

Progress unto a Civically Engaged Arizona: An Analysis of the Arizona Department of
Education's Excellence in Civic Engagement Program

by

Tara Swanholm

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Graduate Supervisory Committee:

Daniel Schugurensky, Chair
Beth Swadener
Angela Arzubiaga

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ABSTRACT

An increase of attention towards our nation's civic participation downturn has brought the concept of civic engagement to the forefront of young people's lives. Traditional teaching of long-standing democratic processes via education institutes have begun to evolve in how youth can participate civically, impacting social change within their communities. Civics instruction and learning implemented through a progressive pedagogical approach encompasses a greater focus on student-centered instruction, brings relevance to national history, as well as the historical ideals of democracy, and transposes this knowledge unto communities of today. Thus, youth may no longer be considered passive agents within the realm of social change, as they can experience empowerment when working with educators and the greater community. Current civic participation among young people across the United States, however, seems to be paving the way for civic *disengagement*. Drawing on the progressive education literature and statistical data on civic engagement and youth (particularly in the U. S. and Arizona), this study addresses the need for a civics-based progressive educational shift within the Arizona school system and other educational institutions. In addition to further outlining the need to cultivate civic engagement pedagogies amongst youth today, this thesis explores the construct of Arizona's Excellence in Civic Engagement Program, which the Arizona Department of Education, in partnership with various community organizations, has established and implemented as a research-based, free standing (separate from state standards) youth civic engagement program. Three participating schools' program applications are analyzed in regard to the inclusion of democratic ideals and themes, including how these schools enable students to become civically engaged, both within the

school setting and greater community. I argue that for the future of this state, nation, and world, young people must be exposed to and engaged with participative opportunities and the civic education interconnectivity in their communities. This study examines the civics-based, progressive education themes needed in schools and educational institutions in order to empower Arizona's youth and increase efforts to impact social change through civic education.

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1 INTRODUCTION

Self-Reflection

As a young teacher, I experienced my students asking the all too common questions of, “Why do I need to learn this?”, “When will I use this later in life?”, “How does this apply to me?” during our sixth grade classroom’s Social Studies instruction. The measurements and manipulation of fractions in math, the earth processes and climate patterns in science, the correct usage of parts of speech in writing- these topics seemed to be easy skills and knowledge for which my students understood the significance in learning. Tangible, linear skills that could easily translate unto college subject areas and careers later in life. But did my students really understand, or even care, about Pericles and the birth of democracy in Athens? Or the history of slavery from Ancient Greece to medieval serfdom to the American colonies? Did it matter to them how many facets of their lives have been constructed, deconstructed, and continue to be affected, through various human rights struggles? The *disengagement* with static historical events and facts was enough to even bore me at times- unless, of course, we were discussing the Roman gladiator battles. In that context, I asked myself many times, why does this disconnect exist between my students and the subject area of Social Studies?

Throughout those early years of teaching, I continued to struggle with my pedagogical approach to the area of Social Studies. I would scour the internet, searching for engaging activities that would hopefully show my students how they too could impact history through their own life passions. I consulted with other teaching colleagues. I attended workshops, conferences, and trainings. Taking some of the ideas I learned back

to my students meant, we put on plays, conducted research, discussed videos and more. I was willing to try anything that would allow the students to become integral to our classroom's Social Studies instruction. Some activities worked better than others, but not every lesson sparked interest or spoke relevance to my students' lives. I felt strongly that there was an important component missing in how educators were being taught to teach Social Studies.

It wasn't until October of 2012 that I began to reflect upon and reformulate my pedagogical approach to the teaching of Social Studies, and more importantly, on the definition of Social Studies in an educative context. During that time, our classroom had been discussing an important media story: Malala Yousafzai, the young Pakistani girl who had been shot on her way home from school for advocating in favor of educational access and equity in her Taliban-controlled country. Our class was reading the novel *Number the Stars* at this time, and the event coincided with several discussions in which we had engaged concerning dictatorship, discrimination, marginalization, and terrorism. Much like Malala, our fictional characters in the novel experienced oppression in their country and feared for their lives during simple, everyday tasks, such as coming and going from school. Set in the midst of World War II, chapter one in the novel *Number the Stars* opens with the main character, Annemarie Johansen, best friend Ellen, and sister Kirsti, walking home from school within their Nazi-occupied country of Denmark and encountering German soldiers:

Annemarie looked up, panting, just as she reached the corner. Her laughter stopped. Her heart seemed to skip a beat. 'Halte!' the soldier ordered in a stern voice. The

German word was as familiar as it was frightening. Annemarie had heard it often enough before, but it had never been directed at her until now. Behind her, Ellen also slowed and stopped (Lowry, 1989, p. 2).

My students and I had analyzed this scene in the context of the freedoms they have and enjoy, but there still existed a disconnect: the setting and story line of *Number the Stars* took place well over fifty years ago. Events such as a terrorist group establishing control over one's country didn't occur anymore-at least not in the United States. Because of the U.S. Civil War and civil rights movement, all Americans now enjoy -at least in principle- equal rights, and it is assumed that any day-to-day struggles that exist are rooted in individual choices. The Taliban's attempt to take Malala's life was just the start for my class to begin challenging existing ideas students shared about the world, a world that began to extend beyond the walls of the school, their homes and communities, and beyond the state of Arizona. Malala was a girl only a couple years older than my students, and she stood up against one of the world's most renowned terrorist groups by blogging about her experiences living under Taliban rule. Moreover, despite death threats against her family and herself, Malala continued to fight for girls' access to education. During that same school year, other news media reports assisted in addressing the disconnect I felt my students had with the historical events we discussed in class- Syria was declared to be in a full-fledged civil war. Chicago teachers went on strike not only against proposed changes affecting them (i.e. evaluation framework and working conditions), but also demanded an increase in extra-curricular activities within public schools. The incident at Sandy Hook Elementary marked the deadliest K-12 school shooting in U.S. history. Occupy Wall Street's grassroots movement for economic

opportunity and equality ushered in its first year anniversary in New York City and around the world. President Obama was re-elected as U.S. President. The Boston marathon bombings killed three and injured over 250 participants and on-lookers. Rwandan genocide survivor Immaculee Ilibagiza was granted U.S. citizenship. Each event allowed for our class to engage in research on various angles of the incidences, analyze other external factors affecting the outcomes of such situations, and deliberate through discussion how these news stories affected them as students, their communities, and other people across the globe.

A Deeper Understanding

I began stemming many Social Studies lessons from these then-current events. After all, my students found more relevance in how these events were affecting them and shaping their worlds today. Juxtaposing the conditions of Malala's country and its history with ours provoked thoughtful discussion on various forms of government, and most directly, an appreciation of the ideals of a democracy. I was then easily able to link back to the democratic ideals established by ancient Greece and Rome. Syria's Civil War, along with an overview of the Rwandan genocide, placed a new perspective on historical events such as the Crusades, the expansion of the Ottoman Empire, and the writing of the Magna Carta. A look at historical and modern events concerning civil rights issues such as voting rights, immigration, biracial and same-sex marriage, educational reform, and economic inequalities prompted students to follow current legislation across the U.S. and within Arizona with more robust attention than before. I began to watch my students make connections between the historical content we covered and the current events we

discussed. Despite feeling initially ecstatic that I had broken through the instructional boredom, I slowly began to note our classroom's discussions and provoked passions lacked an extension unto the rest of our school and the greater community. Sure, our school held a food drive around the holidays, a jacket and sweater collection when the weather turned chilly, or an assembly for U.S. veteran recognition, but once those food items were whisked away from our school's hallways, and the jackets were done being called for over morning announcements, and the veterans' assembly came to a close, what role did these activities serve in students' learning experiences and lives? Were those experiences just as static as the rote historical facts I had so futilely attempted to jazz up during my Social Studies instruction? Furthermore, how were students in first grade engaged with their Social Studies content -especially the historical aspects? I imagined it would be much more difficult to explain to a six-year-old the significance of our country's democratic ideals than to my classroom of eleven and twelve-year olds. When my class visited the art teacher every other week, was there discussion in linking art as an early form of communication or the records of historical events? How about cultural transformation or activism? In music class, did students learn of the historical significance of rhythm, beats, and voice? Music within the context of spoken word? Technology's role in the development of music? Did our school's extra-curricular activities truly allow for students to get involved with the greater community or experience self-governance? Was our surrounding community, including parents, involved alongside our students' in working to understand implications of local, global, and national events? I slowly began to examine my own teaching through a broader

pedagogical lens and became further determined to research best practices on how to more wholly engage my students within the over-arching subject of Social Studies.

As a subscriber to Education Week and other online various educational journals and publications, I started to note a rise in articles discussing the increased need of civic education. I had read some research on this topic before, even recalling some of John Dewey's writings on democratic schools touched on during my college years. But I never conceptualized how basic notions of a democratic society (i.e. voting, running for office, fundraising, etc.), could assist within my own classroom's instructional delivery, community climate, or even student learning. I thought these democratic exercises were best saved for Student Council meetings after school. With my passion of teaching renewed, I delved into reading more about the rebirth of instructional value in civic education. Many articles simply noted a downturn in civic engagement, while others touched on the historical development of civic education within the public education system, but yet some articles provided data on increased student engagement in the classroom and school-wide when civics played an integral role within the curriculum.

It was also about this same time that I began to hear of Arizona's own take on the depreciation of civic learning within our schools. Various reports; such as the *Study of Civic Education in Arizona*, the *2010 National Assessment of Educational Progress*, and the *Guardian of Democracy: The Civic Mission of Schools*; had been released noting the civic downturn not just in K-12 education, but across our state's and country's population as a whole (Hass 2009; National Assessment of Educational Progress, 2010; Gould, 2011). Then, something unexpected happened: the Arizona Department of Education

(ADE) provided all public and charter schools the opportunity to participate in a new voluntary program titled the Excellence in Civic Engagement Program. Just beginning graduate school at Arizona State University, I was intent on researching more into the effectiveness of implementing civics education within K-12 classrooms, and quickly applied to the ADE's advertised civic engagement intern position. In August 2014, I began my work at the ADE with its Excellence in Civic Engagement Program (ECEP), under the direction of John Balentine. Up until May 2015, I worked on various capacities of the ECEP, including program development, participating school research, event planning, and media relations documents.

My research and experience working with the Excellence in Civic Engagement Program (ECEP) has led me to not only learning more about what civic education truly entails, but also to raise three questions I wanted to pursue in my thesis:

- 1) What is the impact of participating in the Excellence in Civic Engagement Program?
- 2) What are the main similarities and differences in the way civic education is implemented across different grade levels?
- 3) What lessons can be drawn from the ECEP to improve Social Studies instruction and civic education in the state of Arizona?

To address these questions, I examined three schools that have received the recognition of Schools of Excellence from the ECEP. Together, these schools cover all levels of the K-12 educational system, from kindergarten to high school.

Setting the Stage for Civic Engagement

Arguably not a new concept in the greater picture of government, civic engagement has evolved only more recently into a new “catch-all term” (Rawlings, 2012) and encompasses a variety of civic and political practices from community participation to voting to involvement to social movements (Schugurensky, 2012; Nabatchi, 2012; Putnam, 2000; Arnstein, 1969; Ronan, 2011; Corporation for National and Community Service and the National Conference on Citizenship, 2010). Schugurensky (2012) characterizes civic engagement as individual and collective actions to address public issues and improve community life. Tina Nabatchi, Co-Director of CNYSpeaks, a project that aims to engage Central New Yorkers through discussion on the issues affecting their lives, specifies citizen participation as “processes by which public concerns, needs, and values are incorporated into decision-making” (Nabatchi, 2012, p. 8). Harvard professor Robert Putnam argues that “civic engagement is not merely nominal membership, but active and involved membership” (Putnam, 2000, p. 58). Best known for her landmark analysis *A Ladder of Citizen Participation*, Sherry Arnstein observed that citizen participation is mainly about a “redistribution of power” (Arnstein, 1969, p. 216). Bernie Ronan, a longtime public administrator who served in numerous public sector positions in the state of Arizona, and authored several civic engagement publications, sums up the experiences of being civically engaged as empowerment (Ronan, 2011). For the Corporation for National and Community Service and the National Conference on Citizenship, civic engagement is about “the participation in and building up of one’s community” (Corporation for National and Community Service and the National

Conference on Citizenship, 2010, p. 4). The variety of definitions should not be surprising. As Rawlings (2012, p. 9) noted “the definition of civic engagement changes depending on who is being asked to provide the definition”. Indeed, the concept of civic engagement can cover a large scope of participative practices, as well as an extensive inventory of aims.

Attempting to take into account the breadth of the term civic engagement can certainly be overwhelming or even a bit confusing when considering the various labels and names, in accordance to such concepts such as participation, community, interests, empowerment, and social change. However, an underlying theme of civic engagement is best likened to Ehrlich’s claim that this type of participation is parallel to the desire of making a difference in the life of a community, therein impacting the people’s lives within that community (Ehrlich, 2000). As Arnstein points out, the participation of citizens is in fact allowing for citizens to experience power within their communities, especially communities comprised of marginalized groups (Arnstein, 1969). Furthermore, civic involvement in both political and non-political processes leads to the development of knowledge, skills, values, and motivations within the community to make a difference (Ehrlich, 2000; Putnam, 2000; Corporation for National and Community Service and the National Conference on Citizenship, 2010). It has been argued that citizens themselves must be involved in the deliberative and participatory practices in their communities about the issues affecting them, and that this fosters the development of citizen empowerment (Ronan, 2011). Ehrlich (2000) observes citizens must be “willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate” in order to impact their communities for

the greater good (p. xxvi). Though divided branches on the tree of civic engagement may lend themselves to slightly differing focuses according to various groups, the roots of civic engagement are simply sowed in the collective efforts of people working to better lives within their communities. Civic engagement results from the acquisition of participative experiences in groups, such as volunteering, connection to information and events, and social and political action (Ronan, 2011). The act of participation within a community stems from the desire to transform, wherein social injustices and feelings of oppression allow for groups of people to come together in hopes to create a sense of emancipation against all that is unjust (Ledwith & Springett, 2010). Ultimately, civic engagement stands as a framework that believes that people hold the inherent capacity to work with one another to solve community and societal problems, and that social transformation is within the reach of all democratically engaged communities.

Considering the expanse of civic engagement outside of the K-12 public school system, the art of civic teaching and learning within the K-12 public educational setting can be even more ambiguous and all-inclusive. The idea of community involvement set forth by Ehrlich, Arnstein, and others can be considered as either involvement on a micro level, for example the self-contained classroom setting, or macro level, with students and educators partner with the greater surrounding community on issues and initiatives. In between, one must consider grade level communities, student clubs and organizations communities, and entire school communities. How then does the sense of involvement and making change within these various communities translate unto civic learning, specifically classroom learning, that fosters civic knowledge, skills, and dispositions? The educators role must be considered, along with other adult figures that impact and

mold students' experiences and perceptions of themselves and others. Resources, tools, and curriculum can also be pivotal in how civic learning is addressed and communicated. With all these imposing factors coming into play, civic teaching and learning within the K-12 public school system begs for both a deeper analysis and understanding in how to effectively engage students civically within their communities.

Overview

This thesis is organized in 6 chapters. Chapter 2 provides the context for this study by delving into a brief historical account of how civic engagement and civic education developed through the blossoming of democracy, and by discussing how the notion of civic engagement is entertained in the U.S. today. More specifically, it examines how today's civic engagement context deepens the need for civic engagement education within the state of Arizona. Chapter 3 consists of a literature review concerning the implications and impact of civic learning taking place within the public school system, beginning with John Dewey's democratic schools origins, and then progressing unto modern day schools of thought on civic learning from various educational researchers including John Dewey, Paulo Freire, Michael Apple, Carole Hahn, Joel Westheimer, and Judith Torney-Purta. In Chapter 4 I present the context of my case study on the Arizona Department of Education's Excellence in Civic Engagement Program by providing information on the program's history, implementation, and best practice evaluation. Chapter 5 is the case study itself. The chapter opens with the methods used, followed by a description of the sample, and by an analysis of the main findings. The findings of the case study stem from consideration of both the actors involved with the

civic learning process (*students, teachers, parents, and community*) and from the analysis of key issues (*pedagogical approach, curriculum, governance, and technology*) in civics instructional delivery. To conclude, Chapter 6 revisits the research questions, and includes a summary, conclusions and recommendations for further research, policy, and practice.

2 CIVIC ENGAGEMENT AND CIVIC EDUCATION

Civic Engagement within Developed Democratic Ideals

The concept of civic engagement has a long-standing history. Stemming from the first attempts of a democratic government during BC times, people of ancient Greece first began to look for a revolutionary practice of leadership among times of political turmoil and the suppression of previous aristocratic rulers. Experimenting with the idea of citizens participating together in decisions, a governmental reform was born (Chou & Bleiker, 2009). Greek philosopher Aristotle's early system of classification of governmental types pointed to ideals needing to be present within a "good" government system: public participation, voting, citizen decision making, inclusion, and fundamental rights (Martin, 2003). The Greek terms *paideia* and *arête*, meaning a sense of duty unto others and excellence in reputation and life, formed the praxis whereby Greeks began to engage as citizens within their *polis*, or city (Crittenden & Levine, 2013). Greeks positioned themselves as devotees unto self and communal development through active participation within politics and activities of the polis, believing that through such

engagement, the polis itself would become more excellent and experience heightened virtue (Crittenden & Levine, 2013). Therein, the formulation and structure of the Grecian government paved the way to our modern day democratic system, with citizen participative practices such as the Assembly (Congress), the Council of Five Hundred (Senate and House of Representatives), and popular courts called dicastery (judicial system) in place for the male Athenian citizens 18 years of age and older in which to partake (Dahl, 2014). At the heart of Athenian society, ancient Greeks believed curriculum to pertain to the political participation of its citizens, with schooling derived from such participation as a package of moral, intellectual, and civic learning experiences (Crittenden & Levine, 2013). This system of popular rule and embedded civic education during Classical Greece's period continued to ebb and flow as perhaps the earliest documented practice of citizen involvement in communal and governmental affairs.

Similar to the practices of citizen participation embedded in the early democratic life of Ancient Greece, the Romans adopted many of the same political procedures, vetting their system as a republic, meaning that their government belonged to the public, or the people. A significant difference the Romans practiced within their form of democratic government, besides the more intricate political structure of their Assemblies, was that citizenship could be granted unto those who were not born into the system, often through means of naturalization or slavery emancipation (Abdullah, 2014). This was, in part, due to their covetous intentions during the Punic Wars and their continual empire expansion thereafter, conquering people of these foreign lands and needing to populate them as citizens within the Roman Republic, in hopes to govern their newly acquired lands more effectively (Abdullah, 2014). The same inclusionary practices of extending

citizenship unto various social classes and demographics cannot be said to be the same in the case of civics education. Though Romans shared many of the same ideals as the Greeks in regards to *pietas*, and education included the values of what was viewed to be a good citizen, access to education was dependent upon social class, gender, and skills (“Roman Empire in the First Century”, 2006). Higher socio-economic classes, such as the patricians or senators, allowed for the families’ boys to attend schooling longer, often provided private tutors, and included a focus on lessons pertaining to history, law, and religion (“Roman Empire in the First Century”, 2006). Education for lower class citizens instead provided military training or served as a support for job skills in the form of apprenticeships within the greater community (“Roman Empire in the First Century”, 2006). The sanctity of democracy at the heart of the Roman Republic began to wane with their rapidly increasing population growth, and furthermore added to the existing complexities of the Roman political structure. This prompted a shift in practice as to how leaders were appointed, ushering in a returned era of representatives within their “Senate” being hand-picked from the upper socio-economic class, as well as family members (Abdullah, 2014). This elitism can be attributed to the Western Roman Empire collapse, in which the majority of Roman citizens were no longer involved with the political deliberations of their lands, and those in power had begun to solely look out for themselves, in terms of political expansion (“Roman Empire in the First Century”, 2006).

Jarding (2009) notes major democratic advancements during the early 12th and 13th centuries, when both the negotiations of the Magna Carta in England and the Constitution of the Iroquois Confederacy in what is now modern day upstate New York took place. Both of these historical documents outlined integral democratic ideals and

civic engagement practices. The Magna Carta limited government's authority, granting citizens many of the same liberties found in the United States Constitution. These protections included a general consent necessary for tax levies, protection from governmental authority taking property without consent, and the right to a fair trial (Jarding, 2009). The Constitution of the Iroquois Confederacy arose from the civil wars that plagued the various indigenous peoples around Lake Ontario. The Great Law of Peace adopted by the various Five Nations pushed for the participation in government by all members of the Iroquois Confederacy, a decision-making system based on unanimity among the Grand Council's two bodies, and individual liberties recognized, such as freedom in religious beliefs (Jarding, 2009). Trends of more isolated democratic and citizen participative practices continued well into the late 16th and early 17th centuries throughout greater Europe, with few attempts to include citizens in governmental decisions. At that time, formal education was restricted to the elites. Many city-states at that time would often form alliances for the purposes of defense, trade, and finance, thus allowing for a larger demographic of people to come together and share ideas. These occurrences, however, have often been noted to replicate the Greek's model of social exclusion, in this case the nobles within the existing feudal system, in the decision making processes (Dahl, 2014). Slowly the concept of representative government began to take stronghold within the European continent during the English Civil Wars with Puritans demanding greater involvement within Parliament; self-governing districts called cantons in Switzerland creating the Swiss Confederation; the Vikings establishing an emergent movement of nation-states with Norway, Sweden, Denmark, Switzerland, and the Netherlands; and post-French Revolution Enlightenment ideals of equal

opportunity, freedom of speech, popular sovereignty, and representative government (Dahl, 2014).

