group.</p>	<p><b>Suggested Artifacts:</b></p> <ul style="list-style-type: none"> <li>-Evidence of and findings from stakeholder interviews and surveys</li> <li>-Relevant news stories or social media posts that inspired this project</li> <li>-Observations of community</li> <li>-Identity Maps and Reflections</li> </ul> <p><b>Models:</b></p> <ul style="list-style-type: none"> <li>-<u>Surveys/Interviews and Survey Data</u></li> <li>-<u>Surveys/Interview and Survey Data</u></li> <li>-<u>Model of Identity Chart</u></li> <li>-<u>Positionality Statements</u> (Models embedded within lesson)</li> </ul>	<ul style="list-style-type: none"> <li>-<u>Community Mapping* (Roots and Shoots, Various Sources)</u></li> <li>-Create a Classroom Constitution and Community Norms (GC Lesson 1, Page 9)</li> <li>-<u>Classroom Contracting (Facing History)</u></li> <li>-Community Inventory* (GC Lesson 6, Page 70)</li> <li>-Building Consensus* (GC Lesson 7, Page 78)</li> <li>-Introduce Advocacy Hourglass (GC Lesson 5, Page 59)</li> <li>-<u>Identity Mapping (Facing History)</u></li> <li>-<u>Civic Self Portrait (Facing History)</u></li> <li>-<u>Compass Points, What kind of group member am I?*(SRI)</u></li> <li>-<u>Positionality Statement Mini Lesson (ACRL)</u></li> </ul>

## Essential Elements 3 and 4: Conduct Research On & Analyze Research Questions

Suggested Timeline: 2 Months

Student Checklist Source; NYC Manual	Possible Student Artifacts/Models	Teacher Guide
<p>1. What is the history of my civic issue in our community(ies), city, state, and/or beyond?</p> <ul style="list-style-type: none"> <li>-Gather and analyze multimedia sources on the issue.</li> <li>-Identify root causes of the issue.</li> <li>-Gather geographic and demographic data on the issue.</li> <li>-Conduct interviews and administer surveys in order to understand the issue from different perspectives, including diverse cultural groups.</li> <li>-Critically evaluate accuracy, bias, reliability, and credibility of what you hear, see and read about the issue.</li> <li>-Analyze the historical and current day context that influence the perspectives of stakeholders.</li> <li>-Analyze counter arguments to this civic issue.</li> </ul> <p>2. What attempts—if any—have been made to make change around this issue in the past or present?</p> <ul style="list-style-type: none"> <li>-Research solutions to the issue that have been tried and why or why not they were successful.</li> <li>-Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</li> <li>-Learn about the structure and function of the legislative and executive branches of government and democracy at the appropriate level, and how to participate.</li> <li>-Conduct a cost-benefit analysis of the proposed solutions.</li> </ul>	<p><b>Suggested Artifacts:</b></p> <ul style="list-style-type: none"> <li>-Portfolio of research notes</li> <li>-Analysis of the bias and reliability of one or more sources</li> <li>-Completed Cost/Benefit Analysis</li> </ul> <p><b>Models:</b></p> <ul style="list-style-type: none"> <li>-<u>Completed Root Cause Tree</u></li> <li>- <u>Project Soapbox, Mikva Challenge</u></li> </ul>	<ul style="list-style-type: none"> <li>-Complete a Root Cause Tree, (GC Lesson 10, Page 126)</li> <li>-<u>Project Soapbox, Mikva Challenge</u></li> <li>-Action Stool* (GC Curriculum Page 219)</li> <li>-Confirmation Bias Lesson (GC Lesson 11, Page 143)</li> <li>-Legislative and Executive Branches Overviews/Lesson (GC Lesson 8, Page 106-107)</li> <li>-PAR Toolkit* (GC Lesson 11-13, Page 143)</li> <li>-<u>Analyze bias and reliability of sources (AllSides).</u></li> <li>-<u>Analyzing Sources, (SHEG).</u></li> <li>-<u>Analyzing Sources in Spanish (SHEG).</u></li> <li>-<u>Complete a Cost-Benefit Analysis, Civics for All, Suggested Activity 3, Page 29</u></li> </ul>

