



# Arizona Seal of Civics Literacy: Student Application

## Higley Unified School District



**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

Responding to a growing civic engagement gap in our society, civic and service learning have become an increased and necessary focus for learning and growth in education. Students that engage and challenge themselves with developing enhanced skills and knowledge necessary to be active citizens in their communities now and in the future deserve to be recognized. This Seal of Civics Literacy acknowledges efforts and accomplishments they put into action during their high school years. Going forward, society will benefit from their engagement and rewarding them for their achievements demonstrates the importance and value of that renewed focus.

This is a student-driven process. You, the student, are responsible to collect and document the information required in order to earn the Seal of Civics Literacy. **Applications are due the Friday before Spring Break** and must include all documentation in order to be considered for completion. Incomplete applications and applications that are submitted after the due date will not qualify to be awarded the Seal of Civics Literacy.

**Core Requirement Documentation:**

- Copy of Transcript (Must show a 3.0 GPA in all core History and Social Science courses to eligible; Core courses include World History, American/AZ History, US Government, and Economics)

**Civic Literacy Required Documentation:** (Check each that has documentation attached)

Requirements	State Approved Options
Civic Learning Programs (You must complete 3)	<input type="checkbox"/> Passing score on AP US Government and Politics Exam (3 or better) <input type="checkbox"/> Summer Institute/ Intensives (See Appendix) <input type="checkbox"/> JROTC (2 years minimum during High School) <input type="checkbox"/> School-sponsored extracurricular activities (See Appendix)
Civic Engagement Activities (You must complete 2)	<input type="checkbox"/> Serving on Site Council <input type="checkbox"/> Member of a commission or Youth Advisory Board <input type="checkbox"/> Serving on Tribal Council <input type="checkbox"/> Member of Boy Scouts/ Girl Scouts <input type="checkbox"/> Attend at least two community public meetings <input type="checkbox"/> Volunteering for a political campaign <input type="checkbox"/> Attend a protest, march, or demonstration <input type="checkbox"/> Participation in a voter registration, voter education, or get-out-the-vote campaign
Service Learning or Community Service Activities (You must complete 1)	<input type="checkbox"/> Service Learning/ Community Service (Minimum of 45 hours; a signed copy of service hours is required) <input type="checkbox"/> Military Enlistment
Written Reflection	<input type="checkbox"/> Essay: Demonstration of Civic Literacy

**Documentation verified:**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Counselor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

A copy of the completed form must be sent to the Student Information department at the district office for the seal to be notated on the student's official transcript.



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### Appendix

#### AZ State Board Approved Summer Institutes and Intensives Programs

- Civic Leadership Institute- ASU School of Civic and Economic Thought and Leadership
- Cesar Chavez Leadership Institute- ASU
- Other University Based Programs
- Senate Youth Program
- Boys and Girls State
- Junior Statesman
- National Student Leadership Conference Programs in Government and Law
- Close-Up
- YMCA Youth and Government Program

#### AZ State Board Approved School Sponsored Extracurricular Activities with Civics Focus

- Mock Trial
- Model United Nations
- Speech and Debate
- Law Day
- National History Day
- We the People
- Project Citizen
- Participatory Budgeting
- Interact, Key Club, or any other service-based club
- DemocraSeed
- Teen Court



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## Seal of Civics Literacy: Written Reflection Rubric

**Directions:** The purpose of the reflection essay is to demonstrate the civic knowledge gained throughout your four years in high school. Please use this rubric as a guide when writing your reflection.

Graded Elements	Above Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1
Reflective Thinking	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.
Analysis- <i>In this section, you are <u>REQUIRED</u> to include evidence from Category 2. Analyze the impact those experiences had on your civic knowledge and overall learning.</i>	The reflection is an in-depth analysis of the learning experience, supported by multiple pieces of evidence, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience, supported by evidence, and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear, and provides limited evidence.	The reflection does not move beyond a description of the learning experience.
Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.