With the colonizing of the Americas, democratic praxes began to take hold following the divided ideals of Great Britain with the new colonies (Dahl, 2014). The example of the Roman Republic's eventual excessive wealth and governmental dominating corruption loomed over early colonists, further strengthening the belief that a fair and representative government would only be possible if the citizens were to possess their own civic or political virtue (Smith, n.d.). Thus, American colonists strengthened their own beliefs of constituted sovereignty through the adoption of the Declaration of Independence, the Articles of Confederation, and then a federal Constitution following the Constitutional Convention. The United States of America, as it had come to be called, now had a growing and diverse population, as well as an ever-expanding geographical size. The need for representative government at all levels (nation, state, municipality), began to become quite clear as a necessity in order to discuss and vote on community and social matters. However, and again replicating the early Greek practice of excluding non-“citizens” or community members outside of adult males from taking part in governmental proceedings, the early democratic processes of the United States of America were hardly inclusive nor in sync with our developed definition(s) of civic engagement today.

The examination of citizen participation in governance had manifested itself in an overwhelming amount of studies, small-scale practices, and publications, starting with the pioneering 19th century works of Alexis de Tocqueville's *Democracy in America*

(1835) on the New England Town Halls meetings, and of John Stuart Mill's *Representative Government* (1861) in which he boldly stated that selective education impeded access to politics. A century later, the *Port Huron Statement of Students for a Democratic Society* (1962) determined to transcend "its vision of an egalitarian society that would expand civic participation", even further prompting a revisiting of earlier works on public participation such as John Locke's *Second Treatise of Civil Government* depicting the state of human nature being "one of equality in which all power and jurisdiction is reciprocal" (Kazin, 2012, para. 9; Locke, 2009, vol. 1, p. 43). Despite the adoption of the U.S. Constitution and other citizen engaged practices, many of the suffrage and civil rights advocacies began to first advance within other countries through the granting of equal rights unto marginalized populations. For example, women earned the right to vote in New Zealand in the year 1893 (Dahl, 2014), but not until 1920, the United States granted women the right to vote right, and it was nearly a half century later when African Americans were granted that same right. Though equal voting rights, desegregation, some worker rights, and other equalizing rights have since been passed as law, many inequalities still persist in America today.

By the early to mid-19th century, many U.S. leaders were beginning to recognize the transfer of participative citizen knowledge began within one of the earliest communities citizens engage with- the school system. For instance, President Franklin D. Roosevelt said that, "the schools make worthy citizens is the most important responsibility placed on them" (Crittenden & Levine, 2013, para. 42). Following World War II, other long-standing systems of government (i.e. monarchy, aristocracy, oligarchy, communism, dictatorships, fascism) world-wide began to reshape how citizens interacted

with their government and communities, with democratic ideologies taking a stronghold among some former Axis countries and former monarchy and dictator-ruled nations in Africa and South America (Dahl, 2014). The United States of America's own transformation into a largely diverse nation, however, translated to various struggles in terms of citizen participation and representation. Publicly funded education, though having undergone a brief period of democratic schooling with John Dewey during the early 19th century, began to wane into standardization and assimilation, with little regard to student voice, choice, or governance. At this time period, William Galston argued that civics education should be less about deliberation, inclusive community tolerance, and self-evaluation through reflective practices, but instead should focus more so on the analysis of policies and representatives; in a sense moving the participative part of civic engagement into only the public official arena (Crittenden & Levine, 2013).

A large portion of race, gender, and class struggles in our country's history has focused on fighting for equality in political arenas, yearning for equal participation and representation. U.S. citizens have been continually fighting for such freedoms throughout the latter half of the 20th century and even today. From the time of the Civil Rights Movement into present day America, certain groups have continued to fight for democratic equalities, and the ability to participate civically has evolved into a human right- not a privilege granted solely to privileged groups. The emerging inequalities in political participation have been especially apparent when comparing citizen groups in regards to socio-economic statuses, with low to lower middle class income citizens unable to participate as wholly as their higher socio-economic counterparts (American Political Science Association, 2004). The ability to engage with the public or government

officials is out of reach for many marginalized and minority groups, such as single-parent families, low and lower middle socio-economic status families, Millennials, African-Americans, and Latinos (American Political Science Association, 2004). In order to redress this privileged political participation and work towards the promotion of democratic equality, future generations must be given the knowledge, know-how, and opportunities to reverse social disparities. Arguably, the knowledge, know-how, and opportunity will stem from a common experience in these young people's lives: the public school system. Amy Gutmann (1987:3) argues that our educational institutions play a central role in democratic politics. Looking to K-12 educational research and trends taking place within the public school system and policy arena, civic learning is now at the forefront of educational policy, curriculum, and pedagogy.

This brief overview of the history of citizen participation and its connection to educational institutions is by no means conclusive or all-inclusive. The purpose of the historical overview is to show how civic engagement and participatory manifested in nations over time and within various settings, with the school system (and particularly civic education) not always considered a key component to these practices. Some of the very same historical and existing democratic notions of civic engagement continue to challenge the profound forms of citizen participation that are evincing within communities via advancing technology and socially constructed trends. People residing within various types of government, states, cities, and communities today continue to work democratically in order to challenge existing systems and conditions that are believed to not be serving the public's favor. Unfortunately, when taking in account much of the current United States' public participation, efforts towards social change are

not being approached through citizen engaged practices, especially within K-12 educational institutions.

An Unprecedented Time of Democracy

Not every nation currently indulges high levels of citizen participation in democratic processes, but at the start of the twenty-first century, about one third of the world's independent countries fostered democratic institutions and civil liberties similar to older notions of democracy from continental Europe ("Freedom in the World", n.d.). Though many nations are replicating and practicing traditional forms of citizen participation, like voting and public meetings, there has been a new wave of civic engagement procedures reaching various locations around the globe. Civic participation can take many different forms, but usually fall under three broad categories: community involvement, electoral participation, and political voice (Schugurensky, 2012). More recently, a fourth dimension (collaborative public action) has emerged, and refers to processes in which citizens work directly *with* the government in processes of deliberation and decision-making. In collaborative public action, people and government work together to find solutions to issues of public concern and translate those solutions into actions (Schugurensky, 2012). This practice, along with community involvement, electoral participation, and political voice, has begun to emerge within the K-12 educational setting as a best practice in learning the knowledge and skills necessary to engage civically later in life.

Recognized as a need in creating community alliances and allowing for citizens to influence decision that affect them, participatory governance became commonplace

within governmental work with citizen's juries and assemblies, and extended to non-governmental organization work and international agencies during the 1980s (Wakeford, 2002; Pateman, 2012). Through the 1996 World Bank publication, *Participation Sourcebook*, a wave of recognition of the participatory budgeting movement began to crest beyond the practice's origin in Porto Alegre, Brazil in 1989. Since its spread around the world to over 1,500 cities, participatory budgeting, a form of participatory governance, has been reported on by the World Bank again in 2007, established as an international conference beginning in 2010, and led to the formation of England's Participatory Budgeting Unit (Pateman, 2012). Participatory budgeting embraces the idea of participatory governance with its focus on the financial allocations of a community or city being mutually impacted by both its citizens and governing officials (What is PB?, n.d.). A feeling of collective ownership and co-creation stemming from such practices has improved communities' and cities' political culture, as well as both the quantity and quality of its constituents' civic engagement (Schugurensky, 2012). With youth and school participatory budgeting flourishing in Argentina, Brazil, and other Latin American countries for over a decade, the inclusion of youth in participatory budgeting has only begun to reach other cities around the world, including Boston, Phoenix, and Clug in Romania.

Democratic participation and community influence are also now more readily available to various stakeholders through online platforms via the internet and other forms of information and communication technologies (ICT). No longer does our world live in isolation, whether by location, idea, or event; the internet revolution has resulted in heightened transparency to social justice and human rights issues, access to

information at increasing speed, and the ability to impact deliberations and decision-making processes around the globe. Consider how the ability to connect online affected the wide-spread knowledge dissemination and involvement in social movements such as Occupy Wall Street, Kony 2012, the Arab Spring, and the Direct Democracy Now! movements. It should come as no surprise that younger generations are leading the world's technology and online habits. Taking into account the rapid evolution of democratic practices through co-governance and E-democracy trends, this is a time in which the youth generations are better versed in being able to participate civically within these two realms. A study conducted by Pew Research Center on the technological habits of the U.S.'s youth found that 93 percent of teens (ages 12 to 17) and young adults (ages 18 to 29) regularly access the internet; 75 percent of young adults hold a profile on a social networking site; one fifth of young adults have posted a video of themselves online (Millennials: A Portrait of Generation Next, 2010). Additionally, over half of YouTube users are under 20 years of age, and approximately 53 percent of bloggers are between the ages of 21 and 35 (Millennials: A Portrait of Generation Next, 2010). Arizona's 2012 Civic Health Index in particular noted an uptick in the number of young adults, ages 18 to 29, being civically engaged online through the expression of political ideals at 13.5 percent, when compared to older generations at 8.9 percent (Beatty, 2013). Steeped in technological opportunities to share ideas and opinions online, youth generations are more readily able to civically engage in new ways.

Educational institutions, however, seem to be behind the curve of constantly evolving and accessible technology. Similar to the divide in political participation, access to technology seems to be a growing concern as well. A study conducted by the U. S.

Department of Education's National Center for Education Statistics paints a dismal picture in technology capabilities and accessibilities (Cohen & Livingston, 2013; Gray, et. al., 2010). Though all public schools report having at least one instructional computer with internet access, only thirty-nine percent of schools have wireless internet capabilities for all educators and learners to access the worldwide web (Cohen & Livingston, 2013). The student to computer with internet ratio is three to one (Gray, et. al., 2010). Only fifteen percent of public school computers are less than a year old, with the majority of schools (eighty-four percent) still using the Windows XP operating system that was released in the year 2001 (Gray, et. al., 2010). The technological accessibility divide seems to disproportionately affect lower socioeconomic schools. Additionally, a Pew study reported that just over fifty percent of students across the U.S. had access to technology and digital tools at school, and only one fifth of students had access to such technology and tools at home (Purcel, et. al., 2013). Eighty-four percent of teachers agreed that "today's digital technologies are leading to greater disparities between affluent and disadvantaged schools and school districts" (Purcel, et. al., 2013). Utilizing digital tools as a way to engage students has produced desirable results in various research initiatives and programs. Qualcomm, a leading mobile technology company in the U.S., began working with public schools on its Wireless Reach Initiative, Project K-nect (Freeman, 2012). The initiative's aim was to reduce the digital divide that exists between students who can and cannot afford wireless Internet access by providing students with smartphones to use for study and peer collaboration purposes. Several of the participating schools saw a thirty percent increase in standardized test scores that same year, with students and teachers citing having access to information and the ability

to easily communicate with others as the driving force in engaged learning. With access to technology and digital tools, 21st century students have demonstrated the ability to engage in political and community participation and impact social change.

The new onset of co-governance, combined with the capacity and necessity of today's technology, has indeed created an unprecedented time for democracy and civic engagement. E-democracy, or democratic governance and citizen participation taking place online, is allowing for interactions, communication, information dissemination, and political processes through participation to be accessible to citizens at the click of a mouse (Fountain, 2001). Because these virtual forms of citizen participation are undergoing constant growth and changes through internet accessibility and available information technology, E-democracy has entered as the newest player to the field of civic engagement. Revisiting Aristotle's early classification system of governmental types, the idealistic practices of a democracy include public participation, voting, citizen decision making, inclusion, and fundamental rights. But the rapidly expanding information and technological capabilities has also created growing thirst for governmental transparency, accountability, and collaboration. Thus, the inclusion of all these various factors has broadened the spectrum of citizen engagement terminology (Martin, 2013; Ronan, 2011; Schugurensky, 2012). Although newly existing forms and tools of civic participation have begun to take shape for political and community engagement, many students across the U.S. still face challenges to access these engagement opportunities, as well as the ability to view themselves as agents of political and community change.

Current U.S. Civic Participation Trends

No longer is it surprising to hear of our nation being civically disengaged. Numerous studies, publications, and research initiatives have recorded our nation's decline in citizen and community participation (Putnam 1996; Putnam, 2000; American Democracy Project, n.d.; National Conference on Citizenship, 2007; Gould, 2011; Pateman, 2012). For instance, only 57.5 percent of eligible voters in the U.S. turned out to vote in the 2012 Presidential election, with 93 million eligible voters opting not to vote (McDonald, 2013; Gans, 2012). This is a significant decline from the turnout rates of the 1960s. A Suffolk University Poll, cites the many reasons why voters are not considered to be ballot engaged: "They're too busy. They aren't excited about either candidate. Their vote doesn't really matter. And nothing ever gets done, anyway" (Page, 2012, para. 2). Curtis Gans, Director of the non-partisan Center for the Study of the American Electorate, points to some of the reasons that may explain these attitudes: "There's a lot of lack of trust in our leaders, a lack of positive feelings about political institutions, a lack of quality education for large segments of the public, a lack of civic education, the fragmenting effects of waves of communications technology, the cynicism of the coverage of politics — I could go on with a long litany" (cited in Page, 2012, para. 6). Public disengagement with electoral politics does not fully tell the story. According to the Campaign for the Civic Mission of Schools *Guardian of Democracy* report, the number of Americans who have served as an officer for a club or organization, served on some kind of committee, worked for a political party, or have attended a public meeting relevant to community or school affairs has dropped by over 35 percent since 1973

(Gould, 2011). A nationwide study asked Americans questions pertaining to what is considered basic civic knowledge (i.e. how government works, historical events, who serves in what governmental capacity, etc.), and the results were alarming. According to the study, only 5 percent of Americans were competent in economics, 11 percent in domestic issues, 14 percent in foreign affairs, 10 percent in geography, and 25 percent in history (Gould, 2011). In a study conducted by the University of Pennsylvania's Annenberg Public Policy Center, only one-third of Americans could name all three branches of government; and one-third couldn't name any (Rozansky, 2014; Gould, 2011). Similar to other socially constructed and learned behaviors, the process "whereby a new member of a group or institution is taught its values, attitudes, and other behavior" paints a picture of duress (Hess & Torney, 1967). Civic participation is a behavior and attitude fostered inter-generationally, meaning civically disengaged adults could render a growing lack of civic participation among future generations to come (Wilson, 2006).

The cyclical disengagement of civic participation during adulthood can already be seen manifesting within U.S. young adult populations. As can be observed in Figure 2, the voter turnout rates of youth aged 18-24 has declined from 48.5 percent in 2008 to 41.2 percent in 2012 (Taylor & Lopez, 2013). Only one in five Americans between the ages of 18 and 34 regularly read a newspaper, and though the argument of increasing technological access to mainstream news and media can be made, only one in ten of these young adults regularly click on news-related web pages (Gould, 2011). This age group represents a large portion of the Millennial generation (those born after 1980 who currently are ages 18-33). Today, they comprise just over a quarter of the voter-age

eligible electorates, but by 2020 will earmark over 36% of eligible voters (Taylor & Lopez, 2013). Posing our nation’s youth as a political force to be reckoned with, civic trends instead point to the group not pursuing the more traditional forms of civic engagement, such as voting, contacting political officials, or identifying with a particular party (Gilman & Stokes, 2014; Center for the Future of Arizona, 2013). Dubbed as “old school party politics”, these forms of civic engagement have given way to our younger generations leaning more towards political practices aimed at the social good of the community (Gilman & Stokes, 2014). The most popular political practices among the Millennial group have taken on forms of online activism (most notably with social media outlets), monetary charity donations, and boycotting/buycotting (Gilman & Stokes, 2014; Center for the Future of Arizona, 2013). These newly emerging civic trends among

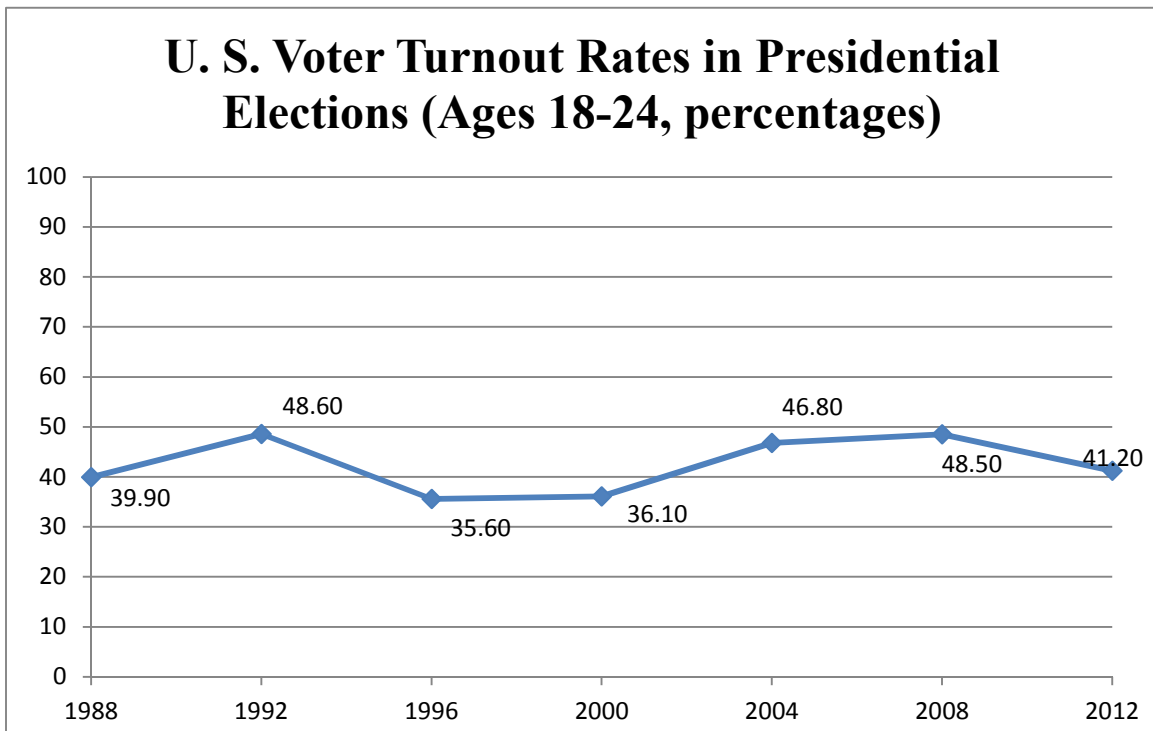


Figure 1: U.S. Voter Turnout Rates by Age in Presidential Elections, 1988-2012 (percentages)

Source: Pew Research Center and U.S. Census Bureau, 2013.

young people has created a broader approach to politics, expanding relationships among communities and political participation, similar to what Jed Ipsen begs for, in that “with our pressing problems both at home and abroad, we need this generation's best and brightest to bridge this service gap by entering the public arena and shaping policy” (Ipsen, n.d., para. 2). Ipsen defines this generation as the current and upcoming youth.

Set forth in this manner, the idealism of being civically engaged would present itself to be almost second nature in wanting to address pressing community and global issues. But for many young people today, the accessibility of civic engagement does not present itself as an invitation to become more involved within their own communities, let alone the state, nation, or world. Wallis (n.d.) argues that becoming engaged at the local, national or global level can be challenging. In her view, being an active part of the community, being socially aware, and taking action when needed as a moral and civic obligation is not easy (Wallis, n.d., para. 6). Even when considering the wide-spread and growing availability of E-democracy outlets, social constructs often create inaccessibility for some citizens to engage politically. For example, following our nation’s economic recession, 72 percent of Americans reported having to cut back on time invested in civic participative activities due to time and financial constraints (Gould, 2011). Families that earn more than \$75,000 a year report being twice as likely to vote as impoverished families that earn below \$15,000 a year (Gould, 2011). Those same higher socio-economic families are also six times more likely to be politically active through various other community outlets (Gould, 2011). Working class families, marginalized groups, and people with low educational attainment, are generally underrepresented in civic participation.

State of Arizona Civic Trends

In comparison to the already pressing national concern of US citizens not fulfilling civic duties, Arizona specifically does not fare any better in regards to citizen participation. The 2010 Civic Health Index set for by the Center for the Future of Arizona first documented Arizona's stark civic disengagement (Beaty, 2010). This report noted that Arizona ranked 43rd in overall voter turnout in the 2008 Presidential election. In youth voter turnout (ages 18 to 29), Arizona ranked 41st. Moreover, Arizona ranked well below the national average in twelve other indicators of civic activity. The next iteration of the report released by the Center for the Future of Arizona (2013) examined the same indicators in the context of the 2012 Presidential elections. This second report found the situation has worsened, as only approximately 53.3percent of eligible voters in Arizona turned out to vote in the 2012 Presidential election, numbering below the national average and ranking Arizona 45th among the 50 states in State Voter Turnout Rankings (Pillsbury & Johannesen, 2012). Furthermore, according to the 2012 Arizona Civic Health Index, young Arizonians, ages 18-29, are less likely to volunteer in their communities, attend public meetings, discuss politics, or belong to community organizations than the national average (Beaty, 2013). Perhaps there exists a correlation between citizen participation and the public's distrust of their elected officials, as only 10 percent of Arizona's citizens believe the elected officials truly represent Arizona's interests (Beaty, 2013). There is, however, a direct correlation between education attainment and civic participation. The higher the educational attainment, the more involved Arizona citizens are in voting in local elections, contacting public officials, and discussing politics (Center for the Future of Arizona, 2013). Arizonans that hold at least a

bachelor’s are more likely to discuss politics frequently (44.4 percent) than other Arizonans with lesser educational attainment and their national peers (42.3 percent) (Center for the Future of Arizona, 2013).