## Essential Element 5: Develop Strategies and Solutions

Suggested Timeline: 1 Month

Student Checklist Source; NYC Manual	Possible Student Artifacts/Models	Teacher Guide
<p>1. Develop multiple strategies and solutions to your civic issue which includes:</p> <ul style="list-style-type: none"> <li>• Where will your solution(s) occur?</li> <li>• When will your solution(s) occur?</li> <li>• How will you strategically use different forms of communication to persuade/advocate, present and express ideas?</li> </ul> <p>-Who will support your solution(s)? Reference the level, primary unit, and body of government that you want to address the issue.</p> <p>-Who will be affected by your proposed action? Include an evaluation of your solution from the perspectives of 3 different stakeholder groups and at least two different cultural groups represented in your community.</p> <p>-A cost-benefit analysis for potential solutions.</p>	<p><b>Suggested Artifacts:</b></p> <ul style="list-style-type: none"> <li>-A list of people and strategies that will be used</li> <li>-Copies of written letters, emails, testimonies, policy briefs, etc.</li> <li>-Transcripts of stakeholder interviews and survey results</li> <li>-Written cost-benefit analysis</li> <li>-<a href="#">Various Plans of Action Pieces Linked Here</a></li> <li>- Various Examples of Steps to Action: Grant Proposals, Petitions, Letters, and other Strategies to Make Change <ul style="list-style-type: none"> <li>• <a href="#">DIY IT to Survive It</a>: community based workshops inspired by inequity in the Rockaways related to access to PPE</li> <li>• <a href="#">Showing Appreciation</a>: greeting cards that depict art and messaging in support of immigrants</li> <li>• <a href="#">Windows to the Soul</a>: an online art store where student art can be rendered on clothing and other items with proceeds benefiting capstones</li> <li>• 2021: <a href="#">"Look Up"</a>: floor decals for our campus that address low self-esteem</li> <li>• 2022: <a href="#">Let the Light In</a>: a petition and original choreography tell the story of efforts to remove interior window fencing on HUM IV's campus</li> </ul> </li> </ul> <p><b>Models:</b></p> <p><a href="#">Sample Presentation: Mental Health Resource Awareness</a></p> <p><a href="#">Sample Presentation: Menstrual Products</a></p> <p><a href="#">Sample Presentation: Gender Neutral Bathrooms</a></p>	<p>-<a href="#">Analyzing Levers of Power*</a> (<a href="#">Facing History</a>).</p> <p>-Influencer vs. Decision Maker Lesson* (GC Lesson 11, Page 143)</p> <p>-<a href="#">Policy Goal Check Diagram*</a> (GC).</p> <p>-Address Viewpoints of Multiple Stakeholders Groups through a Culturally Responsive Approach (GC Lesson 9: How We Navigate Systems, Page 110)</p>