Arizona’s Male Population ages 5-29		-	Arizona’s Female Population ages 5-29	
Under 5 years:	232,202		Under 5 years:	222,815
5 to 9 years:	230,929		5 to 9 years:	222,156
10 to 14 years:	228,436		10 to 14 years:	219,252
15 to 17 years:	137,137		15 to 17 years:	131,184
18 and 19 years:	86,131		18 and 19 years:	81,650
20 years:	43,307		20 years:	41,913
21 years:	41,994		21 years:	41,081
22 to 24 years:	124,609		22 to 24 years:	122,678
25 to 29 years:	213,024		25 to 29 years:	212,277
1,337,769			1,295,006	
Arizona’s Total Population	6,392,017		Total Male and Female Population 29 years and younger:	2,632,775

Figure 2: Arizona's Population Age Demographics

Source: U. S. Census Bureau & SuburbanStats.org, 2014.

So what messages are the nation's and state's current attitudes and political constructs sending Arizona's current and upcoming youth populations? Lerner (2004:105) points to communities themselves as integral to productively building "the quality, scale, and sustainability of the institutions of social justice and civil society". Although the need for the "acquisition of political behavior (to) be understood from the perspective of a theory of social learning", Arizona's communities may not hold the answer in reversing the downward spiral of the state's civic trends (Hess & Torney, 1967, p.6). Since roughly 40 percent of Arizona's population is 29 years old and younger (see *Figure 2*) perhaps the focus should be on the current and upcoming youth, as this demographic will continue to manifest into the largest constituent group within the state of Arizona (Current Population Demographics and Statistics for Arizona by age, gender, and race, 2014). Therein lies the question, how do we reach the state of Arizona's younger generations in providing opportunities, the ability, and the motivation to engage civically in their communities, the state, and the world?

Arizona Civic Education Landscape

Currently, Arizona and many other states across the U.S. do not have a freestanding civic engagement curriculum in place outside of the state's social studies standards. Every state has an established set of learning standards for Social Studies that includes the topics of civics and government, but a study conducted by the Albert Shaker Institute in 2003 found many of these states' social studies standards to be too broad-based without considering the amount of time teachers are allocated in spending time on these subjects, while more solely concentrating on the historical aspects of civics and

government rather than how these topics are relevant and impactful to students' lives (Gagnon, 2003). The Study of Civic Education in Arizona also points to the time allocation of Social Studies content having been whittled back to less and less time invested in classrooms, mainly due to not being included in high stakes testing curricula (Hass, 2009). In an online survey conducted for the Study of Civic Education in Arizona, 39 percent of the teachers reported they almost never teach social studies (Hass, 2009). Additionally, in self-reporting surveys, 36 percent of Arizona middle school students reported not discussing civic education related topics in any of their classes, while 47 percent reported having had these discussions in only one or two classes (Hass, 2009). Considered as one of five components within the subject of Social Studies, civics education can be relatively lost in the daunting amount of performance objectives teachers are required to teach each year. Take for example the Arizona Social Studies Standards for fifth grade: civics performance objectives account for 14 of the 90 performance objectives just for the subject area of Social Studies, and amongst all subject areas, 5th grade teachers have 332 total performance objectives to teach (Hass, 2009). Civics performance objectives account for a mere 4 percent of all performance objectives, especially if civic education is not taught through interdisciplinary efforts. Within the primary elementary grade levels (kindergarten through third grade), the state of Arizona recommends only 30 minutes a day allocated for the instruction of the Social Studies standards, with civics content allocated as one of five strands within the subject area of Social Studies, listed as separate and free standing from other subjects taught (See Appendix A). For the upper elementary grade levels (grades fourth through sixth), the time allocation recommendation for Social Studies instruction is increased by a mere ten

minutes, totaling forty minutes of the school day's instructions time (Appendix A). These time allocations seem even more troubling when looking at the Study of Civic Education in Arizona's survey results: only 8 percent of the primary elementary teachers (kindergarten through third grade) teach social studies daily, and only 33 percent of the upper elementary grade teachers teach social studies daily (Hass, 2009). Once in middle school and high school, students can enroll in a forty to sixty minute almost daily course of Social Studies, focusing on the five conceptual strands of American History, World History, Civics/Government, Geography, and Economics. However, not every district requires students within those grade levels to take such courses. Many middle school and high school teachers surveyed for the Study of Civic Education in Arizona, reported students coming from the elementary grades having little to no knowledge of civics content (Hass, 2009). One example was an eleventh grade civic teacher reporting having to teach his high school juniors the three branches of government, and that "some of his students had no idea that there is a judicial branch until it was covered in his class" (Hass, 2009, p. 10). In fact, most of Arizona's ninth grade students are not enrolled in a district-offered social studies class, thus exhibiting the lowest levels of political participation through community volunteering (Hass, 2009). Up until 2015, only one semester of Government had been needed in order to fulfill Arizona graduation requirements.

Reading through all grade level standards, the outlined information to be learned by Arizona's students fully captures the historical significance of democratic ideals, but minimally allows for students themselves to be involved within a school's overall democratic processes that take place both inside and outside the classrooms.

Additionally, civic education is considered to be best delivered through interdisciplinary

means, creating opportunities of overlap amongst all subject areas and school activities (Lerner, 2004; Warde, 1960; Dewey, 1991; Gould, 2011). Arizona schools seemingly do not often align the development of socially and civically valued behaviors or experiences amongst other subject areas and school activities, though these behaviors and experiences often result in the emergence of youth committed to contributing unto their communities (Lerner, 2004). In an online survey, only 16 percent of non-social studies teachers reported integrating social studies content within their classes on a daily basis, and 7 percent indicated they never use interdisciplinary strategies (Hass, 2009). Within the elementary school setting, civic learning used to be treated as an interdisciplinary study, interwoven within various other subject areas and learning topics; however, according to the Civic Mission of School's Civics 2006 and 2010 Nation's Report Cards, only slightly more than one-third of teachers today report teaching civics in accordance to related subjects on a regular basis (Gould, 2011). No doubt this disconnect stems from the findings of the Arizona Campaign for the Civic Mission of Schools study, which found 53 percent of teachers had never been given in-service professional development in civic learning (Gould, 2011). A survey conducted by the Arizona Foundation for Legal Services and Education reported in the Study of Civic Education in Arizona found that 59 percent of civic educators felt their own professional development was most impactful in delivering meaningful instruction (Hass, 2009). Interestingly, the Civic Mission of School's Civics 2006 and 2010 Nation's Report Cards found that 64 percent of participating school districts were just "somewhat satisfied" with their civic education programs in creating informed, active, and engaged citizens (Gould, 2011). Without a commitment from within the school system and educational institutions to construct both

physical and theoretical space for students to be engaged within their communities, the promotion and alignment of serving as citizens for democracy, equality, and social justice falls by the wayside (Lerner, 2004). Teachers can no longer exhibit the “sage on the stage” mentality; students must be provided with relevant, real life examples to wholly exhibit how and why they must be civically engaged. With three years of Civic Health data, as well as taking into consideration numerous other sources and studies, it can be strongly suggested that education is the mediating factor amongst our state’s civic health and future job growth (Beaty, 2013). For Arizona to turn around its growing population of disengaged citizens, a greater focus must be emphasized within its educational institutes and school system in fostering curricula, experiences, and time to better prepare our youth as informed and engaged citizens.

3 LITERATURE REVIEW

Pedagogy of Civic Engagement in a Progressive Education Context

There are numerous educational pedagogies on civic learning, as the concept has evolved and risen in popularity over the past century. Scholars, educators, philosophers, and social activists have come to both desire and warrant a need for equality, opportunity, and social change. Only during the late 19th and early 20th centuries did American theorists, scholars, and educators begin to seriously contemplate the relevance of educational theories in conjunction with educational practice and examine how schooling was mainstreaming uniformity unto the United States’ ever-diversifying populations. They argued that school systems were not fostering student autonomy or cultural

diversity, but instead were focused on the objective of creating a workforce for the rapidly expanding industrial economy (A Brief Overview of Progressive Education, 2002). Based on ideas and practices that schools should act as agencies in promoting a more democratic society, progressive education began to establish a stronghold during the early 20th century in the rejection of rote recitation and students acting as banks with teachers being the depositors (A Brief Overview of Progressive Education, 2002). The lens through which progressive educators viewed existing educational practices lent itself to view the nature of schools as too rigidly structured and not aligned with the student-centered learning concept of “teach the children, not the subject.” The calls for the reformation of school systems and educational institutes desired to bring about a stronger emphasis on student centered learning paired with greater group collaboration, a broader, more inclusive curriculum, informality among classroom roles, and an extension of learning unto broader physical spaces (A Brief Overview of Progressive Education, 2002; progressive education, n.d.). Several progressive educational theorists have contributed to the development of civic education.

Spearheading much of the progressive educational movement within the United States during the early 1900s, John Dewey had taken note of a decline in community life and in democratic participation. Attributing these developments in part to the educational system’s growing emphasis on vocational trainings and corporate wealth, Dewey began to question the schools systems’ methods of teaching. Pushing for an educational reform, Dewey attempted to overhaul an archaic educational system based on rote facts and teacher passed-down knowledge, instead pushing for an integration of school with greater society. John Dewey argued that the educational system should promote ‘learning beyond

schooling' within its classrooms, meaning educators needed to allow for youth to experience critical pedagogical practices through the inclusion of community and self-investment being aligned with what was being taught in the classroom (Warde, 1960). He proposed that learning processes should be based on the relevant context of real-world experience and problems, with students leading the application of principles, thus practicing democratic ideals as part of the classroom environment and structure (Warde, 1960). Dewey believed the learning process should extend beyond assimilation, and should instead allow for meaningful projects, learning by doing, encouragement of problem solving, and character traits such as critical thinking, unselfishness, helpfulness, and both individual and communal initiative-all of which would benefit social consequences (Warde, 1960). Dewey's attributions to the progressive education movement included several main ideas of child-centered learning, active citizen participation, and democratization of public institutions residing under the over-arching umbrella of progressive classroom reform:

- The conduct of children shall be governed by themselves, according to the social needs of the community
- Teachers will inspire a desire for knowledge, and will serve as guides in the investigations undertaken rather than as task-masters
- Cooperation between school, home, and community to fill needs of the child's development

- Inclusion of interdisciplinary connections through activities such as music, dancing, play, and other extra-curriculars that benefit the child just as wholly as academics (Warde, 1960; Schugurensky & Aguirre, 2002).

In outlining these facets on child-centered education, Dewey supported the need for inclusion within education- inclusion of youth, parents, educators, communities, and greater society. Such partnerships would enable youth to utilize and access vital community resources in examining and creating social change. Dewey noted that the inclusion of all shareholders of the common good is best for participative practices because “the very fact of exclusion from participation is a subtle form of suppression [i.e. oppression]” (Dewey, 1991, p. 218). All shareholders of the common good are equally affected by decisions made within institutions small and large, and should rightly be considered “equally an individual and entitled to equal opportunity of development” (Dewey, 1991, p. 266). This is especially true for children, who are inadvertently one of the most defenseless population groups. Each generation of children is impacted (either positively or negatively) by those older populations who exercise control over them and over the system (Warde, 1960). Social inheritance often influences children’s upbringing and eventual entrance of adulthood. The notion of embedding child-centered learning and democratic experiences within the classroom is rooted in the belief that concrete experience in participation at a young age allow for youth to transfer the expectation to engage in participative behaviors into the political socialization sphere as they reach adulthood (Hess & Torney, 1967). Youth having experienced this progressive form of education, the argument goes, would enter adulthood as better acclimated citizens, able to work cooperatively through democratic ideals, and transform communities and even

society. These concepts are most commonly aligned with the label of “democratic schools” and likened to many of Dewey’s beliefs on the educational system and classroom delivery methods.

In the U.S., an example of democratic schooling is the Sudbury school model, inspired by the pioneering experience of Summerhill in England in the early 20th century. This model calls for an “education in which young people have the freedom to organize their daily activities, and in which there is equality and democratic decision-making among young people and adults”, as is set forth by the Alternative Education Resource Organization’s *Directory of Democratic Education* (Aero, 2014). The Sudbury model began in Framingham, Massachusetts in 1968, with a group of community members, parents, and educators, simply looking to transform existing educational practices (Sadofsky, 2000). Looking to research around child self-development, the educational philosophy behind the Sudbury schools model was born. Unlike traditional public schooling methods of teacher’s leading the instruction and subjecting pupils to institutional norms, Sudbury instead allows for free choice and unstructured learning through student self-selection (Sadofsky, 2000). It would be the norm for one to see students playing basketball, swinging, eating, playing card games, reading in a corner, riding bikes, discussing politics –in essence, whatever students determined to be their activity at school that day. Though oft-dubbed as a chaotic environment by outsiders, Sudbury staff member Mimsy Sadofsky explains that there is in fact, direction and intention to be seen within the chaos, by saying

“It's less chaotic if you're part of it because you realize that people are very aware of everything around them and very aware of the community and they're not just rushing madly off in all directions [...] Each person is not chaotic in their own mind, but they're also not chaotic in their actions. They're playing, they're happy, they're full of fun, they're running around a lot, but it's not wildness at all” (Sadofsky, 2000, para. 72).

Central to the developmental-ready view, Sudbury schools do not push academic learning upon students unless the student shows interest and readiness. Likening the Sudbury school model to higher educational experiences and autonomy, Sadofsky recalls a visitor's account on interacting with a Sudbury student:

Recently, a guest came to the school, and he said, ‘Oh, I knew someone from this school once,’ – this person was a teacher – ‘I tutored him in math. He had graduated from your school and yet he knew very little math and he wanted to take the SAT's. But within six weeks, he had learned everything I had to teach him.’ That speaks to motivation. This child was not interested in learning math until he needed it for the SAT's and when he needed it for the SAT's, he learned it quickly (Sadofsky, 2000, para. 37).

A large portion of the Sudbury school's educational work focuses on the students' ability in making choices, acting with self-control, and experiencing self-governance on issues affecting them. Staff at Sudbury actually undergo elections each year, with students involved in the voting process as equals with the adult staff members (Sadofsky, 2000; Levine, 2007). Democratic processes also include the Judicial Committee's School Meetings, which take place daily at school to address various complaints and rule violations brought forth by both staff and students. The Judicial Committee is comprised

of two entire-school elected students, five students elected within their various age ranges, and a rotating staff member chose on a daily basis (Sadofsky, 2000). Governing much like a court system, the committee meets with the accused in a trial-like setting, giving the accused the option to plead guilty, not guilty, or defend him or herself in regards to the complaint filed. Sadofsky (2000) relents to trials not being very commonplace, and the trials that do take place are often due to a misinterpretation of rules. The Judicial Committee will then issue a consequence, which can range from “‘Warned never to do that again,’ or, ‘You can't go into a certain room for a day,’ or, ‘You have to do the trash an extra time’” (Sadofsky, 2000, para. 66). And truly, democratic processes are at the heart of the students’ educational experiences at Sudbury, with students experiencing a sense of control over their lives and choices to be made, “‘feeling very profoundly that they can influence their lives in any way they want and that they can influence the world’” (Sadofsky, 2000, para. 82).

Summerhill, in Suffolk, England, shares many of the same passion and views on education as Sudbury does. Founded even earlier, in 1921, Summerhill initially acted as a safe space for abused and abandoned children, in response to parental thinking at the time that harsh discipline was the answer in getting children to conform (Summerhill-an Overview, n.d.). Based upon A.S. Neill’s idea of children having innate rights, not to be oppressed by adult authority, Summerhill embraces many of the democratic school ideals: freedom, self-governance, community involvement, and deliberation. The schools’ primary ethos can be summarized as wanting students to engage in experiences and communal practices that best foster the mindset of intrinsically controlled decision-

making, in order to show students that are the masters of their own destinies (Rampton, 2008, para. 4). Current philosophies of Summerhill propose, among other things:

- to provide choices and opportunities that allow children to develop at their own pace and to follow their own interests
- to allow children to be free from compulsory or imposed assessment, allowing them to develop their own goals and sense of achievement
- to allow children to be free to play as much as they like
- to allow children to experience the full range of feelings free from judgment and intervention of an adult
- to allow children to live in a community that supports them and that they are responsible for in which they have the freedom to be themselves, and have the power to change community life, through the democratic process (Seal, 2011).

When first offered to the public, Summerhill's schooling practices created much controversy. Placing decision-making trust in the hands of children challenged existing viewpoints on children having rights and being on an equal playing field with adults-equivalent to the antithesis of the old mantra "children should be seen, not heard" (Stanford, 2008, para. 7). Instead, Summerhill believes that children can decide what content they would like to learn, how and when they are going to learn it, and even if they would like to attend lessons at all. Principal Zoe Readhead, daughter of the school's founder A.S. Neill, explained that "Summerhill lets children take emotional and physical risks. It trusts children to make decisions" (Stanford, 2008, para. 7). More so disconcerting to the public eye, Summerhill is oft seen depicting parents as obstacles to

the development of a child, due to how Summerhill regulates parent and child interaction while the child attends school (Stanford , 2008; Summerhill-an Overview, n.d.). For Summerhill, this practice of separation is justified because “the philosophy of the school is to encourage children to live their own lives, and make their own decisions. The children value their independence and the vast majority prefer parents not to be a part of it” (Summerhill-an Overview, n.d.). The fostering of child independence and positive self-image within Summerhill schools has been noted by the U.K.’s Office for Standards in Education (Ofsted), and a review by the Children's Services and Skills’ reported that “the spiritual, moral, social and cultural development of pupils continues” as it was the “promotion of pupils’ welfare, health and safety” (Summerhill-an Overview, n.d.; Seal, 2011, para. 7-8). In a supportive view of Summerhill’s evaluation, Ofsted only reports one area of improvement: to explore best practices of assessment that are aligned with the school’s philosophy and aims (Seal, 2011). Though the school has established a namesake as one of most progressive educational institutions in the world, many critics continue to scrutinize the way “democratic schooling” has been structured within this educational institution’s space. Though considered to be one of the more extreme models of democratic schooling along the spectrum, and not necessarily in line with many of America’s public school practices, initiatives, or standards, both Summerhill and Sudbury certainly have attributes that can be modified and utilized to instill civic education paragons.

The world-wide growth of pedagogy as a means to reconstruct society can certainly be attributed to the “father” of critical pedagogy: Paulo Freire. Based on the ability to “perceive social, political, and economic oppression and take action against the

oppressive elements of society”, the concept of adopting a progressive form of pedagogy within education has been thoroughly explored by Paulo Freire in Brazil, and has in turn influenced educational systems in terms of democratic thinking, such as Sudbury schools and Summerhill in England (Manning, et. al, 2013, p.116). His work and published text, *The Pedagogy of the Oppressed*, has paved the way for vast research in adult education and literacy, as well as accessible democracy (Freire, 2000). During the 1950’s Freire worked with the illiterate poor in Pernambuco, a northeastern state of Brazil, to provide them with the abilities to read and write- abilities necessary to participate civically and fight low-socio economic oppressions (Facundo, 1984). Because literacy was a requirement for Brazilians to participate electorally, and the illiteracy rate in Brazil had reached 75 percent, Freire recognized a need to develop learning experiences with more opportunities to be civically engaged for Brazil’s people (Schugurensky, 2014). Brazil soon began a transformation in both its social and economic structures, with many then-enlightened Brazilian land workers desiring to move forward with a democratic system (Facundo, 1984). Freire’s heightening campaign in promoting literacy through political awareness and civic participation was seen as necessary to best mobilize its citizens who had long wanted freedom from a previous imperialistic government (Facundo, 1984; Schugurensky, 2014). Freire pushed for the need of Brazil’s people to not only “come together in dialogue”, but also to “act together upon their environment in order to critically reflect upon their reality”, thus leading to social transformation “through further action and critical reflection” (Concepts Used By Freire, 2015). Though Brazil underwent a coup d’état in April 1964, and Freire was jailed by Brazil’s military junta for his

literacy program efforts, these experiences helped Freire to develop his educational approach oriented towards social change.

Demonstrating a need for pedagogy in practicing democratic freedom, Freire believed education to be the utmost act of freedom, and education practiced in the name of freedom must expand existing capacities in order to foster human agency (Giroux, 2010). Applying his educational theory of knowledge focused beyond solely teaching Brazil's marginalized populations to combat literacy, Freire positioned his teaching as both socially and culturally relevant to communities. Freire's teaching emphasized the need to not just read the word, but also to read the world (Concepts Used By Freire, 2015). This context is to be considered especially relevant within the school system and other educational institutions because, as Freire sets forth,

- schools play a role in equalizing opportunities to develop democratic societies
- examinations of social justice and power issues brought to the forefront of classroom instruction can strengthen collective efforts for democratic change to take place
- the connection of education and political participation is best integrated within larger projects focused on social transformation (Giroux, 2010; Schugurensky, 2014).

Engaging Freire's marriage of progressive concepts within educational practice, therein, the possibilities for a democracy can be born (Giroux, 2010). Schools utilizing curriculum as embedded student-centered projects that create examination of unjust societal structures can assist students in reflecting and taking action to transform their

society. Now considered as cornerstones in critically progressive pedagogy, democracy and freedom from oppression have been alluded to in regards to lacking basic civil liberties and economic opportunity, allowing for the recognized need of an involved citizenry to have come to the forefront of education (What is Critical Pedagogy?, n.d.).

A leading theorist of education and curriculum, Michael Apple (1979) has advocated for school systems and educational institutes to be aware of and combat the reproduction of structural inequality. Having been involved in education, both in the school system and through research on educational practices around the world, much of Apple's work focuses on how structures of power are communicated via the form and content of a classroom's curriculum (Apple, 1979; Apple 2001; Michael Apple on Ideology in Curriculum, n.d.). Additionally, Apple's work aligns with the need to critically analyze educative practices by focusing on the elimination of educational inequalities due to factors like social class, race, gender, and sexual orientation. Arguably, the classroom's "hidden curriculum" can reproduce, and even reinforce, societal inequalities and perceptions (Apple, 1979; hidden curriculum, 2014). The examination of learning constructs and how curriculum is used in schools can be a useful tool in the deconstructive process of simply touting authoritarianism- quite the antithesis of progressive education. In an interview, Apple (2001) points to several contemporary themes that have emerged from his analysis of educational and curricular reconstruction:

- Inclusive classes fostering alliances of differing race, class, gender, and sexualities are needed to create progressive transformation in society and education

- Over-reliance on textbooks as curriculum tools creates classroom environments avoiding politically and culturally critical content, and this tends to impact classroom conversations and deliberations
- An educative approach based on Pestalozzi's combination of head, heart, and hand is imperative for all students.

Michael Apple has contributed to the formation of knowledge and interest of critical pedagogy within the U.S. by focusing on the dynamics of hegemony and control over the oppressed as shaping both the educational and social culture of America (What is Critical Pedagogy?, n.d.). Apple calls for more democracy within our schools “if we are to maintain human dignity, equity, freedom, and justice in our social affairs” (Beane and Apple, 2007, chapt. 6, para. 4). Much like Freire's and Dewey's notions of a school's role to empower students as decision-makers, Apple calls for “enabling children and teachers to enter into a dialogue about the curriculum” (Tobbell, 2000). By providing students and educators with critical pedagogical knowledge and experiences, a progressive form of education able to combat cultural power and control can manifest, while better equipping student with the tools necessary to work with others and best meet the social needs of our diversifying communities.

Joel Westheimer's work in democratic education has provided educators and policymakers with a variety of approaches for the instructional delivery of this teaching field. Currently holding the position of University Research Chair in Democracy in Education at Ottawa University. He has spent time in the education field across both the North and South American continents. Throughout numerous articles and publications,

Westheimer has outlined the need for Social Studies content and curriculum to play a larger role in day to day instruction (Ross, 2014). More specifically, Westheimer addresses the need for educators to include the “why” when teaching Social Studies, through a “clear and compelling case that things need changing motivates and informs commitments to participate” (Ross, 2014, p. 362). He cites different democratic education programs that provide data from student interviews in which students express empowerment and awareness after participating in discussions and relating experiences to social injustices, current events, and the Social Studies curriculum (Ross, 2014). Though all the democratic education programs Westheimer has studied demonstrate a commitment to the development of civic learning, these programs exist as freestanding democratic education programs within separate institutions, not as an overall adopted curriculum among schools within a common district or state.

From these differing program demographics, Westheimer has analyzed varying instructional approaches to teaching democratic ideals within the school and classroom, based off his three kinds of citizen framework (Westheimer & Khan, 2004). This framework sets forth three different versions of citizenship: the personally responsible citizen, the participatory citizen, and justice oriented citizen (Westheimer & Khan, 2004). These three models of citizens encompass different ideals on students’ ability to participate within communities:

- Education directed towards the personally responsible citizen focuses on character development to advance the improvement of society. The learning includes community service work experiences, participation in programs that

promote honesty and integrity, and lessons that instill hard work and self-discipline.

- Teaching practices geared towards the participatory citizen focuses on a top down approach to making change, with instruction heavily based on government and institution make-up and inner-workings. The building of relationships, trust, and commitments are expressed as integral to the capacity to create change in leadership roles.
- The most important point in teaching for the justice oriented citizen is to promote questioning -to question social and political constructs, established systems of injustice, and the root cause of society's ills. Through the analysis of relationships among all these questions, an understanding can be fostered to develop skills and collective efforts in improving society (Westheimer & Khan, 2004).

Each of these models of citizen education approaches highlight a necessary facet in teaching democratic ideals. Westheimer and Kahn (2004) prescribe an inclusion of all three types of citizen fostering. By promoting personal responsibility within the classroom through the installment of character values, embedding opportunities for participation within the school and surrounding communities, and creating a space for the exploration and redress of social injustices, educators can foster the students' knowledge, abilities, and awareness needed to impact social change through learned and experienced democratic practices.

Author of *Becoming Political: Comparative Perspectives on Citizen Education* and other publications regarding civic education, Carole Hahn has conducted multiple comparative studies on how democratic values and attitudes are formed during childhood. Many of her studies incorporate international perspectives on democracy and citizenship education, including the Civic Education Study conducted with the International Association for the Evaluation of Educational Achievement (IEA), in which Carole Hahn served as the United States National Research Coordinator (Emory University, 2014). Carole Hahn has always shown an interest in promoting a revival of Social Studies education, and while serving as the President for the National Council for the Social Studies in the mid-1980s, pushed for a stronger emphasis on preparing students to be citizens of a global society (Zajda, 2010).

Carole Hahn's book, *Becoming Political: Comparative Perspectives on Citizen Education*, reports on a study that used qualitative data from fifty schools and their students in five countries, focusing on how each country and subsequent schools delivered civics education instruction, how the students developed political views, how such instruction impacted school climate and the inclusion of freely expressing diverse views, and how both macro and micro public policy affected civics education (Hahn, 1998). The study included schools from England, Denmark, Germany, the Netherlands, and the United States. Though diverse in democratic history, governmental proceedings, and educational institutions, the study analyzed how the five countries deliver democratic education and foster youth political socialization. Hahn's (1998) findings revealed several underlying themes in how classroom climates and instruction can encourage participatory behaviors and democratic ideals:

- Classrooms that dedicated time to exploring politics, government, and current events had more students who displayed trust in their government and elected officials, wherein students who had not been provided the opportunity to explore such topics were more likely to express disdain with politicians and the governmental system as a whole
- When teachers provided a safe space in the classroom to discuss controversial public policy issues, students felt more comfortable in expressing their differing views and exhibited both political policy efficacy and civility during such discourse
- Teachers who would take on the role of facilitator during classroom instruction had students more wholly engaged in the classroom's activities, participating in a simulative exercise, working collaboratively on small group projects, and organizing information necessary to analyze a topic of student interest, among other examples.

The findings from Hahn's study revealed that successful programs adhere to many of the same core instructional principles that appear in Dewey's progressive democratic education philosophical approach. The preparing of students to enter our democratic society is an integral role of both schools and teachers. Just like fine tuning any skill, knowledge and practice of a skill set must be developed over time, thus students can only learn "the theory of democracy by experiencing it in practice" (Hahn, 1998, pp. 245). Hahn has established several core attributes needing to be embraced within classroom construction of civic learning, providing educators a starting point in how to best teach

students through civic learning contexts and integrate democratic ideals within student learning.

Recognized as a life-long researcher in the measurement of civic knowledge and attitude development within youth, Judith Torney-Purta, has published an extensive amount of literature on the topic since 1962. Her research and collected data span both the United States and the globe, with one of her more prominent studies taking place across four regions within the U.S. among 12,000 elementary school students that examined how political attitudes form in children. Torney-Purta also worked with Carole Hahn on the International Association for the Evaluation of Educational Achievement (IEA)'s first Civic Education Study during the 1970s (Homana, 2008). In the early 2000s, Torney-Purta was involved in IEA's second Civic Education Study, which was much more globally expansive, collecting data from over 140,000 youth in twenty-nine countries (Homana, 2008).

Judith Torney-Purta has conducted many studies on civic education, but at some point she realized that when dealing with educational initiatives, the inclusion of educational policy is imperative. In 2004, Torney-Purta partnered with then-Project Manager of the National Center for Learning and Leadership (NCLC), Susan Vermeer, to conduct research on facets of effective citizenship education such as civic knowledge, skills, and political attitudes, for policymakers and educational leaders. That report, titled *Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators*, not only revealed many positive effects of incorporating civic learning within K12 classrooms, but also provided

suggestions for policymakers and educational leaders on how to best appeal civic learning unto state policy as well (Torney-Purta and Vermeer, 2004). Torney-Purta and Vermeer explored the existing Social Studies standards among states, and examined whether these standards support, or do not support, civic learning within K12 classrooms. They also looked to the development of students' civic knowledge, skills, and disposition on how to best scaffold civic learning through the various grade levels. Published through the Education Commission of the States, an educational policy watchdog and academic research collaborator, the suggestions made within the report on how to best implement civic learning within the K12 classroom include:

- Placing emphasis on experimental, developmentally appropriate, issue- and student- centered learning
- Connecting the classroom unto the entire school and greater community, with caring adults being accessible for students
- Allowing for students to share different opinions and viewpoints, without expecting a correct answer or outcome for every situation
- Emphasizing a broad scope of benchmarking and assessment as acceptable means to measure students' knowledge, skills, and motivations in civic learning (Torney-Purta and Vermeer, 2004).

The suggestions made in *Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators* align with many of the underlying themes that have begun to support the need for greater inclusion of civic learning within classrooms through teaching with the three strands of

civic competency in mind: knowledge, skills, and attitude (Torney-Purta and Vermeer, 2004). Civic knowledge, the understanding of the structure and mechanics of government in both the contemporary and historical aspects, is at the heart of civic learning. How can a student engage in class discussion and activities without having the core knowledge base needed in history, government, democracy, and law? Beyond the knowledge base, civic skills are explored and fine-tuned through classroom and community experiences such as research, data mining, simulations, and volunteerism. The skills learned through these experiences allow students to develop a better understanding of governmental proceedings, while being able to experience responsibilities in collaborative and leadership roles. A disposition of being politically engaged is acquired and practiced through the culmination of various civic experiences both in and out of the classroom. Furthermore, allowing students to engage with a community issue, political leader, or state initiative lends to students feeling the motivation to further engage in their communities.

The research stemming from the many experts in the field of civic learning and citizenship education seems to align and support many of the same underlying pedagogies on educational practice. Learning is all-inclusive, yet instruction is broad-based in delivery methods. Not only are students and educators integral in the process of civic learning, parents and the surrounding community are as well, since these related experiences complement the classroom learning. Assessment options must be accessible in various forms, not just multiple-choice test items with rote fact regurgitation. When taking into account the various viewpoints and findings from these research leaders in democratic schooling and civic learning, they seemingly align with early progressive

education ideals. In order to uphold democratic standards, citizens must be actively involved in the social, economic, and political decisions affecting their daily lives (A Brief Overview of Progressive Education, 2002). Schools are effective agencies to share such convictions, and instill both a respect for diversity, yet also socially engaged practices, albeit some may be critical in nature (A Brief Overview of Progressive Education, 2002). Overall, the progressive education literature on this topic tends to agree that civic learning experience should be built upon ideas of student-centered learning, active participation, and collaboration among communities and educational institutions.

The Case for a Progressive Civic Education

The established ideas of progressive education fall in line with bestowing the democratic principles upheld within U. S. society unto the classroom's community and school's climate. Schools and educational institutions represent the social center of community participation and allow for students to begin early adoption and practice of democratic ideals of public participation, voting, citizen decision making, inclusion, and fundamental rights in opportunities provided through the curriculum, student engagement, and self-inquiry (Warde, 1960). Often referred to as educating the whole child in the education world, practices such as these position schooling as being more than just about academics or measurable proficiencies (Stuckart and Glanz, 2010). Instead, students "learn" to be good people, with a perception of interdependence lending itself to embracing diversity and deeper understandings, as well as critical thought processes concerning issues, problems, and questions they may encounter (Kohn, 2008). According to Freire, these forms of pedagogy are not just a teaching method to be

imposed upon all students, but in actuality represent both political and moral real world interventions aimed to provide the knowledge, skills and social relations to better enable students to explore and evaluate what it means to be critically engaged citizens (Giroux, 2010). Such experiences within the school system and educational institutions can assist children with forming the ideals of democracy whilst experiencing the benefits of civic education pedagogy.

When schools engage students with civic learning, beginning in even elementary school, while providing a focus on the students' own civic responsibilities, these efforts are directly tied to a student's tendency to drop out of high school, as well the propensity to be civically engaged as adults (Gould, 2011). Some studies have shown in recent years that the knowledge gained through courses during middle and high school in civics, history, economics, the law, and geography increases a student's confidence and ability in participating in civic activities. Students who complete a year of American government or civics are 3 to 6 percentage points more likely to vote than peers without such a course, and 7 to 11 percentage points more likely to vote than peers who do not discuss politics at home (Gould, 2011). But waiting until high school to devote such time and experiences in civic learning and engagement may not offer students long term benefits. Allowing for these courses to remain near the end of the students' time within the school system is both too little and too late, and the opportunity to engage in these experiences is not available for the large number of students who drop out before their senior year. Arguably, these students are also in the greatest need of engaging in civic learning activities.

Instead, schools must work to embed “teaching and experience (as) direct and specific”, in that from the earliest years spent in the school system and educational institutions and beyond, “a child’s attitudes, involvement, and behavior are seen as an accumulation of the specific and direct learning which has taken place” (Hess and Torney, 1967). Activities and curriculum throughout all years of schooling must provide opportunities to both learn and engage civically. As Levine (2013:125) observes,

“first students should learn about great, perennial ideals and concepts such as those presented in the Declaration of Independence, the Constitution, and the Gettysburg Address [...] (being sure) those foundational concepts, however, (are) connected to practical, current, real world issues. Second, education for citizenship should be at least partly experiential. [...] giving them opportunity to debate, conduct research, experiment, or create”.

Similar to Dewey’s proposal, much of the comparative analysis between traditional schooling methods and progressive schooling methods beg to incorporate democratic ideals through civic education in order to shift traditional practices unto more progressive ones. As derived from *Independent Schools*, the magazine of the National Association of Independent Schools (Peters, 2012), *Figure 3* outlines a comparative analysis of Traditional versus Progressive educative practices, with the inclusion of technology within the learning process. These factors of progressive education embrace many of the same qualities of a civically participative educational experience as set forth by Dewey (Warde, 1960), Freire (Giroux, 2010), Apple (2001), and Hahn (1998). According to these practices, many of the learning processes are dependent upon the actors, in this case

the students, parents, teachers, and surrounding greater community. Without all of these actors involved with the learning process centric to students, the concept of integrating democratic education and civic engagement ideals would be moot.

Traditional Educative Practices	Progressive Educative Practices
Teaching disciplines are viewed as separate and free-standing	Teaching disciplines are interwoven for students to make connections
Knowledge is constructed through factual accumulation with worksheets and lectures	Knowledge is constructed through students engaging in play, experience, and social interaction
Students play a passive role in participating, problem solving, and planning	Students play an active role in participating, problem solving, and planning
Decision making is reserved for administration only	Decision-making is shared amongst various shareholders
Teachers act as the source of information, regulating student learning and thought processes	Teachers act as facilitators, guiding student learning and thought processes
Parents serve inactive roles and are viewed as outsiders	Parents serve active roles by supporting students and acting as a resource
The greater community is not considered as part of the classroom or school	The greater community is viewed and utilized as an extension of the classroom and school
Technology is missing or under-utilized within all learning	Technology is integrated within all learning

Figure 3: Traditional versus Progressive educative practices

Source: derived from the National Association of Independent Schools, 2012.

Consistent with the literature presented by early and modern progressive educators, it has been found that the creation of social connectedness throughout a school's community and climate from the earliest of grades will lead to students feeling

greater acceptance, empowerment, and tolerance (Soule & Nairne, 2006). Therefore, a school's "community" must extend unto the parent population and greater community members as well, creating further space for inclusive ideas, experiences, and viewpoints. In Arizona's Study of Civic Education, 88 percent of the middle school students surveyed identified parents as having the greatest influence on the civic skills, while 72 percent concurrently identified educators as having strong influence on their ability to participate civically (Hass, 2009). Those same students indicated a strong parental influence in regards to political participation in deliberation and voting, with 52 percent of students whom regularly engaged in political discussion with their parents and 46 percent of students whose parents regularly voted in elections feeling as though they can make a difference in their communities (Hass, 2009). Subsequently, direct correlations have been noted between students' knowledge and confidence within the American democratic system and the belief that the students' own schools are communities in which equality and tolerance are embraced virtues (Hess & Torney, 1967). From there, the presence of these school-wide positive relationships, and coinciding community engagement activities will in turn, neutralize or assist students in overcoming consequences and the concurrent additional negative aspects that result from engaging in risky behaviors during the later years of adolescence (Gimpel & Lay, 2006). By providing opportunities for civic engagement within and beyond the school, civic education can help young people transform ideas of themselves, their own communities, and even the wider lens of society.

Results of Civic Learning Assessment in Schools Now

Though the literature sets forth a strong argument for the inclusion of a civic curriculum and opportunities for student civic engagement experiences within a democratic setting among all grade levels, as well as statistical data supporting schools' rise in graduation rate alongside a strong student civic participation, when examining the nation's current civic trends within schools, we must wonder where we have gone wrong. Pressing concerns include less than a one-fifth of our nation's high school seniors could explain how citizen participation benefits overall democracy, students considered to be living at the poverty level are twice as likely as their more affluent counterparts to score below proficient on national civics assessments, and American schools are currently providing far fewer and lesser quality civic learning opportunities for minority and low income students (Gould, 2011). According to results reported from the 2010 National Assessment of Educational Progress (NAEP), among the students examined for the report, one thousand American students in the twelfth grade from 460 schools averaged a score of less than 50 percent on their national civics exam, which tests basic knowledge of American government and history (Nicholson, 2011). Further considering data from the same national assessment in civics, two-thirds of these same students scored below proficient with fewer than one in five high school seniors able to explain how citizen participation benefits the notion of democracy (National Assessment of Educational Progress, 2010; Gould, 2011). Interestingly, of the twelfth graders who took the NAEP civics exam, only 13 percent of students whose parents graduated from only high school passed with scores at or above proficient, but one third of students whose parents held a

college degree scored at that level (Burgoyne-Allen, 2015). Furthermore, 32 percent of White students passed at or above proficient, but only 13 percent of Latino students and 8 percent of African American students performed the same (Burgoyne-Allen, 2015). On the middle school version of the test, less than one-third of eighth graders could identify the historical purpose of the Declaration of Independence, and less than one half of eighth graders tested knew the purpose of the Bill of Rights (National Assessment of Educational Progress, 2010; Gould, 2011). In the 2014 version of the National Assessment of Educational Progress (NAEP) Report, a mere 23 percent of eighth graders scored at or above proficiency in civics, and an only 18 percent scored at or above proficiency in American History (Statement of the Campaign for the Civic Mission of Schools on release of the ‘Nation’s Report Card 2014: History, Geography and Civics’, 2015). These results disparagingly indicate our students have not only shown a flat lining of civic knowledge, but also a decrease in scores among some student demographic groups continues to exist. The NAEP Report also indicated of those eighth grade students having taken the 2014 NAEP in civics, African American students displayed scores of 27 points lower than their white peers, with only 9 percent of African American students scoring at or above proficient (a 1 percent increase since 2010). Hispanic students scored 23 points lower than Asian-Pacific Islander and White students on the civics test, with 12 percent scoring at or above proficient (a 1 percent decrease from the 2010 results). Socioeconomic and educational advantage showed disparities within the 2014 NAEP results again as well, with only 10 percent of students whose parents graduated from high school, and did not attend college, scoring at or above proficient (Burgoyne-Allen, 2015). Of those same test results, over a third of eighth graders whose parents did graduate from

college with a degree performed at or above proficient on the civic exam (Burgoyne-Allen, 2015). Similar to the 2010 NAEP results, a lack of emphasis on current issues and the importance of citizens' role within their government and communities can be seen as a heightening decrease within classroom instruction, and even more so among low income, minority students.

Most reports on civic *disengagement* among school children focus mainly on the civic content taught in the classroom, often paying exclusive attention to the subject area of Social Studies. The actual *engagement* piece within civic engagement seems to have been forgotten. No longer do the rote, dry facts of history or analysis of the structure of our government solely emphasize to our students how they, as citizens, can and must participate in civic life (Gould, 2011). Not embedding civic engagement alongside civic learning as an interdisciplinary way of learning amongst all subject areas across the curriculum spectrum, can create a disconnection between school curriculum and civic engagement practice later in life. The current trends of lessened citizen participation and dismal scores on educational civics assessments largely exemplifies the problem with civic learning taking place within the classroom, in which “the citizen’s right to participate in government is not emphasized in the school curriculum” (Hess & Torney, 1967, p. 110).