## Essential Element 6: Take Informed Action

### Suggested Timeline: 2 Months

Student Checklist Source; NYC Manual	Possible Student Artifacts/Models	Teacher Guide
<p>1. Implement your proposed actions, engaging the school and/or out-of-school community using a combination of the linked strategies.</p>	<p><b>Suggested Artifacts:</b></p> <ul style="list-style-type: none"> <li>-Videos and pictures of strategies in action</li> <li>-Links to social media posts, websites, and other resources created as a part of the different forms of action</li> <li>-Responses obtained from stakeholders</li> </ul> <p><b>Models:</b></p> <ul style="list-style-type: none"> <li>-<a href="#">Various Action Pieces Linked Here</a></li> <li>-Various Examples of Action: Grant Proposals, Petitions, Letters, and other Strategies to Make Change               <ul style="list-style-type: none"> <li>• <a href="#">DIY IT to Survive It</a>: community based workshops inspired by inequity in the Rockaways related to access to PPE</li> <li>• <a href="#">Showing Appreciation</a>: greeting cards that depict art and messaging in support of immigrants</li> <li>• <a href="#">Windows to the Soul</a>: an online art store where student art can be rendered on clothing and other items with proceeds benefiting capstones</li> <li>• 2021: <a href="#">"Look Up"</a>: floor decals for our campus that address low self-esteem</li> <li>• 2022: <a href="#">Let the Light In</a>: a petition and original choreography tell the story of efforts to remove interior window fending on HUM IV's campus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-<a href="#">Taking Informed Action Menu*</a> (NYC Civic Seal)</li> <li>-Creating a Policy Goal Script (GC Lesson 8, Page 108)</li> <li>-Constructing a Strong Story Lesson, (GC Lesson 18, Page 236)</li> <li>-<a href="#">GC Tactic Toolkit Overview</a></li> </ul>

## Essential Elements 7 & 8: Communicate & Reflect, Present to the School Committee

Suggested Timeline: 1 Month

Student Checklist Source; NYC Manual	Possible Student Artifacts/Models	Teacher Guide
<p>1. Include an analysis reflecting on your Civic Readiness Capstone Project experience. Analysis should include:</p> <ul style="list-style-type: none"> <li>-Reflecting on the relevant civic knowledge and skills that you acquired</li> <li>-The process that you implemented</li> <li>-The challenges you faced</li> <li>-The successes of the project</li> <li>-How what you have learned will affect future civic actions you may take.</li> </ul> <p>2. Include artifacts (i.e., photographs, video recordings, policy and testimony written documents, etc.) that document your actions and reflections.</p> <p>3. Present to your School Committee.</p>	<p><b>Suggested Artifacts:</b></p> <ul style="list-style-type: none"> <li>-Reflection of project experience in a multimedia form: written, podcast, video, etc.</li> <li>-Presentation slides and presenter notes</li> <li>-Video of presentation</li> <li>-School Committee notes/rubric</li> </ul> <p><b>Models</b></p> <ul style="list-style-type: none"> <li>-<u>Written Reflection Prompts Answered (Column 2)</u></li> <li>- <u>TriFold Civics Day Presentation</u> Video</li> <li>-<u>TriFold Civics Day Presentation</u> Video</li> <li>-<u>Reflection Speech</u></li> <li>-<u>Reflection Speech</u></li> </ul>	<ul style="list-style-type: none"> <li>-Mini Lesson on Presentation Skills and Professionalism (GC Lesson 19, Start on Page 270)</li> <li>-<u>Zones of Comfort Reflection* (SRI)</u></li> <li>-<u>Possible Reflection Prompts Begin on Page 78 of NYC Seal Manual</u></li> <li>-<u>Host a local or school based Civics Day* (GC)</u></li> </ul>

# SUGGESTED RUBRIC

Source: NYSSCR Handbook Page 85

Essential Elements 1 and 2: Identify an issue (local, state, national, or global)		
Civic Knowledge	Civic Skills	Civic Motivation
<p>Demonstrate an understanding of the structure and function of government and democracy at the appropriate level, and how to participate therein.</p> <p>Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <ul style="list-style-type: none"> <li>• For example, students can conduct community walks/drives and asset map their community.</li> </ul> <p>Integrate alternate, divergent, or contradictory perspectives or ideas.</p> <p>Describe the impact of individual and collective histories in shaping contemporary issues.</p>	<p>Analyze a civic issue (problem) in the community • For example, include data to describe the number of people affected by the issue, the age/gender/socio-economic status of the people affected by the issue, the geographic impact of the issue, the environmental impact of the issue, etc.</p> <p>Integrate evidence from multiple disciplines into a Capstone Project.</p> <p>Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.</p>	<p>Reflect on how different cultures have values, norms and beliefs that shape how they understand their communities and the problems they face.</p>

## Essential Elements 3 and 4: Apply Civic Knowledge, Skills, Actions, and Mindsets to the Issue

Civic Knowledge	Civic Skills	Civic Motivation
Analyze a civic issue (problem) in the community, describe past attempts to address the issue, generate and evaluate alternative solutions to a civic problem.	Weigh appropriate evidence from multiple disciplines to support claims, which may include political science, history, natural sciences, economics, geography, and sociology.	<p>Reflect on how personal attitudes and beliefs are different and the same from those of other cultures and communities.</p> <p>Integrate what can be learned through engagement with diversity into the Capstone Project.</p>

## Essential Element 5: Develop strategies and solutions

Civic Knowledge	Civic Skills	Civic Motivation
Design and/or execute a solution for this problem.	<p>Evaluate the feasibility of proposed actions to address the community or civic issue.</p> <ul style="list-style-type: none"> <li>• For example, determine an appropriate course of action; deconstruct and construct plausible and persuasive arguments using evidence.</li> </ul>	<p>Analyze factors that influenced the perspectives of stakeholders involved in the civic issue central to the Capstone Project.</p> <p>Integrate alternate, divergent, or contradictory perspectives or ideas.</p>



## Essential Element 6: Take Informed Action

Civic Knowledge	Civic Skills	Civic Motivation
	<p>Design and implement a Capstone Project that engages the school and/or out-of-school community.</p> <ul style="list-style-type: none"> <li>• For example, determine an appropriate course of action; work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights; develop an awareness of and/or engage in the political process.</li> </ul>	

## Essential Elements 7 and 8: Present Overall Project to the School Committee

Civic Knowledge	Civic Skills	Civic Motivation
	<p>Communicate in a civic context, showing the ability to express ideas, discuss, persuade, debate, negotiate, build consensus and compromise to organize and conduct civic action.</p> <p>Strategically use different forms of communication to persuade/advocate and express ideas.</p> <p>Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</p>	<p>Analyze Capstone Project experience, reflecting on the process that was implemented, challenges faced, project limitations, successes, future civic actions, and transferable skills.</p> <p>Demonstrate and reflect on a sense of self as an active participant in society, willing to contribute to solving local and/or national problems.</p>

# NYS Standards and C3 Framework Alignment

## Essential Elements 1 and 2: Identify an issue (local, state, national, or global)

NYS Standards	C3 Framework
<p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p> <p>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and difference</p>	<p><b>DIMENSION 1. Developing Questions and Planning Inquiries</b></p> <ul style="list-style-type: none"> <li>- D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <li>-D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.</li> <li>-D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.</li> </ul>

## Essential Elements 3 and 4: Apply Civic Knowledge, Skills, Actions, and Mindsets to the Issue

NYS Standards	C3 Framework
<p>12.G5 Public Policy: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.</p> <p>8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.</p>	<p><b>DIMENSION 2. Applying Disciplinary Concepts and Tools</b></p> <ul style="list-style-type: none"> <li>-D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> <li>-D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>-D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> <li>-D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> <li>-D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</li> </ul> <p><b>DIMENSION 3. Evaluating Sources and Using Evidence</b></p> <ul style="list-style-type: none"> <li>-D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>

## Essential Element 5: Develop Strategies and Solutions

NYS Standards	C3 Framework
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.	<p>-D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>-D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>

## Essential Element 6: Take Informed Action

NYS Standards	C3 Framework
<p>F. Civic Participation:</p> <p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p> <p>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.</p> <p>7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p> <p>12.G3 Rights, Responsibilities, and Duties of Citizenship: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.</p> <p>12.G4 Political and Civic Participation: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process</p> <p>12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.</p>	<p>DIMENSION 4. Communicating Conclusions and Taking Informed Action</p> <p>-D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>

## Essential Element 7 and 8: Present Overall Project to the School Committee

NYS Standards	C3 Framework
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.	-D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

# APPENDIX

[A. Points Snapshot to Obtain the Seal of Civic Readiness](#)

[B. Sample Seal of Civic Readiness Points Tracker Spreadsheet](#)

[C. Model 2a High School Student Civics Projects](#)

# A Points Snapshot to Obtain the Seal of Civic Readiness

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.