Where to Begin

The most common, and arguably effective, place to reach our younger generations in fostering knowledge and involvement in civic engagement is within the school system and other educational institutions. In institutions which students receive high-quality

civic learning (not as an elective or superficial class requirement for graduation), the students are more likely than other comparative populations to understand public issues, approach communal issues through political and community engagement, as well as participate in civic activities (Gould, 2011). During early learning processes and experiences taking place within schools, “Children begin to accept ideals about how the system should operate. [...] ideals about government frequently result from a transfer of more general behavior standards, which the child has already applied to himself, onto the political system” (Hess & Torney, 1967, pp. 13). Upon the release of the Annenberg Public Policy Center’s survey findings reporting that nearly a third of the roughly 1,400 adults lack the foundational knowledge of how our government works, Director Kathleen Hall Jamieson proposed the need for more and better civics education (Rozansky, 2014). Thus, in order to address the heightening civic shortfalls within our nation, and in particular the state of Arizona, should the school system and educational institutions ensure that civic learning and engagement opportunities are included within schools’ curriculum, and be considered as a core subject, alongside the other core subjects such as math, science, and English?

The state of Arizona serves over one million youth in its public schools system; therein resides a large number of constituents that can be reached in terms of civic learning and engagement (Keaton, 2014). The point of access to these youth through the educational school system and similar institutions, however, cannot be considered useful when many students within the state of Arizona drop out before and during high school. According to the National Center for Education Statistics’ provisional study Public School Graduates and Dropouts from the Common Core of Data: School Year 2009–10,

across the United States, a total of 514,238 public school students dropped out of grades 9 through 12, with the report further specifying Arizona in particular having the highest percentage of dropouts at 7.8 percent (Sable & Stillwell, 2013). This amount equates to roughly 25 percent of Arizona students not graduating from high school with their class (Arizona Department of Education, 2013). Already, among all Arizona youth, 15 percent leave school without a HS diploma, and those numbers are double for Latino youth who account for 47 percent of the state's 18 and younger population (Beaty, 2013). Looking ahead, the number of Arizona adults with less than a high school education could rise from around 524,000 in 2010 to nearly 858,000 in 2030 (Hart & Hager, 2012). The vast majorities of these young adults identify as Latino, with numbers reaching upwards of 670,000 or 78 percent unable to attain a high school education (Hart & Hager, 2012). As can be seen in youth-at-risk trends within the Arizona Youth Survey (Hart & Hager, 2012), academic failure and disengagement with school can lead to other detrimental life choices that can further youth's life trajectory unto other undesirable behaviors. These young people will likely suffer financial consequences, but the state of Arizona will suffer much more: youth who engage in more than just a few risk-related behaviors will unfortunately exhibit more non-participatory behaviors in communities and networks as adults (Gimpel & Lay, 2006). Arizona seems to currently be at a crossroads in how to best provide a high quality civic learning curriculum and experience in order to bring a reform unto the education system, address the state's high dropout rate, and close the disparate educational achievement and attainment gap.

Per current civic engagement research by Arnstein (1969), Erlich (2000), and Schugurensky (2002), among others, K-12 civic programs must juxtapose the community

involvement aspect with the historical and current democratic framework in order to teach and promote civic engagement among students, not just provide students with civic content learning via textbooks, readings, and multimedia resources (Warde, 1960). According to Boyle-Baise and Zevin (2009), the delivery of social studies as civics education should be developmental, constructive, and inquiry-driven. Embedding civic experiences to deliberate, discover, and determine on students' own accord, under the provisional democratic ideals framework provided during civic content learning, will actually allow for students to experience and view themselves as active agents in their communities and able to impact social change. Utilizing an approach of "learning by doing" helps students orientate themselves as involved citizens in relation to fundamental democratic ideals and active community roles (Boyle-Baise and Zevin, 2009). Such opportunities to actualize both a student's individual goals alongside community goals can allow for the elimination of risky behaviors among adolescents and promote in them the ability to contribute to high-quality individual and community life (Lerner, 2004). In fact, 81 percent of high school dropouts said they would have been less likely to drop out, had they been provided more opportunities of experiential learning within the classroom setting (Gould, 2011). When teachers and educators allow for students to independently "weigh evidence, consider competing views, form an opinion, articulate that opinion, and respond to those who disagree", students are better prepared to engage civically, and civilly, throughout their lives (Hess and McAvoy, 2015, p. 5; Gould, 2011). The mastering of abilities to talk across political and ideological differences helps students to create both an inclusive school climate and an informed citizenry (Hess & McAvoy, 2015).

Ultimately, current educational research and pedagogy concerning civic engagement points to the learning not just taking place solely within the walls of a classroom. Educators are also vital in fostering student participation within various extracurricular groups and activities, wherein the learning taking place requires “student leadership and management, students’ voice in the governance of schools, community service [...] and simulations of adult roles” (Levine, 2013, p. 136). Youth who participate in community oriented activities outside the classroom, experience skills which impact other aspects of their life and provide opportunities to weigh the impact of and make their own decisions. Allowing for students to experience the rights and responsibilities of citizenry through leadership roles both in and out of the classroom is imperative in helping them to understand the need for both a “morally committed” and “behaviorally engaged” civil society (Lerner, 2004). Furthermore, Levine (2013) contends for the need of schooling itself to be democratic, and schools must embody political equality paired with free and empowered deliberation if students are to truly engage with their civic studies. When viewing themselves as agents of social change, students often benefit through a healthy adolescent development and our society benefits through positive citizen enhancement (Lerner, 2004). Now may be a crucial time to provide our growing generations of young people not only the historical constructs of civic knowledge, but youth also require the abilities and skills necessary to participate in their communities while adhering to democratic ideals. The question is now how to best approach and integrate the necessary practices to foster civic knowledge, skills, and dispositions among Arizona’s K-12 students today?

Summary

A progressive pedagogical approach to teaching civic engagement education seems as though it would serve Arizona's school systems and educational institutions well, so long as students are considered to be active, critical subjects able to participate in their communities through collective decision-making and impact social change.

Allowing for students to take on more control within the classroom setting provides construct for students to adopt their own mindset of ownership and initiative to work with others in attempt to solve both academic and social problems, with the teacher acting as facilitator (Schugurensky & Aguirre, 2002; Seal, 2011; Soule & Nairne, 2006; Warde, 1960). The fostering and classroom inclusion of democratic practices leads to the sense of communal autonomy, and in turn, lends a hand in the creation of students' own empowerment (Ledwith & Springett, 2010; Seal, 2011; Warde 1960). A sense of experienced empowerment is closely connected to the critical learning process, impressing upon learners a thought process beyond individualism, but rather a necessary collectivism- a mindset necessary in order to further social change initiatives (Apple, 2001; Ledwith & Springett, 2010; Schugurensky, 2014). The marriage of democratic education and progressive pedagogy embraces the notion that perhaps the most centrally important task of educators is to ensure that the students' classroom experiences lend themselves to the development of a more socially just world, one in which social and community values function as part of a broader democratic society (Apple, 2001; Giroux, 2010). By educators embracing democratic practices within the classroom setting, as progressive education pedagogues, the shift in power within school

systems and educational institutions can be both liberating and stimulating for all involved, but better yet, social change can take place when considering civic engagement education as a necessary critical practice.

4 ARIZONA'S EXCELLENCE IN CIVIC ENGAGEMENT PROGRAM

History of the Excellence in Civic Engagement Program

With the experience of working with the Arizona Department of Education as an intern with the Excellence in Civic Engagement Program, I was able to glean further background knowledge about the program through various conversations with my supervisor John Balentine, colleagues, and program reports. After witnessing firsthand the decreasing engagement with student civic knowledge and skills as a high school teacher, and also reading about the national decline in civic learning within the Guardian of Democracy: The Civic Mission of Schools Report, John Balentine, by that time an Arizona Department of Education employee, began to conceptualize how to best address the civic shortfalls Arizona was facing. John went on to research what other states, mainly California and Illinois, were doing to enhance civic learning within their school systems. Both California and Illinois have been front runners in recognizing the need for K-12 educational institutes to implement civic learning opportunities within classrooms. California's Power of Democracy initiative was established by Supreme Court Chief Justice Tani Cantil-Sakauye and funded through the California Bar Foundation as a means to call upon educators, policy makers, and those involved in the economy to revitalize how civics were being taught in California schools. In partnership with California's State Superintendent of Public Instruction, Tom Torlakson, the Power of

Democracy's committee formed the California Task Force on K-12 Civic Learning and began to investigate civic learning's best practices, through assessment within California's classrooms and research-based measurements of how civic learning was being addressed (Power of Democracy, n.d.). Once the Task Force compiled their findings, the report titled *Revitalizing K-12 Civic Learning in California: A Blueprint for Action* was adopted for state-wide civic education implementation for the 2014-2015 academic year (Power of Democracy, n.d.). Illinois, in accordance with funding from the McCormick Foundation, has invested in several overarching collaborations, including the Constitutional Rights Foundation of Chicago, the Illinois Civic Mission Coalition, and Illinois Democracy Schools, in order to "restore a core purpose of education to prepare America's youngest citizens to be informed and active participants in our democracy" (Illinois Democracy Schools, n.d.). Similar to California, Illinois' various interest groups convened in establishing the Illinois Task Force on Civic Education, resulting in their state's Civic Education Report being released in May of 2014 (Illinois Democracy Schools, n.d.). The report outlined several specific recommendations that include: requiring civic education credits for high school graduation, revising the state's social standards to better reflect civic education, requiring service learning projects in both junior and high schools, aligning certification requirements for pre-service teachers to include civic education delivery, providing professional development for educators in civic education, involving students within election processes, and extending the task force to further gather public input to be presented at public hearings (Illinois Democracy Schools, n.d.). Both California and Illinois provided research based recommendations and

program implementation guidance for John to be able to reference when creating Arizona’s own civic education program.

Conceptual framework of ECEP

After consolidating and considering other state’s programs and initiatives in furthering K-12 civic education, John presented the idea of implementing a statewide civic learning recognition and support program for Arizona’s schools to then-State Superintendent, Mr. John Huppenthal, and the Department of Education’s Public Information Officer, Mr. Andy Lefevre on January 10, 2012. With their dual support, John began to formulate ideas on how to best construct such a program. The establishing of a committee and partnerships with various community partners, such as Arizona Foundation for Legal Services and Education, iCivics, and Citizenship Counts, took place

1	Provide instruction in civics, government, history, law, democracy, economics, and geography
2	Incorporate discussion of current, local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives
3	Design and implement Service Learning programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction
4	Offer extracurricular activities that provide opportunities for young people to get involved in their schools and communities
5	Encourage student participation in school governance
6	Encourage students' participation in simulations of democratic processes and procedures

Figure 4: Six Proven Practices of Civic Learning

Source: Guardian of Democracy: The Civic Mission of Schools Report, 2011.

before the summer of 2012. With many tasks at hand, the committee, partners and Arizona Department of Education (ADE) worked to review the Guardian of Democracy: The Civic Mission of Schools Report's Six Proven Practices, which provide a framework for "the most effective and comprehensive approach to ensuring all students receive the civic knowledge and skills necessary for informed and engaged citizenship" (see *Figure 4*). Nicknamed "Guardians of Democracy" by the Campaign for the Civic Mission of Schools, this report reveals educational institutions and school systems are expected to be responsible for promoting civic knowledge, skills, and dispositions (2011). In partnership with various other civic and research organizations, such as the Center for Information and Research on Civic Learning and Engagement (CIRCLE), the Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania, and the National Conference on Citizenship, the Campaign for the Civic Mission of Schools derives its recommendations from research based practices and outcomes. The Department of Education agreed to adopt the same Proven Practices as those set forth by the Guardian of Democracy: The Civic Mission of Schools Report; thus, these practices became the pillars of measure for Arizona's future civic education program.

Reviews were also conducted on California's Civic Learning Awards program and Illinois's Democracy Schools recognition program, as both programs are dedicated to providing students within the school systems and educational institutions the knowledge, skills, and qualities necessary to engage as a 21st century citizen (Civic Learning Awards, n.d.; Illinois Democracy Schools, n.d.). Soon, the concept of ADE's Excellence

in Civic Engagement Program began to take shape with a vision of “Preparing all Arizona students to participate as active and responsible citizens” and a mission to “Support and recognize Arizona schools that promote an environment and culture in which students are made aware of; provided opportunities for; and equipped with the tools of civic learning, engagement and appreciation of democratic processes, liberties, and responsibilities” (Excellence in Civic Engagement). The construct of the program in regards to a timeline of schools’ participation is demonstrated in *Figure 5*.

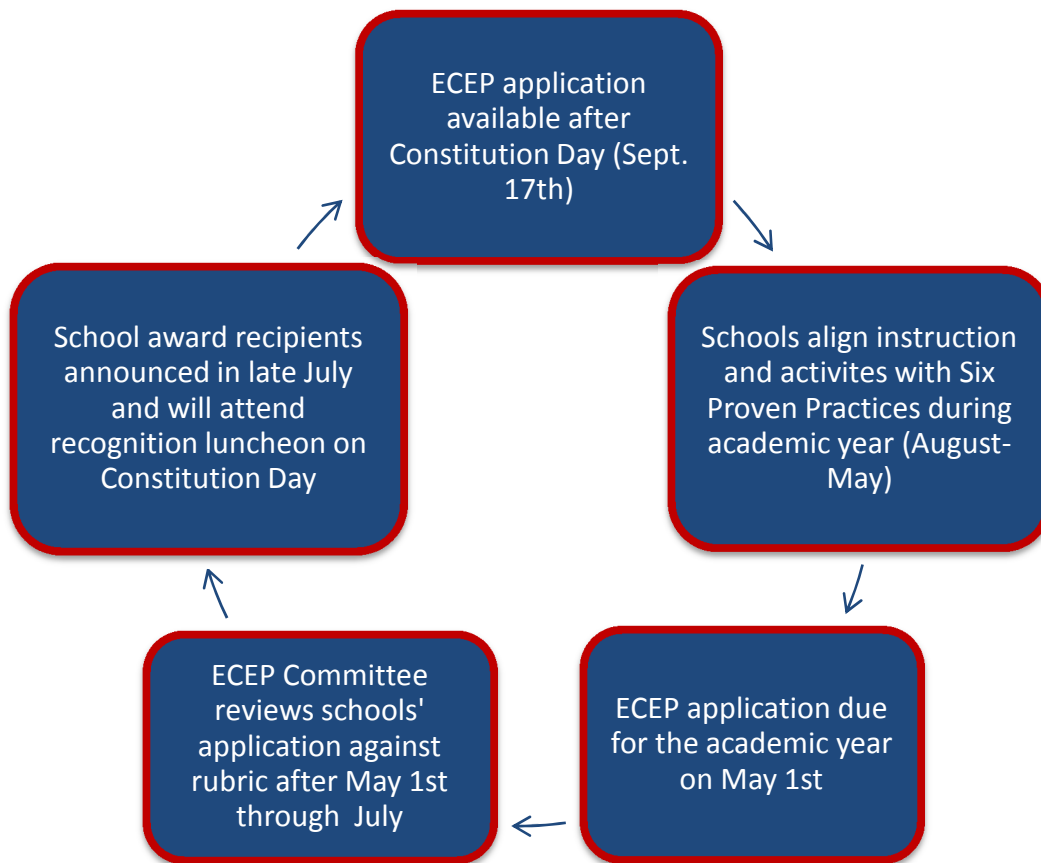


Figure 5: Timeline of Schools’ Participation in the Excellence of Civic Engagement Program

Implementation of ECEP

By mid-summer, John and those serving on the committee with the Excellence in Civic Engagement Program (ECEP), began to generate professional development opportunities for educators, awardee guidelines, the application template, and efforts for expanded in-kind community partnerships. When late summer hit, the application was ready to roll out to schools, the ECEP website was up and fully functional, and a logo had been instituted as the program's trademark (See Appendix B for application). On September 13, 2012, then-School Superintendent Huppenthal announced the launch of Arizona Department of Education's Excellence in Civic Engagement Program with saying, "The [program] is designed to support the efforts of our schools in promoting civic learning, and to ensure that each generation sustain and strengthen the values that define the United States of America" (Huppenthal , 2012). Shortly thereafter, John Balentine presented the program's details at four meetings: the ADE's Principal Institute on September 20th, the Speak Out Arizona's meeting on October 8th, the Arizona Summit for Volunteerism and Service-Learning on October 26th, and the Arizona Council for the Social Studies annual conference on October 27th.

Throughout the remaining academic year, John and the committee worked to market the program to schools across the state of Arizona, even partnering with Justice Sandra Day O'Connor's iCivics initiative, an online platform of game-centric curriculum which allows students to digitally take on different civic roles within society and allow for agency to address real-world problems and issues. Both physical and electronic mailings promoting ECEP went out to over 2,000 school sites and educational institutions. As the application deadline of the application for schools approached, John

and the ECEP committee worked to establish a rubric by which to assess the schools' provided information in accordance to the Six Proven Practices (See Appendix C for program application rubric). When the May 1st, 2013 application deadline arrived, twenty-eight schools from across the state of Arizona had submitted their applications. Eighteen of these schools were located in the greater Phoenix, Maricopa County area, while ten of these schools were located outside that area, scattered across the northern and southern regions of the state.

After two months during the summer of 2013 spent pouring over the applications submitted by these twenty-eight schools, and scoring them according to the Six Proven Practices and established rubric, John and the committee were ready to notify schools of the level of participation status. All schools received feedback on their submitted applications, but twenty schools from around the state were declared 2012-2013 Arizona Excellence in Civic Engagement School(s). The Excellence in Civic Engagement Program's award designation outlines three tiers of recognition: School of Merit, School of Distinction, and School of Excellence, though for the 2012-2013 ECEP recognition year, there were no schools recognized as Schools of Excellence, only Schools of Merit and Distinction. On September 17th, 2013, U.S. Constitution Day, the first Arizona Civic Engagement School Recognition Ceremony was held to award those twenty schools whom earned the titles of either School of Merit or School of Distinction, as seen *Figure 6*. The twenty awarded schools received a school banner with their designation, a professional framed certificate, media releases on the ADE's website and newsletter, as well as a provided lunch with various guest speakers like Arizona Chief Justice Berch

and Dylan Dalzotto with the Joe Foss Institute, and Justice O'Connor delivering a congratulations via a video message.

Interestingly, but not established as a direct result of participating in the ECEP, of the twenty schools recognized for their quality of civic learning implementation during the 2012-2013 academic year, twelve schools performed better on their overall composite score within the state of Arizona's A-F Letter Grade Accountability System from the previous 2011-2012 academic year, with an overall average increase of 10.42 points (See Appendix D). Of the remaining eight schools, one school received the same composite score, and the other seven schools showed a slight decrease, with the average dichotomy from the previous year's composite score only about 5.57 points less (See Appendix D). The composite score of a school is determined through several measures to represent the school's overall academic achievement. The primary component, however, is the percentage of students at that school passing the Arizona Instrument to Measure Standards (AIMS) standardized test in grades third through eighth and in high school. Of greater interest is the fact that the AIMS standardized test does not include a component of Social Studies to be tested, including anything civics related.

Following the Excellence in Civic Engagement Program's first year of success, John Balentine and the program's committee continued to invest time in collaborating and networking with civic partners, revising the application to best capture schools' best practices and implementation of civic learning, as well as continuing to present the program at various state conferences, meetings, and events. The ECEP website also became a tool of support for educators, with exemplary applications being highlighted, professional development opportunities advertised, and research and resource links,

Schools of Merit

School	District
Boulder Creek High School	Deer Valley Unified School District
Cienega High School	Vail School District
Globe High School	Globe Unified School District
Hamilton High School	Chandler Unified School District
Higley High School	Higley Unified School District
Imagine Prep (Surprise)	Public Charter
Mountain View High School	Mesa Public Schools
New School for the Arts and Academics	Public Charter
South Mountain High School	Phoenix Union High School District
Tanque Verde High School	Tanque Verde Unified School
District	

Schools of Distinction

School	District
Arizona School for the Arts	Public Charter
Apollo High School	Glendale Union High School District
Carden of Tucson	Public Charter
Challenge Charter School	Public Charter
Dobson High School	Mesa Public Schools
Mesa High School	Mesa Public Schools
Red Mountain High School	Mesa Public Schools
Senita Valley Elementary School	Vail School District
Skyline High School	Mesa Public Schools
Westwood High School	Mesa Public Schools

Figure 6: Arizona Excellence in Civic Engagement Program Award Recipients 2012-2013

such as Junior State of America, We the People, Project Citizen, Kids Voting, Street Law, National Archives and Records, Youth Service America, Mock Trial, and Citizenship Counts, being made available to educators in their pursuit of instilling strong democratic practices both within their classrooms and the learning processes of their students. The interest and demand for these resources and the like prompted John and the

Arizona Department of Education, in collaboration with civic partners, to plan and hold a Civic Learning Conference for educators to attend and learn not only about the ECEP, but also to acquire the knowledge and skills necessary to embed civic learning within their day to day lessons and activities.

Thus, the first annual Civic Learning Conference took place on April 25th, 2014 at the Black Canyon Conference Center. Just over one hundred educators from around the state of Arizona attended this conference. Besides the usual break-out sessions made available to conference attendees, the Civic Learning Conference also featured a live Naturalization Ceremony with the State Department, as well as keynote speaker being Gerda Weissman Klein, a WWII Holocaust survivor, Presidential Medal of Freedom awardee, writer, and human rights activist. Overall, the conference was informative, effective, and helpful in educating educators in attendance on the importance of civic learning. In a post-survey conducted by the Arizona Department of Education, the first annual Civic Learning Conference received an overall rating of a 4.63 on a 0-5 Likert scale measuring quality and effectiveness.