Source: [The New York State Education Department's Seal of Civic Readiness](#)



# B

## Sample Seal of Civic Readiness Points Tracker Spreadsheet

Click on the image of the sample spreadsheet below to access the template and make your own copy!

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	STUDENT INFO		CIVIC KNOWLEDGE								CIVIC PARTICIPATION								
2	Name	ID	Global Regents Score (x100)	U.S. Regents Score	Global Regents Pts (1 pt, + Mastery 85 above 1.5 pts)	U.S. Regents (1 pt, Mastery 85 above 1.5 pts)	Research Project (1 pt)	Required 4 credits 55 courses (1 pt)	AP CREDIT (5; may receive more than one)	NYSED CRITERIA COLUMN #1 TOTAL	Middle School Capstone Project 1 pt, grades 7 or 8)	GOV High School Civic Action Project (1.5 pts; max 2 times)	ECO High School Civic Action Project (1.5 pts; max 2 times)	Elective Credit (5)	Extra-Curricular Credit (5)	CAPSTONE PROJECT (4 pts)	NYSED CRITERIA COLUMN #2 TOTAL	TOTAL SEAL POINTS	EARNED THE SEAL
3			78	80	1	1	1	1	0.5	4.5	1	1.5					2.5	7	▼
4										0							0	0	▼
5										0							0	0	▼
6										0							0	0	▼
7										0							0	0	▼
8										0							0	0	▼
9										0							0	0	▼
10										0							0	0	▼
11										0							0	0	▼
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14										0							0	0	▼
15										0							0	0	▼
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30										0							0	0	▼
31										0							0	0	▼
32										0							0	0	▼
33										0							0	0	▼
34										0							0	0	▼

Courtesy of: Greg Fredricks, Putnam-Northern Westchester BOCES

# C Model 2a High School Students Civics Projects

## Solar Panels and Climate Literacy

## Gender Neutral Bathrooms

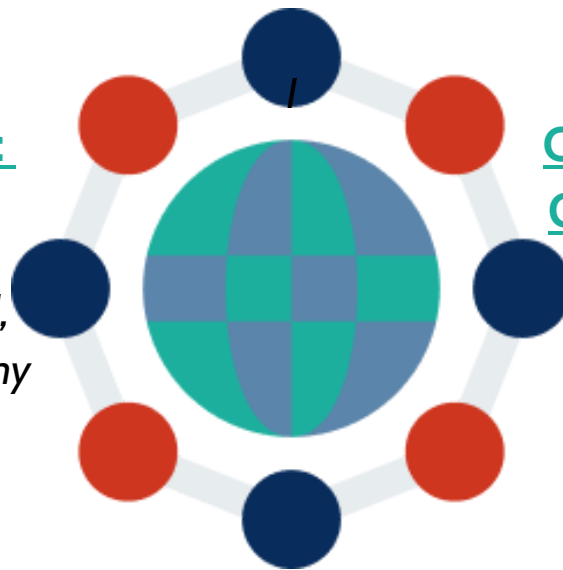
*Courtesy of Ruben Martinez, New Visions Charter High School for  
Advanced Math and Science II*

## Civics Day Interview: Homelessness

*Courtesy of Shannan O'Neil,  
Fordham Leadership Academy*

## Civics Day Interview: Gun Violence in NYC

*Courtesy of John Grant,  
Quest 2 Learn*



## School Lunches

## Mental Health

*Courtesy of Shaun Carlson, Patchogue-Medford High School*



Join us at [generationcitizen.org](https://generationcitizen.org)

Please contact Carolyn O'Neil, Senior Program Director, Mid-Atlantic Region  
with additional questions at [coneil@generationcitizen.org](mailto:coneil@generationcitizen.org)