By May 1st, 2014, a new round of applications for the Excellence in Civic Engagement Program had been submitted; this time thirty-two applications. Of the thirty-applicants, an overwhelming majority of twenty-seven schools were located in the Phoenix metro, Maricopa County area, with only four schools located outside this region. After analyzing the submissions against the six Proven Practices and rubric, the ECEP Committee determined twenty-seven schools to be awarded the Excellence in Civic Engagement accolade (see *Figure 7*). Of these twenty-seven schools, fifteen were recognized as Schools of Merit, nine as Schools of Distinction, and three as Schools of

Schools of Merit

School	District
Arizona Charter Academy	Public Charter
Boulder Creek High School	Deer Valley Unified School District
Dobson High School	Mesa Public Schools
East Valley Academy	Mesa Public Schools
Franklin Junior High	Mesa Public Schools
Fremont Junior High	Mesa Public Schools
George Smith Junior High	Mesa Public Schools
Globe High School	Globe Unified School District
Kino Junior High	Mesa Public Schools
Mesa Academy for Advanced Studies	Mesa Public Schools
Poston Junior High	Mesa Public Schools
Red Mountain High School	Mesa Public Schools
Rhodes Junior High	Mesa Public Schools
Safford IB Magnet School	Tucson Unified School District
Taylor Junior High	Mesa Public Schools

Schools of Distinction

School	District
Carson Junior High	Mesa Public Schools
Chandler High School	Chandler Unified School District
Hamilton High School	Chandler Unified School District
Mesa High School	Mesa Public Schools
New School for the Arts and Academics	Public Charter
Sandra Day O'Connor High School	Deer Valley Unified School District
South Mountain High School	Phoenix Union High School District
Tanque Verde High School	Tanque Verde Unified School District
District	
Westwood High School	Mesa Public Schools

Schools of Excellence

School	District
Arizona School for the Arts	Public Charter
Challenge Charter School	Public Charter
Skyline High School	Mesa Public Schools

Figure 7: Arizona Excellence in Civic Engagement Program Award Recipients 2013-2014

Excellence. The twenty-seven schools recognized as leaders in engaging students with civic learning attended the 2nd Annual Civic Engagement School Recognition Ceremony on September 17th, Constitution Day. Attendees from the participating schools and the Arizona Department of Education; as well as guest speakers Dylan Dalzotto, Veterans Program Manager for the Joe Foss Institute, and Robyn Prud'homme-Bauer, President of The League of Women Voters of Arizona; totaled almost one hundred people in attendance for the recognition ceremony. Again, a possible corresponding result among the 2013-2014 ECEP participants and their composite scores within the state of Arizona's A-F Letter Grade Accountability System could be noted (See Appendix F). Sixteen of the ECEP recognized schools showed growth within their composite scores from the 2011-2012 and 2012-2013 academic years, with the average increase totaling 7.56 points (See Appendix F). Nine schools showed decreases of an average of 5.44 points, and two schools remained at their same composite score as the previous year (See Appendix E). Fourteen schools from the prior year were also included within the pool of awardees, including the three schools that received the 2013-2014 School of Excellence title.

When analyzing the linear change of Arizona's A-F Letter Grade Accountability System's composite scores for these fourteen schools, all but four showed growth over the years from 2012 through 2014, with an average increase of 4.5 points on their composite scores, as is shown in *Figure 8*. Although, again, there has not been a direct correlation made between these schools' increased performance in regards to their composite score results and participation with the ECEP, but this data offers an area for further research and possible influence upon other measurable practices taking place within these schools.

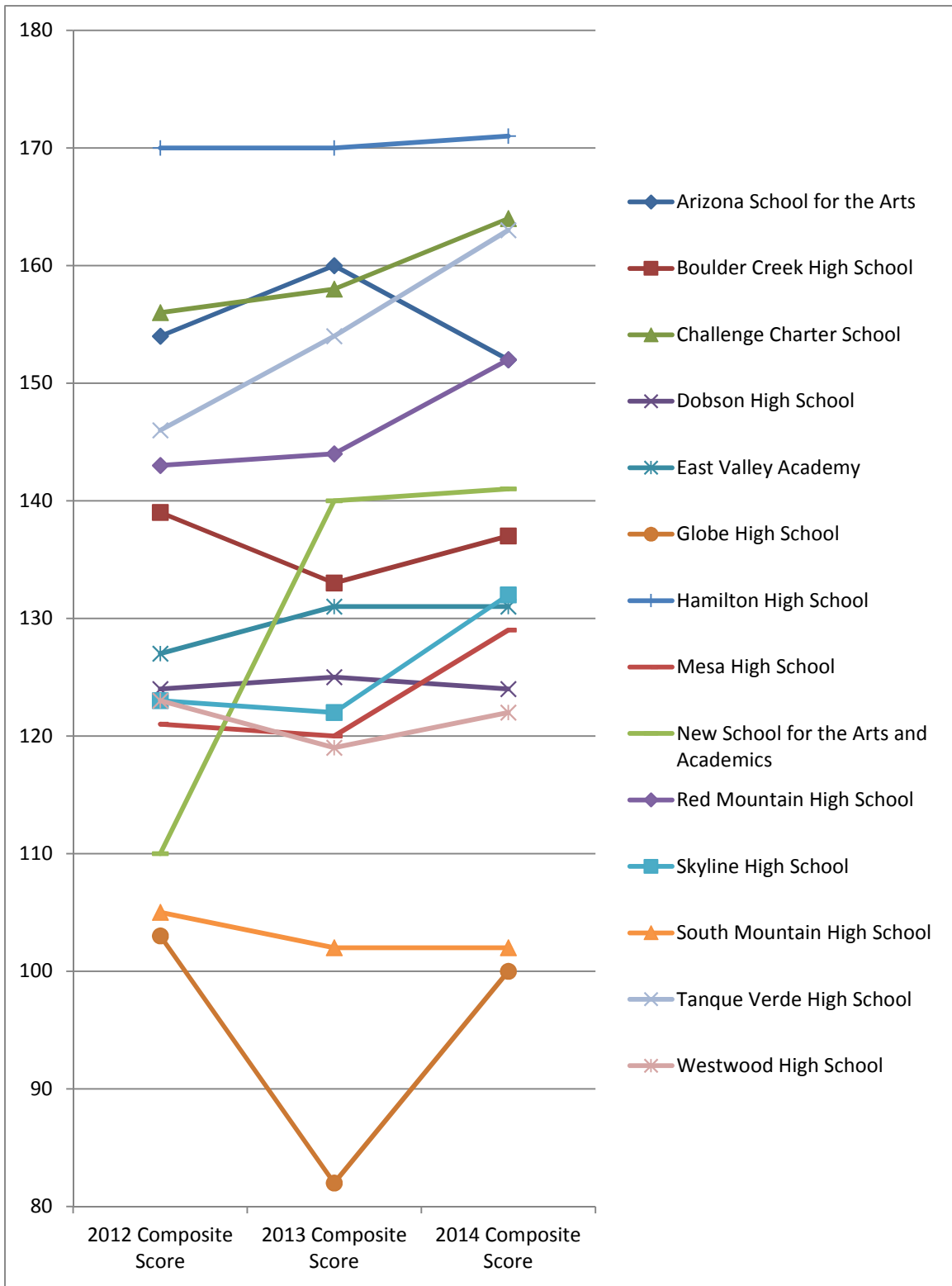


Figure 8: Linear Results of 2013 and 2014 ECEP Schools using the Arizona Department of Education's A-F Letter Grade Accountability System

To further assist educators in teaching civics during the following 2014-2015 school year, the Arizona Department of Education networked with other educational professionals and presented on the ECEP at various trainings and conferences, such as a professional development training with the Arizona Foundation for Legal Services and Education, a training with Northern Arizona's Vocational Institute of Technology, Arizona Council for the Social Studies' annual conference, a seminar with the Gila Institute for Technology, the Arizona Department of Education's MEGA conference in Tucson, and the National Conference for the Social Studies held in Boston. The Arizona Department of Education also hosted the 2nd Annual Civic Learning Conference. Having also recognized a need to further engage youth with civic education, Maricopa Community Colleges, partnered with the Department of Education in hosting the 2nd Annual Civic Learning Conference, providing space at their Gateway Community College Campus, as well as including higher education professionals in presenting during sessions and attending the conference with K-12 educators. The 2nd Annual Civic Learning Conference once again featured a live Naturalization Ceremony with the State Department, and this year's keynote speaker was Brahm Resnik, a channel 12 news anchor, reporter, and naturalized citizen himself. The conference allowed for participants to network with other educational professionals interested in furthering civic learning within Arizona, examine the Six Proven Practices set forth by the Guardian of Democracy: The Civic Mission of Schools Report and adopted by the Arizona Department of Education's Excellence in Civic Engagement Program, and obtain valuable resources, information, and implementation strategies on civic learning from

both conference presenters and partnering civic organizations exhibiting at the conference.

Now in the midst of the Excellence in Civic Engagement Program's 2014-2015 application timeline, ten of the thirty-six schools having completed and submitted an application are new participants, with the remaining twenty-six schools having been involved with the program in some capacity prior. The ECEP committee will be reviewing these applications during the summer of 2015, with the announcement of recognized schools slated for the end of July or early August 2015. Furthermore, the ECEP plans to continue to engage educators and community partners, with the goal of increasing the number of school applicants to one hundred by the year 2020 per the ECEP's Transition Report (see Appendix F). Consequently, ECEP wants to increase the number of overall schools recognized to seventy by 2020, with forty of those schools labeled as a School of Excellence (See Appendix F). Perhaps the largest goal outlined within the Transition Report is the increase of educators trained on the Six Proven Practices of civic learning: at least six-hundred by the year 2020 (See Appendix F). These future opportunities of program growth will rely on additional support, funding, and understanding of how civic education can impact instruction taking place within Arizona's classrooms, therefore creating a propensity of social change and overall public engagement within communities.

Criteria for Application Evaluation of Best Practices

Derived from the Campaign for the Civic Mission of Schools' Guardian of Democracy: The Civic Mission of Schools Report (Gould, 2011), the Six Proven Practices were used as the rubric (see Appendix D) when the Arizona Department of

education's ECEP Committee analyzed the schools' application for best practice approaches in addressing civic learning. Utilizing the Six Proven Practices, the ECEP committee used these descriptors to evaluate the applicant schools focused on the following six areas: Classroom Instruction, Discussion of Current Events and Controversial Issues, Service-Learning, Extracurricular Activities, Student Participation in School Governance, and Simulations of Democratic Processes. These Practices derive from a decades-long research project involving K-16 school research, standards documents from states, democratic education literature, and educational best practice guidelines (Gould, 2011). Each of these practices outlines research-driven approaches to civic learning implementation within schools, along with implications of student and teacher involvement within each of the Practices' prescribed activities. These practices provide for educators the various elements needed to engage students with the civics content being taught, yet also links the knowledge students are absorbing with real world skills and the necessary disposition to actively engage with others during their learning experiences.

As the Classroom Instruction component, Proven Practice #1 cites the need for formal instruction in government, history, and law, economics, geography, and of course, civics. Similar to the requirement of trans-disciplinary teaching as outlined in existing civic learning research, as well as progressive education practices, Proven Practice #1 supports the necessity for all classrooms and all disciplines to include civic education within high-quality, student engaging instruction. Besides recommending teachers utilize instructional opportunities for students to enhance democratic skills, develop political values, and experience real-world applications in Proven Practice #1, the Guardian of

Democracy: The Civic Mission of Schools Report (Gould, 2011) attributes teaching standards, assessment, and curriculum as having the greatest impact on how classroom instruction is determined. Thus, the report and Proven Practice #1's focus on high-quality instruction and student engagement likens outcomes to furthering students' understanding of how various law and governmental proceedings work, therefore contributing to increased political engagement during adulthood.

Proven Practice #2 pushes for the incorporation of current events and issues within classroom discussion in order to draw students' interests to political happenings, improve students' critical analysis and communication skills, and allow for students to be privy to a multitude of world views and political perspectives. Likewise supported through the Progressive Education Practices, knowledge construction via direct participation, experience, and interaction can take place during the discussion of current events within the classroom setting. And as a core component of democracy, differentiating views on a topic should be expected. The Guardian of Democracy: Civic Mission of Schools Report (Gould, 2011) supports classroom discussion of current events, especially those of a controversial nature. Students learn that not only do cross cutting political views foster healthy democratic societies, civil conversations allow for students to engage with multiple view points and complex perspectives. As our country's population continually diversifies, the ability to interact among heterogeneous groups allows for the development of tolerance towards others and can build an understanding of different viewpoints- thus presenting the ability for students to better understand how to address and solve public problems. The opportunity for teachers to act as facilitators in classroom discussions is present, as outlined in progressive education practices, and

students are given the opportunity to express their own viewpoints, with the teacher having modeled and established a climate of respect and understanding.

Service-learning as Proven Practice #3 links community service and curriculum in order to allow for students to experience making a change in their communities firsthand by addressing public issues through direct involvement and then examining the issues and subsequent experience in relation to classroom learning. Just as Gutmann (1987) prescribes schools as centers for political socialization in which students are empowered and influenced to create social change, John Dewey (2008) acknowledges schools obligation to provide students with opportunities to gain social sense through participating in activities working towards a common public concern or value. The Guardian of Democracy: The Civic Mission of Schools report (Gould, 2011) cites student benefits from participating in Service Learning activities as including improved school attendance, better academic performance, enhanced workforce preparation, a greater awareness of social issues, and prolonged community engagement and interest. Ito (et al. 2009) provides supporting research on how shared participation among youth towards a common goal can forge friendships and continue to foster participative engagement. This Proven Practice also posits several of progressive education practices within its attributes: trans-disciplinary instruction, direct experience and interaction, shared decision making, and community involvement. Regarded as an all-inclusive strategy to embed civic learning within the classroom, Proven Practice #3 demonstrates that community service activities can complement classroom learning with the teacher promoting reflective and discussion activities for students to analyze and understand their position and relationship within their community and greater society.

Extracurricular activities, as set forth in Proven Practice #4, provide additional opportunities for civic skill development and students to be involved with their schools and communities- whether through sports, performing arts, or clubs. The involvement within a supportive group setting helps students to develop both a sense of agency and community, while helping students to develop social networks and skills necessary to work towards a common goal. An important facet to participating in activities outside the classroom is that students are able to better connect the learning taking place within the classroom to collaborative work taking place outside the classroom, furthering students' understanding of their role as citizen within society through the extracurricular activities. Similar to Proven Practice #3, the incorporation of the trans-disciplinary aspect per progressive education practices, as well as shared decision making, parental inclusion, and greater community involvement, aligns with the experiences and outcomes of extra-curricular participation with Proven Practice #4. And just like Proven Practice #3's service learning praxis, although extra-curricular activities take place outside the formal classroom setting, the skills that are both developed and utilized during such activities can be likened to continual community involvement and teamwork with activities later in life-necessary to lifelong civic participation and democratic engagement.

Proven Practice #5 focuses on the aspect of shared decision making taking place in schools, linking co-governance models and progressive education practices. The involvement of students in school governance encourages students to play a centric role in decision making processes, thus allowing for students to experience the power of their voice, democratic deliberations, and team-based projects- all practical contact that is transferrable unto civic skills throughout adulthood. As a model of democratic process

and governmental organizations, student councils are integral in stimulating the student population to engage in discussion and voting on issues that impact the student. The *Guardian of Democracy: The Civic Mission of Schools* report (Gould, 2011), however, cautions against solely utilizing student councils as the sole conventional representative group, as this can be attributed to a ruling elitist group of representatives. Schools instead should look to allow various other student groups to participate in their own democratic deliberations and community-oriented projects, including classrooms in which teachers allow for students to have a say in rules and learning objectives as well.

Lastly, simulations of democratic processes, as outlined in Proven Practice #6, can benefit students in knowing how political and civic processes work, with a plethora of simulation platforms existing today due to technological advances. Traditionally, schools can allow for students to experience mock trials, constitutional conventions, city planning, and debates with civil discourse within the classroom setting. These experiences solidify skills spanning across students' many experiences with trans-disciplinary learning, such as analytical thinking, public speaking, teamwork, and the ability to gauge multiple perspectives on a topic. In more recent years, technology has allowed for students to experience more globalized opportunities with simulations, as computer games and online sites allow for students to experience professional work environments, make decisions on community-based issues and projects, negotiate international diplomacies, and conduct field research on a wide-range of public topics. Simulations are able to both teach and solidify skills students experience in and out of the classroom setting.

Though the Six Proven Practices provide a breadth of civic learning and engagement opportunities, the approach of embedding these practices within a classroom's climate and learning must be all or nothing in order to most effectively engage students with the skills and knowledge necessary to civic development. As is outlined in the report set forth by the Education Commission of the States, *Developing Citizenship Competencies from Kindergarten through Grade 12*, each of the Six Proven Practices, when taught individually, only partially address necessary civic knowledge and skills (Torney-Purta & Vemeer, 2004). Yes, all practices can affect the development of student political skills to a degree, but the curriculum and resources used, as well as the learning contexts provided for students, can influence the outcome of how students will translate their civic knowledge and skills unto being civically engaged in the future. Proven Practices #1, #2, and #6 all address the teaching of civic knowledge to impact students' civic disposition and participation. Practices #2, #3, #5, and #6 allow for students to experience civic and political engagement, to in turn foster future political participation. Only Practices #3 and #4, however, take the engagement component unto the greater community. Each practice has its own benefits, but in order for schools to best deliver a fully integrated civic learning program, all Proven Practices must be implemented with equal attention, rigor, and connection.

5 CASE STUDY: ARIZONA CIVIC ENGAGEMENT SCHOOLS OF EXCELLENCE

Methodology and Sample

In this study, I analyzed three schools' that received an award from the Excellence in Civic Engagement Program (ECEP): Challenge Charter School, Arizona School for the

Arts, and Skyline High School. I selected these three schools because they all were involved with the ECEP during the program's first two years and received the highest accolade after year two, being deemed Schools of Excellence in Civic Engagement. My first source of information was the application submitted by each of these schools. In the analysis of the three schools' Excellence in Civic Engagement Program applications, three questions were established as guiding principles:

- a) *What impact does participation within the ECEP program have on civic education in schools?*
- b) *What similarities and differences can be noted in how civic education is translated across varying grade levels?*
- c) *What are the lessons from the ECEP for the future of Social Studies instruction and for civic education in the state of Arizona?*

In my analysis of the three schools' applications, I used a qualitative approach in interpreting the text within the applications. Because the ECEP application (see Appendix C) already provides semi-structured questioning prompts, the schools' applications provided a proxy for each school's experience in delivering civically engaged learning opportunities. The ECEP application is set-up to allow applicants to write a free-flowing text as they see fit to answer the question prompt, thus the analysis was strictly word-based and inductive, utilized first as an exploratory means to develop prominent codes derived from the respondents' own words to establish set categories. What was then contrived from the exploratory coding, were several smaller categories that could be sorted into two broader umbrella-like categories. The second time the applications coded

with the established codebook themes, the analysis used inductive methods to link the two meta themes and their smaller components with the literature set forth by leading educational researchers in the fields of civic learning and democratic schooling that then revealed common themes among all three schools' applications that answered the research questions.

The initial analysis of the ECEP applications was one in which used grounded theory, wherein the three schools' applications were looked at collectively in an attempt to establish commonalities through schema, text, and theme matching. This process took place through the theme identification techniques like word repetition, comparative analyses, and civic learning theory-related material. Both the observational reading of the applications and the use of a qualitative data analysis software allowed for both broad and narrow constructs to become apparent. Though each school varies in size, age, and other demographics, factors such as the pedagogy of instructional delivery, student involvement, inclusion of a diverse community and parents, the degree in which teachers were the facilitators, how technology is embedded in civic learning, what curriculum resources are linked to civics, and the governance of the school all began to arise as similarities within the three schools. Thus, these categories were established and sorted by similarities within two broad meta themes, *actors* and *issues*.

My findings arose from a deductive methodology, in that within the several conceptual categories, reoccurring themes began to emerge. Throughout the latter analyses, a codebook of categories was established with these categories being contained within the two overarching themes of *actors* and *issues*. Once these categories had been

recognized within the two umbrella themes, findings within the three schools' applications were coded within micro themes. The analyses identified various people involved in the civic learning process as *actors* (students, educators, parents, and the greater community), and these categories were considered as thematic codes linked to the data and literature analysis. The meta theme of *issues* revealed micro patterns in pedagogical approaches to civic learning, curriculum resources used, school governance, and technology accessibility and utilization. When building the code book, a qualitative software analysis was used to search the three applications for common words correlated to the categories within the *actors* and *issues* meta categories, and strong word correlations among the three schools' application using the coded themes. Besides using the qualitative data software to compile results for visualizations, active close reading through each application took place along with systematically coded key words and sentences by linking themes with provided data and literature.

Profiles of Participating Schools

When analyzing the Excellence in Civic Engagement Program's recognition results from the first two years, three schools in particular stand out in terms of growth: Challenge Charter School (CCS), Arizona School for the Arts (ASA), and Skyline High School (SHS). These three schools analyzed for this study have been Excellence in Civic Engagement (ECEP) participants for both the 2012-2013 and 2013-2014 academic school years and all have moved up within the tiered recognition scale the ECEP uses to honor schools. The first year of the ECEP application process took place during 2012-2013, and all three of these schools were recognized as Schools of Distinction, along with seven other schools. Most recently, during the 2013-2014 academic school year, CCS, ASA,

and SHS, were recognized as the only Schools of Excellence in Civic Engagement, the highest level of recognition within the program. Having established a benchmark, in a sense, of best practices in civic learning taking place within Arizona schools, it was of interest to analyze what these three schools were implementing as a driving force to engage their students with civics education.

The selected schools capture a wide bandwidth of educational institutions involved with the ECEP, as well as a diverse representation of public schools within the Metro-Phoenix area participating, with one school a public charter elementary comprised of grades K through 6th, another school a public charter comprised of both middle school and high school grade levels, and the last school a public high school within Arizona's largest school district, Mesa Public Schools. All of these schools are situated in different areas across Metro-Phoenix: west Glendale, central Phoenix, and the southeast Mesa area. Using individual demographic and population data for each of the three schools from the Arizona Department of Education's October 1, 2014 enrollment figures provides additional information on the make-up of these three schools' communities and students (Arizona October 1 Enrollment Figures, 2014).

Challenge Charter School is a public charter school located in Glendale, and identifies as Arizona's first official Core Knowledge School, utilizing the Core Knowledge curriculum set forth by the Core Knowledge Foundation. Challenge Charter School has 575 students attending its school in grades K through 6th. The grade level breakdown of students is as follows: Kindergarten- 87 students, grade one- 94 students, grade two- 99 students, grade three- 103 students, grade four- 84 students, grade five- 62

students, and grade six- 46 students. Challenge's overall 575 students account for 286 female students and 289 male students. The ethnic backgrounds of students attending Challenge Charter School are 68 percent White, 13 percent Latino, 9 percent Asian, 6 percent non-Hispanic, and 4 percent African American. According to the Arizona Department of Education's Report Cards, under the Academic Indicators section, Challenge Charter School's attendance rate is 97 percent and identifies as a Title One School, wherein more than 40 percent of the school's students identify as low-income according to the United States Census, thus allowing the school to receive additional federal funds to support these low-income students in meeting academic goals (Arizona Report Cards, n.d.).

Arizona School for the Arts is a public charter school located in downtown Phoenix and comprised of 836 students in grades five through twelve, with the following enrollment figures: grade five- 112 students, grade six- 112 students, grade seven- 112 students, grade eight- 112 students, grade nine- 115 students, grade ten- 103 students, grade eleven- 87 students, and grade twelve- 83 students. There are 593 females and 243 males attending Arizona School for the Arts. Regarding ethnic backgrounds, 64 percent are White, 21 percent are Latino, 6 are percent Asian, 5 are percent African American, and 4 percent identify as non-Hispanic. When analyzing Arizona School for the Arts' high school grade levels of grade nine through twelve on the Arizona Department of Education's Report Cards, under the Academic Indicators section, the graduation rate is 90 percent and the attendance rate is 97 percent (Arizona Report Cards, n.d.). Arizona School for the Arts does not qualify as a Title One status school.

Skyline High School is a public high school located within the Mesa Public Schools District that serves 2567 students in grades nine through twelve. The breakdown of students among grade levels is as follows: grade nine- 684 students, grade ten- 654 students, grade eleven- 623 students, grade twelve- 613 students. Of the 2567 students, 1261 are female and 1313 are male. The ethnic background of students attending Skyline is 57 percent White, 33 percent Latino, 5 percent African American, 3 percent Asian, and 2 percent American Indian. Because Skyline's grade levels are that of a high school, the graduation and drop-out rates, as well as the attendance rate, was available through the Arizona Department of Education's Report Cards, under the Academic Indicators section (Arizona Report Cards, n.d.). Skyline High School's graduation rate of 73 percent reflects the number of students who graduate within four years of their entry into Skyline as a ninth grader. The school's drop-out rate is currently at 3 percent and the attendance rate is 94 percent. Skyline High School is also not considered to be a school of Title One status.

Findings

In the initial analysis of the applications of the three schools' to the 2013 Excellence in Civic Engagement Program (see Appendix H) against the rubric (see Appendix D) used by the Arizona Department of Education for the Excellence in Civic Engagement Program, several trends could be noticed. Firstly, the three schools received the maximum score of 4 points within the Proven Practice #1's classroom instruction measurement (provide instruction in civics, government, history, law, democracy, economics, and geography). Overall, the maximum score earned can be attributed to the schools seemingly able to access a broad collection of instructional resources, as well as teachers wholly focused on instruction being one with student engagement. Common

buzzwords among all three schools' applications included instruction being delivered via "hands-on", "student-centered", and "collaborative" work. The classroom environments were portrayed as literacy rich -with students utilizing primary source documents, literature, and current media outlets. Underlying how classroom instruction was decided upon and delivered, all schools quoted the use of the Arizona Career and College Ready Standards, as the means in which to tie their curriculum and resources back to challenging, yet grade-level appropriate, best practices in teaching. All schools provided examples of instruction through project-based learning, in which students were provided the opportunity to spearhead and deliver projects both in and out of the classroom, while connecting knowledge and skills taught via the teachers.

Proven Practice #2, the incorporation of current events into classroom discussion, revealed a similar score of 3.5 for Skyline High School (SHS) and Arizona School for the Arts (ASA), with Challenge Charter School (CCS) receiving a score of 4. CCS provided frequent opportunities for students to discuss issues and events relevant to interests and age, while educators at CCS connected the discussion back to classroom activities, learning topics, and academic standards. Both SHS and ASA were encouraged through the committee's feedback to better integrate the discussion of current events among all disciplines and classes more frequently, as some classes cited only allowing such discussion once a week or biweekly. In particular, the committee recommended SHS and ASA to note how these discussions in turn affected the students' overall classroom and school activity participation, as well as provided the students with an understanding of how such discussion can be used as a tactic to be civically engaged.

The summary and feedback provided for the three Schools of Excellence in regards to Proven Practice #3' (implementation of Service Learning in both the classroom and greater community), indicates Challenge Charter School (CCS) receiving a score of 4 and the other two schools a score of 3.5. CCS's score of 4 reflects a strong connection among the Service Learning concepts and classroom activities and learning objectives. Both Arizona School for the Arts and Skyline High School were advised to be more descriptive in how the actual Service Learning project was further linked to the classroom, with reflective activities better linked to learning outcomes. A recommendation provided by the ECEP committee was for teachers to undergo professional development training on Service Learning teaching strategies.

All three schools received a score of 4 for Proven Practice #4, with all schools offering a vast amount of extra-curricular activities, sport teams, and clubs for students to participate. Though the three schools span grade levels from Kindergarten to High School, students at Challenge Charter School, Arizona School for the Arts, and Skyline High School all have ample opportunities to participate in extra-curricular activities of interest and skill. Many of the extra-curricular activities and clubs seem to link to classroom curriculum, and the sport teams are grounded in teamwork and leadership skill development. Students also play a role beyond simply participating in the extra-curricular activities –some of the activities, sport teams, and clubs are established and governed by students.

School governance, as outlined in Proven Practice #5, was practiced with strong intensity at Arizona School for the Arts (ASA), with ASA receiving a score of 4 for this

Practice. As was reported in the application, ASA promotes student participation in school government beyond the usual student council, with opportunities for students to participate in decision making efforts among all grade levels, both in and out of the classroom. Skyline High School (SHS) and Challenge Charter School (CCS) both received a score of 3.5 in Proven Practice #5, and the ECEP committee recommended for both SHS and CCS to provide more detailed descriptions in how students participate in school-wide decision making.

Arizona School for the Arts (ASA) and Skyline High School (SHS) received a score of 4 on the Excellence in Civic Engagement Proven Practice #6, which focuses on the students' participation on democratic simulations, processes, and procedures. ASA and SHS offer opportunities within the classroom setting to experience these simulations, yet also have civic-based state and national extra-curricular programs available for students to participate in as well. Challenge Charter School received a score of 3.5 for this practice, with a limited amount of activities conducted for students to recreate or reenact democratic process and procedures.

In summary, this analysis of the three schools' 2013-2014 Excellence in Civic Engagement Program applications takes into consideration how the two areas of *issues* and *actors* affect civic learning in the three schools with aiming to establish answers to the three main research questions pursued in this thesis: a) *what impact does participation within the ECEP program have on civic education in schools*; b) *what similarities and differences can be noted in how civic education is translated across*

varying grade levels; and c) what lessons from the ECEP can impact the future of Social Studies instruction as civic education in the state of Arizona?

The research explores how the schools approach the *issues* in addressing civic education shortfalls and also which *actors* are playing significant roles in the furthering of civic learning. Both the benefits in how schools are delivering civics instruction and the shortfalls in what components may need further development will be discussed.

Because these three schools have been deemed Schools of Excellence in Civic Engagement in the state of Arizona per the Department of Education's ECEP, the results do not mean other schools across the state have not been actively involved in exemplary civics instruction and learning, but that of the thirty two applicants during the 2013-2014 school year, these three schools demonstrated the strongest proficiency in civic engagement and instructional delivery.

Findings on Actors

Students

As the main actor of this research on civic education, the students' role was considered throughout the analysis of applications as integral in how they experience civic learning. With the amount of content provided on the students' role in the learning process within the three schools' applications, many common themes were recognized among all three Excellence in Civic Engagement schools. All three schools display many of the student-centered approach necessary to civic learning within their submitted ECEP applications. Two of the more common themes apparent in engaging students with their own learning are the provisions of teachers allowing student choice in classroom learning

content and activities as well as student driven initiatives within the school. Themes of students also being involved with classroom discussions involving their peers emerged, as well as students being provided with simulative activities and opportunities for reflection. Additionally, all schools featured a number of peer cooperative activities within their student population, including sports and clubs of student interest.

Similar to the democratic schooling model, student choice in learning content and activities is highlighted by all three Schools of Civic Excellence. At the earliest ages, students attending Challenge Charter School (CCS) are provided with various optional activities such as the possibility to choose how to present their learning through various projects. These projects span from poems to maps to short research projects, all centered about a macro topic or learning theme. An example provided in CCS's ECEP application featured a project on students choosing a famous American historical figure. Students created, decorated, and displayed their choice figure in a paper doll format while researching and writing up factual information on that figure. Though primitive in civic learning for the youngest students, this activity morphs into more large scale student choice activities with the older grades at CCS. For instance, other activities include students designing their own board games to teach civic skills and knowledge, students choosing a topic to investigate for the purpose of civic research, and students selecting which community service projects to implement.

With students at the upper elementary and middle school grades, Arizona School for the Arts (ASA) allows for more student choice in learning about civic topics and how that learning process is implemented and consolidated, aligning with Judith Torney-

Purta's recommendation of teachers embracing a broad scope of assessing student civic learning (Homana, 2008). These grade levels engage students with research projects of their choosing and student selection of how to present their learning. Many of these research projects require students to stem their topics from issues they identify in their own community, letting students analyze why the issue exists and in what ways the issue can be addressed. Though some learning activities within ASA allow more freedom to student in choosing a topic, some classroom learning is centered on a specific time period, historical event, and theme, with students choosing their own further learning objectives on the specified topic or how to best culminate their learning in a project or presentation for assessment. Some of these specific topics include the applicability of Progressive Era reform unto current issues encountered today, the causes and outcomes of various revolutions across the globe, and the comparison of different government formations and roles among different countries.

Just as Judith Torney-Purta recommends civic learning to take place on a developmentally-appropriate scale, the high school end of students at ASA and Skyline High School's (SHS) students encounter a broader scope of choice in what and how they learn (Homana, 2008). The complexities and expectations of student learning through choice are heightened and more demanding, especially when considering the frequency and depth of content with research, projects, and presentations. These projects span from weekly projects centered on current events, in which students identify, summarize, and analyze these events in terms of how and why they happen, to month-long collaborative projects related to how a political campaign is ran to a semester long project of

participation in a mock Congressional hearing that includes drafting legislation, committee work, debates, and voting.

All schools encourage students to lead the charge on initiatives taking place both at school and within the community. Specifically, the schools provide students with the necessary resources and tools to first establish an initiative and then work to roll out the initiative. The resources and tools include adult guidance, implementation procedures, materials, and transportation when needed. At CCS, students recognized a need for youth within the community lacking literacy materials, and during the school's existing Scholastic Book Fair, students set up a donation center for purchasers to buy additional books for those within the community in need. Other CCS student-driven projects included the creation of a Buddy Bench for students in need of a friend, a food drive for donations to be made to a local shelter, and the creation of Valentine kits for low income students who would not otherwise be able to afford purchasing Valentine's Day materials for classroom celebrations. ASA participated in numerous activities created and implemented by students, with one in particular featuring students creating Twitter handles to raise awareness of the dangers of underage drinking and creating presentations for their peers and the community before events like prom and graduation. At ASA, students also initiated work with the local YMCA in creating a community garden, developed a dance curriculum to implement with youth in a local shelter, and developed a collection of songs to form an anti-bullying project. The students at SHS linked many of their personal passions to various outreach activities, affecting both the school and community. SHS students hosted a Breakfast with Santa around the holidays in which students organized a gift collection beforehand. At the breakfast, SHS students would

serve breakfast to families in the community, and while the youth were eating, making holiday crafts, and visiting with Santa, the parents would be able to choose a few gifts to be wrapped for their children. Several other student driven activities at SHS include students hosting a jean drive for the national Teens for Jeans campaign, students executing a school wide collection of items to be sent to U.S. military overseas for the Packages from Home campaign, students creating tutoring lessons for use with tutoring youth in the community, students visiting and painting houses for the elderly in the community, students organizing a blood drive at SHS, and students walking at the Phoenix Zoo for the United Methodist Outreach Ministries (UMOM) walk for the homeless.

The engagement of students in classroom discussions, simulations, and reflective activities was present in all three schools' ECEP applications. Discussions at the primary grade levels focused on both current and historical issues of American history, but also transposed student viewpoints and opinions on topics such as Martin Luther King Jr.'s *I Have a Dream* speech, the history of the Statue of Liberty, and the American Revolution. In the upper grades, the classroom discussions took into account both current events and historical events correlation, with topics such as an analysis of governmental structures in ancient Greece and Egypt and how these structures impact government functions and responsibilities today, current minimum wage constructs and how the U.S. economy has evolved since the Great Depression, and the premise behind the U.S. Constitution's creation and how changes to bills and laws will affect certain groups today. Various simulations of civic proceedings were exhibited in all three schools' applications. The format of Socratic seminars was noted by all three schools as a platform in structuring

classroom discussions. Debates as a form of classroom discussion were also noted, with the teacher acting as a facilitator and norms being present and recognized. As Hahn (1998) explained, when students are provided these opportunities in an established safe space, they feel more comfortable in engaging with differentiating views and controversial public policy issues, while being able to practice civic skills such as civil dialogue and analyzing various viewpoints. Simulations such as mock trials, congressional hearings, and voting procedures took place on both a small and large scale at all three schools, with topics and activities to include: voting on events to include in the Greek Olympic activity, participating in the Kids Voting program, establishing rules and laws in protecting state park land and its animals, electing class representatives for a school-wide Constitutional Convention, enacting of the Middle Ages chivalry code, engaging in Biztown activities and market simulations to learn about economics and the stock market business, and putting various historical figures on trial with students researching the involved parties and crime in order to assess the conviction. All of these activities are tied on some way to a reflective experience, whether it be a classroom discussion in the form of a debrief or a reflective piece in the form of a culminating report, large or small group presentation, or personal description of how the student was impacted.

Moreover, the three schools provided many activities for students to engage with one another and the greater community. Dewey's endorsement of the inclusion of extra-curricular activities within a school is exhibited through each school's different sport teams and varying student organizations and clubs. With sport teams being more noted in the upper grade level schools, the three applications pointed to several student

organizations that allowed for students to practice their civic skills, and feature both Freire's (2000) and Apple's (2001) themes of including alliances and collaborations and connecting education to greater community participation focused on collective efforts and social transformation. All schools cited the existence of a Student Council at their school, with responsibilities and experiences ranging from working with school administration, fundraising and handling business requests, addressing student body concerns and ideas, and executing school wide events and service projects. Each school also took pride in connecting various student groups for collaboration with one another and the greater community to further enhance collective efforts and civic skills such as leadership and team building. Similar to the mentor-mentee activities mentioned in both ASA's and SHS's ECEP applications, the Book Buddies club at CCS functions as a school site mentorship program that allows for a mentee-mentor relationship to take place among older and younger students through the platform of reading and writing. CCS noted other student organizations such as Fuel Up to Play 360, Kids Care, STEM Club, Twinkle Toes Dance, Chess Club, and Book Buddies all having a positive impact on the school's student population, climate, and greater community. Student organizations at ASA include National Honor Society, Model United Nations, Speech and Debate, Key Club, Feminist Alliance, and Knitting Club. SHS features almost sixty student organizations and clubs on their campus, including, but not limited to: Academic Decathlon, Auto Club, Coyote TV, Engineering Club, HERO Club, Yearbook, Stage Krew, We the People, Gay Straight Alliance, and Theater Club. Each of the student organizations and clubs at the three schools provide a focus for its members, while working to promote greater community involvement and providing a safe space for students to engage in civic skills.

Teachers

The role teachers play at the three schools of Excellence in Civic Engagement is one that aligns with Dewey's (2008), Hahn's (1998), and Torney-Purta's (Hess & Torney-Purta, 2015) recommendations of the teacher acting as a facilitator or learning guide, rather than simply a task master or sage on the stage. Noted as the upmost important feature of the teacher's role was to prepare students to not only learn the necessary knowledge in history, government, civics, geography, and economics, but how to apply that knowledge unto the analysis and understanding of how to best approach current political, global, and social issues of today. As facilitators at CSS, the teachers allow for students to connect civic virtues, such as respect, to civic activity, such as saying the Pledge of Allegiance or taking care of Veterans, through discussion and reflection. CCS teachers also participate alongside students in many school and community wide service projects, allowing for students to see adults involved within civic engagement activities. The teachers at ASA play an integral role in facilitating student choice discussion topics and reflective activities, as well as providing students with small group constructs for students to participate in collaborative projects and presentations. Similarly, SHS's teachers also facilitate discussion, reflective activities, and small group projects, yet SHS teachers incorporate service learning opportunities within their class curriculum, spurring students to be engaged as a class with their school and greater community. Though some of the activities noted within the three schools' application require the teacher to step in and out of the facilitator role, all schools cited teachers mainly playing the facilitator role. Some of the exceptions occur when teachers need to take on a more direct role (for instance, having to model how civic skills are best

put into action, to establish behavioral norms, or to impart upon students another facet of knowledge pertaining to a topic of study, classroom discussion, or student-led questions). The span of learning taking place with teachers from these three schools provides for students necessary civic learning curriculum, resources, and engagement opportunities in order for students to formulate their own political and civic efficacy.

An additional component of the three schools' teachers focused on the professional development provided that aligned both with academic and civic learning standards. All schools noted teachers attending off-site trainings or conferences, most notably the Arizona Department of Education's Civic Learning Conference, and both ASA and SHS referred to their teachers participating in on-site Professional Learning Communities (PLCs) in order for teachers to collaborate, conduct research, plan, and reflect upon their teaching and lessons. This time that is set aside for PLCs can be especially helpful for teachers of varying grade levels and subject areas to collaborate and integrate interdisciplinary civic connections per Dewey, as the school's day to day schedule might not otherwise allow for such opportunity.

In the last question of the ECEP application, each of the three ECEP Schools of Excellence recorded the civic education professional development training their staff and faculty participated in during the 2013-2014 academic year. CCS provided several occasions of training for all its staff, with one training being six hours in length on the topic of civic dialogue as a classroom engagement tactic, and the other training lasting two hours each time as a reoccurring staff and community engagement meeting. Additional professional development was comprised of two staff members participating

in six hours of civics based professional development training, one staff member completing a thirty hour training with the City of Glendale, and the principal partaking in a three day long training focused on equality in education accessibility and politics of educational technology.

ASA's civic education based professional development was comprised of two different instances of training for its teaching staff. One occasion of professional development was when eight of its faculty participated in an eight hour conference, the Arizona Council for the Social Studies. The other professional development opportunity was when one faculty member attended the eight hour long Civic Learning Conference, conducted by the Arizona Department of Education.

The amount of civic education professional development in which SHS's teaching staff participated was impressive. Seven faculty members participated in six hours of training at the Arizona Council for History Education conference, and another staff member attended the eight hour Arizona Council for the Social Studies conference. Additionally, one SHS faculty member attended each of the following professional development trainings during the 2013-2014 academic year: sixteen hours of history instruction training offered through the Cambridge International Examinations, two and half hours with the Arizona Council for Economic Education on virtual economics training, a twelve hour training on U.S. history at Mount Vernon, an eight hour long Holocaust seminar through the U.S. Holocaust Museum, and eight hours with the Thomas Brown Foundation on virtual economics. Three SHS faculty members attended an eight training focused on jazz culture, hosted by Arizona State University's Historical

Philosophical and Religious Studies. Several faculty members also enrolled in graduate level university courses on varying civics education topics: American Presidency (two graduate credit hours), Building Communication and Teamwork in the Classroom (three graduate credit hours), Reading Across the Curriculum (three graduate credit hours), Successful Teaching- Acceptance of Responsibility (three graduate credit hours), and Brain Based Ways We Think and Learn (three graduate credit hours). Because SHS is part of the Mesa Public Schools (MPS) district, faculty members are also provided with additional district-sponsored professional development activities. Several SHS faculty attended MPS provided trainings, such as Common Core Close Reading Strategies (five attendees for two hours each of professional development), Arizona English Language Arts in History and Social Studies (one attendee for three hours of training), Using Primary Sources in History and Social Studies (one attendee for four hours), and Close Reading and Text Dependent Questioning in History and Social Studies (one attendee for four hours).

Parents

Though considered to be an integral part of a child's educational experience and civic learning, as referenced by Dewey (2008) and Arizona's Study of Civic Education, parents were surprisingly absent in the analysis of the three schools' applications (Hass, 2009). CCS reported parental involvement the most, though, results were still extremely limited. Some teachers at CCS encourage parents to come into the classroom for presentations on how they impact the greater community, while the school as a whole invites parents to attend school wide activities such as Family Game Night, the Science Fair, an Evening of the Arts, Multicultural Night, and the Twinkle Toes Dance

Performance. ASA did not specifically mention parents being involved with the school's activities, but perhaps in the community outreach events ASA conducts, parents might be present or play a role. SHS notes parents within the community attending their Breakfast with Santa event, wherein the parents may receive a few presents for their young children to give for Christmas. SHS also briefly touches on parents serving on the School Improvement Advisory Council and participating in a High School Parent Boot Camp without much elaboration on the role they may serve.

Community

The extension of the classroom unto the greater community allows for students to experience civic engagement via service learning and networking with community leaders and political officials. All three of the Excellence in Civic Engagement schools strongly supported community organizations either through students dedicating their time volunteering or students organizing fundraisers for both monetary and material donations. The three schools also allocated time and funding to connecting students to the greater community during fieldtrips and volunteering opportunities. CCS students held fundraisers for various organizations and causes, including the Arizona Human Society, One for Book, Glendale Care Center, and Vista Colina Family Shelter. They also experienced hands-on learning with trips to Sprouts Marketplace with the Arizona Department of Weights and Measures, the Arizona State Capitol with the Speaker of the House, and other museums, art venues, musical concerts, and civic spaces. Outside of students organizing and participating in a school fashion show to raise money for Free Arts Arizona, ASA's students participated in book drives, volunteering at local food banks, and shelters. Many of ASA's community outreach projects also happened off

campus, such as working with a local YMCA on a community garden and developing and delivering dance curriculum for a local shelter. SHS's support of the greater community included fundraising and volunteering for Relay for Life, UMOM, Valley of the Sun, Mesa Prevention Alliance, United Blood Services, Aurora House, Teens for Jeans, Special Olympics, and Packages from Home. SHS students also had opportunities to visit various off site locations for hands-on learning, including the: Maricopa County Courthouse, Washington DC, and the Phoenix Zoo.

Equally important is the push in of the greater community unto the school and classroom, creating and forging bidirectional experiences and relationships. All the volunteer and fundraiser events taking place on each school's campus allows for community members to take part in such initiatives and efforts, showcasing unto students the importance of civic engagement unto adulthood and how being involved as a community can lead to greater societal changes, aligning with both Apple's (2001) and Freire's work (2000). CCS was the only school, however, that mentioned the inclusion of community members within classroom events and with the curriculum. Specifically, CCS incorporates community leaders, including parents, to join students in the classroom environment to discuss not only the job or role played within the greater community, but also the community needs, events, or issues.

Notably, the awareness of needs, events, and issues within the greater community appears to be embedded within classroom learning activities at CCS, ASA, and SHS. All the schools highlighted various lessons within their applications that highlighted a need, event, or issue in the community, which then spurred the students and educators to plan

fundraisers, volunteer work, or visits with certain people and places and within the community. In turn, the strong inclusion of the greater community within the school site allows students opportunities to work together discussing, solving, and reflecting upon their experiences-all of which fosters the school's own community.

Findings on Issues

Pedagogical Approach

The three schools of Excellence in Civic Engagement share common pedagogical approaches in engaging students with civic learning. All schools allude to the need to deliver student-centered instruction that is interdisciplinary, links the past and the present, and encourages involvement with the greater community. CCS presses for its students to be prepared for college, career, and civic engagement. Often, classroom instruction at CCS is developmental in how material is introduced to students, while fostering the ability for students to relate the lessons learned within the classroom unto their own lives and perspectives. ASA fosters student independence in their learning objectives, using both individual and collaborative projects, discussions, and events to prepare students to be both informed and active in their communities. SHS falls in line with both CCS and ASA, embracing student opportunity and initiative within interdisciplinary learning. The three schools express the need for classroom teaching to be applicable to students' lives and invest efforts in linking instruction to cross-curricular activities and the community to engage student interest and understanding.

Governance

The responsibility and opportunity of governance could be seen on both a small and large scale when analyzing the three schools' applications. Small scale governance includes students voting, acting in a leadership role, and choosing learning topics and assessment modes within the classroom. CCS students would have group leaders in class who would assist small student groups retrieve supplies, monitor norms, and help solve problems. The students at CCS would vote on small scale decisions such as which route to take at the zoo during a fieldtrip and why, as well as selecting a classroom reward. ASA encourages students to bring current event topics and questions into the classroom for discussion. Students at ASA also take on small leadership roles in class such as facilitating whole class discussions or small group projects. Small scale governance at SHS features students working together on small group projects with a team leader, as well as individual classrooms focusing on developing and producing a project to better impact other students and the community, such as the educational classes creating a tutoring program.

Large scale governance roles noted among the three schools of Excellence in Civic Engagement continued to display high student involvement and initiative, similar to the many civic education researchers' civic learning ideals. Student council plays a large role in governance among the student population at all three of the schools, with the student council making decisions regarding funding, school events, community service projects, and the addressing of issues that might arise school-wide. Other large scale governance present within the schools included Kids Voting (CCS and ASA), student

clubs (all), and decision-making partnerships among students, school administration, and the greater community (ASA and SHS).

Curriculum

When analyzing the curriculum used by the three schools of Excellence in Civic Engagement, a commonality that arose that was apparent in all the three schools' ECEP applications was the use of both civic knowledge and civic skills to create a trans disciplinary approach to learning. Civic knowledge is overwhelmingly constructed through the analysis of both historical and current events, while civic skills are developed through in-class activities like discussions, research, debates, and projects, and out of class activities like school events, student organizations, and community involvement initiatives. This formatting of curriculum delivery lends itself to the utilizing of diverse resources to engage students with their civic learning. All three schools include simulative activities, literature content, primary and secondary sources, and student choice projects to engage students, much to Apple's (2001) recommendation of not over-relying on textbooks as a means to teach students. CCS students listen to original recordings of Martin Luther King Jr.'s *I Have a Dream* speech, analyze both historical and current U.S. maps when tracking the expansion and Louisiana Purchase, role play historical figures such as Marie Antoinette and King George, and research man-made dangers on the environment, such as the BP oil spill and the Japanese nuclear reactor melt down. ASA focuses on geography within the southwest of the U.S. and Central America in regards to Mexican culture, traditions, and language. The students at ASA also role play the Roman Patricians and Plebeians, research genocides world-wide including the Holocaust, analyze early U.S. documents citing the birth and development of our nation,

participate in a simulation of how a bill translates into law, and analyze the relationship between colonization and civil rights. At SHS, students use an array of early primary documents to link the past with the present, with one example being the use of Hammurabi's Code and the Justinian Code to analyze later social movements, such as the European Enlightenment, and America's founding documents. They also partake in various simulative activities such as court case proceedings, auctions, videos, bill to law process, Socratic seminars, and a civil sit-in. The theme of taking into account student background knowledge of civic knowledge and skills, while building upon schema, was also apparent among all three schools, but more so with the younger grade levels at Challenge Charter School. Younger grade levels focus more on the student's place in their school, community, and state, then broaden unto an analysis and understanding of the entire world as students moved up in grade level.

Technology

Similar to the parental involvement in the discussion of *actors* present in the Excellence in Civic Engagement school applications, the application of technology in students' civic learning was noted on a much smaller scale than anticipated. At the youngest age, CSS students are introduced to the worldwide web through computer safety lessons and educational games and videos. Older students at CCS engage with technology through the use of Google Earth to visit historical sites around the world and engineering computer programs to build 3D models of various objects, with curriculum links to citizen science. ASA effectively used social media as means to engage students in civic learning, with students creating Twitter accounts to raise awareness to the dangers of underage alcohol consumption. SHS incorporated various media outlets into

an analysis of how different media stations portray the same story line. Arguably, the lack of technology being used as a means to engage students civically is worrisome when taking into account our rapidly globalizing world. Opportunities to engage in civil dialogue online, utilize the internet for the most up-to-date news and information, and research community and world problems at the click of a mouse should be accessible means of learning and can be effective in creating a civic awareness among youth.

6 SUMMARY AND CONCLUSIONS

The three schools recognized as schools of Excellence in Civic Engagement, Challenge Charter School, Arizona School for the Arts, and Skyline High School, all display many of the descriptors necessary for fostering a community of civic learners. Though different in age, socio-economic class, size, and demographics, the three schools demonstrate in their day to day instruction the importance of integrating civic engagement among all classroom subjects and disciplines. Through the analysis of the schools' applications and coinciding research on the topic of civic learning, the findings of best practices taking place among the three schools of Excellence in Civic Engagement were able to demonstrate factors beyond the Six Proven Practices that also play an integral role in the instructional delivery and student engagement of civic learning. These factors, identified as either *actors* or *issues* shed light on how other schools across Arizona, and even the nation, can be further analyzed on how civic learning is best translated unto classroom learning and when provided with such opportunities, how students are able to further utilize their civic knowledge and skills within the greater

school and community. To conclude this document, it is pertinent to revisit the three research questions that guided my study:

a) What impact does participation within the ECEP have on civic education in schools?

The research-based Six Proven Practices, in conjunction with the literature set forth on democratic schooling and progressive education practices, were considered in the analysis of the three schools' applications for the Excellence in Civic Engagement Program. During the secondary analysis of the schools' applications, however, two spheres of themes of empirical data on instructional delivery began to emerge and were evidenced as a codebook in which to sort commonalities- one theme being the *issues* (i.e. pedagogical approach, governance, curriculum, and technology) at hand and the other the *actors* (i.e. teachers, learners, parents, and the surrounding community) involved. Being more civic education centric, the Six Proven Practices were referenced in accordance as to what was being taught, while the literature and progressive education practices focused more on the individuals involved in the learning process and the modes of delivery of instruction.

The Six Proven Practices lend themselves to addressing some *issues* as a theme in delivering civic education within the K-12 classroom, such as curriculum and governance. The Six Proven Practices as measured by the Excellence in Civic Engagement Program, however, do not explicitly address all necessary *issues* and *actors* involved within the civic education development. These practices are set forth as approaches on how to implement civic learning, but each educator can adjust the instructional practice in accordance with the educator's pedagogical approach. Though

not to be construed as a negative in instructional delivery, the way each practice is structured and communicated unto students will consequently impact the proficiency of the knowledge and student engagement. The student engagement aspect is also directly related to the governance taking place within the school. Fostering student voice can have an over-arching effect, with “students taking a greater interest in, and know more about, politics when they have the sense their own voice counts” (Levine, 2007, p. 133). The curriculum being utilized as the course of study paired with the Six Proven Practices can also achieve different results. With learning objectives prescribed mainly through the state standards, the curriculum differentiates from district to district and school to school, often dependent upon funding and resources. The accessibility of technology as a resource in a classroom’s instruction and experiences falls in line with much of the same queue of unequally dispersed funding and resources. While each of the Six Proven Practices specifically provides a method or approach for educators to use within their classroom’s civic learning process, each practice offers little consideration into the following theme of *issues* when considering how to implement civic learning: an educator’s pedagogical approach, the structure of school governance, differentiating curriculum, and technology accessibility.

Additionally, the Six Proven Practices offer little substance in regarding the theme of how various *actors* can successfully partake in serving an active role with civic education, outside of the expected student participants and educators. There exists little mention of *how* to best integrate the interaction of additional *actors* to include individuals beyond the students and teachers, namely the greater community. Providing accessibility to these diverse interactions can further demonstrate unto students the expectations and

opportunities of engaging with various individuals and groups, as well as be a contributing factor unto the manner in which diverse shareholders perceive civics learning to be integral to community development and social change. Revisiting progressive education practices, the expected *actors* of both the student and the teacher are addressed and can be easily identified, with the practices also providing the inclusion of the greater community and parents playing roles in the learning process, rather than those activities taking place solely between students and teachers. But even more so, teachers are established as identifying with a more passive instructional role, abandoning the “sage on the stage” behavior by allowing for students to be involved with the decision making, knowledge construction, and choice analysis taking place within the classroom and school site. Similar to the foundations of democratic schooling to best foster civic learning, the students themselves are viewed as centric to both the instructional delivery and the curriculum being taught. Including children to play their role of actors in the learning process provides the opportunity to experience many of the civic skills needing to be learned during a youth’s early years. Teachers, again, act on behalf of the students in this sense, providing the support and facilitation necessary for student success. Instructional delivery is shared with the student, in that students are provided the opportunity to plan, problem solve, and present their own self-directed knowledge regarding a topic. Instead of teachers playing the actor role of information-disseminator and answer-holder, students are working in collaboration with the teacher and their peers in exploring content in much more meaningful learning contexts, such as project-based learning, discussions, hands-on activities, role play, etc.

The revitalized roles of both the teachers and students as meaningful *actors* in the learning process are evidenced in both the Six Proven Practices and progressive education practices. What is unique to progressive education practices is the mention of the greater community acting as an extension of the learning environment and the parents acting as a support and resource for the learning taking place. Dewey conceded in his research on democratic schooling that community is defined as a “place wherein ‘there is conjoint activity whose consequences are appreciated as good by all singular persons who take part in it’” (Levine, 2007, p. 186). Though implicit in the Proven Practices #3 and #4, the role of community in the students’ learning is integral to the development of civic skills. Peter Levine (2007, p. 131) cites various community-oriented school projects that create “a positive impact on participants’ commitment to deliberative democracy, their experience with civil action, and their sense of personal efficacy.” Being most commonly identified as simply performing community service, involving students in the greater community must extend beyond static projects and link back to the learning taking place within the classroom. Opportunities can involve student-centered learning engagement like discussions, further research and analysis, or even the creation of partnerships with community organizations that foster a long-term relationship with a social change goal. Overall, the learning process that is experienced during interaction with the greater community can be directly linked to an increase “of connection to their schools as communities”, as well as assist students in the understanding of their own identities as active, valuable citizens (Levine, 2007, 131). Similarly, parental involvement within the learning process is a collective effort with educators and the greater community. As prescribed in progressive education practices, parents are to be considered as equally

involved actors in the support of their student's learning. Furthermore, it should be understood that the learning taking place between parent and student is bidirectional, meaning although parents are arguably the major source of influence upon their child's development, a child will also influence a parent's learning and understanding (Lerner, 2004). Therein, the involvement of parents in a student's civic learning and civic-based experiences can ultimately create opportunities for the parent to become more civically knowledgeable and involved. Parents are also attributed as playing a role in providing resources, per progressive education practices. Viewing parents as a connection to the greater community can lead to accessibility of community resources, research topics, and the sharing of experiences. Collectively, students, educators, parents, and the surrounding community should all be considered as equal *actors* in accessing civic learning opportunities and achieving student engagement.

b) What similarities and differences can be noted in how civic education is translated across varying grade levels?

Referencing the analysis of applications from the three schools of Excellence in Civic Engagement Program, all schools were seemingly similar in how civic education was translated unto classroom learning and school-wide activities. All grades in all schools teach civic education related topics and materials as part of the core curriculum. For example, Challenge Charter School (CCS), Arizona School for the Arts (ASA), and Skyline High School (SHS) all offer instruction in various contexts of civic learning, including government, history, law, democracy, economics, and geography. More so, instruction and learning activities took place across various disciplines, subject areas, and

instructional means. The three schools frequently incorporated current events within classroom discussions, debates, and activities to complement the curriculum and learning objectives. Differences among the three schools lie within the subject matter and topics covered within the classroom instruction. Though CSS covers the Civil War as an instructional topic, both ASA and SHS delve further into the injustices and racism taking place during that time period. Though covering similar topics, the three schools taught their civics-based curriculum in a developmental, age appropriate manner.

Coincidentally, the three schools also include many of the same civic learning processes within their learning. Service learning was utilized among Challenge Charter School (CCS), Arizona School for the Arts (ASA), and Skyline High School (SHS) as part of the classroom instruction and academic learning objectives. These three schools demonstrated an overall sound understanding of Service Learning by implementing classroom instruction correlated community service activities. Extra-curricular activities offered among the three schools provided opportunities for students to play sports, be part of an interest-drive club, work with others towards a common goal or accomplishment, and allow for students to experience leadership and decision-making skills. Student participation in school governance was seen among all of the three schools of Excellence in Civic Engagement. Though younger students focused more on the classroom level governance with the students establishing of classrooms rules and norms, all schools demonstrated the provision of opportunities for students to voice their opinions and ask questions. Similarly, even CCS with elementary aged students engaged in simulative exercises just the same as the middle school and high school students did at ASA and the high school students at SHS. Though modeled and monitored more by teachers at

younger grade levels, democratic simulations such as debates and mock trials took place among grade levels Kindergarten through High School. Of course, the topics differentiated due to students' interest and schema.

Among the three ECEP Schools of Excellence, the incorporation of technology within civic learning was not present at a level necessary for students to effectively learn how to engage with our technology-satiated world. Considering the statistics on technology accessibility and young people's use of online media platforms to communicate, research, and engage with the world, the same skills and knowledge base should be taught and utilized in the classroom. Access to technology for videos, pictures, and other visual media sources allow for students to experience different ways in which information can be reported and analyzed. There exists various online civics-based instructional tools and interactive experiences, such as iCivics, iCitizen, and Arizona Voices, that can be used with students in the classroom setting to further hands-on civic learning. Accessing current events for discussion and research can be relatively easy, and students can also weigh in on how certain media parties can reveal biases, provide reliable sources, and/or supply the public with inaccurate reporting. Voting through technological means, such as clickers or even certain websites, can allow students to analyze how different methods of voting can benefit various populations, initiatives, and voter outcomes. There are numerous ways in which technology can benefit civic learning within the classroom, as well as provide students familiar and applicable experiences on how online tools can assist in community participation, civic engagement, and social change.

The starkest difference was mainly noted as the inclusion of parents to be considered as part of the civically engaged community. Challenge Charter School (CCS), with the youngest of students, included parents the most during civic learning activities such as on-campus events, fieldtrips, and classroom learning experiences. Though educators and older students at Arizona School for the Arts (ASA) and Skyline High School (SHS) did not record a strong parental inclusion within their Excellence in Civic Engagement Program applications, parents should be considered an integral part of a young person's civic development. With parental involvement, students are able to better connect civic learning taking place at school with civic learning taking place at home and in the greater community. Parents also play a role in providing their children a sounding board for discussion of current events, instructional topics covered in the classroom, and reflective responses in accordance with Service Learning experiences.

c) What lessons from the ECEP can impact the future of Social Studies instruction as civic education in the state of Arizona?

Just as Libby Tudball (2015) asks in the report *Citizen education research in varied contexts: reflections and future possibilities, a review essay*, do Arizona's current Social Studies Content Standards sufficiently provide opportunities for students to engage with issues and participate in democratically within their local, national and global communities, in order to become active and informed citizens? Unfortunately, the current Arizona Social Studies Content Standards do not thoroughly provide these opportunities. Though not looking to rewrite or adopt a new set of standards anytime soon, the Excellence in Civic Engagement Program (ECEP) is Arizona's avenue in instilling a

stronger civics-based focus on classroom instruction and school-wide activities. In order to best prepare our students and young people with the skills and knowledge necessary to participate as actively engaged citizens, however, educators, parents, and the community must be aware of the implications of instilling civic knowledge and skills. The following recommendations for the ECEP and civic education within the state of Arizona stem from the civic learning literature, current statistics on Arizona's existing civic education initiatives, and the results from the first two years of the ECEP.

Ultimately, the ECEP's Transition Report (see Appendix F) goal of reaching one hundred applicants to the program each year by the year 2020, must consider the tools and tactics being used to currently market the program. The ECEP's 2012-2013 and 2013-2014 participants demonstrate a limited reach beyond the greater Phoenix metro area, with an overwhelming majority of the ECEP applicant schools located within Maricopa County. Additionally, many of the conferences in which the ECEP provides a presentation on civic learning in Arizona are located within the Phoenix area, with the exception of a few in the Tucson area. The ECEP website is located within the Arizona Department of Education main webpage, but without the familiarity of the program's goals and benefits of civic education best practices, many educators may not have the time, knowledge base, or opportunity to further engage with what the ECEP has to offer. In order to achieve the program's Transition Report goals, and further the value of civic education as a means to engage youth and create greater social change within the state of Arizona, the ECEP will need to engage more districts and schools across the state with the program's mission, goals, and provisions. Schools in Arizona's other counties should become familiar with the ECEP, while the greater community, including educators,

parents, and policy makers, must be informed of the basis, goals, and outcomes of the program. Once the greater public is informed of the importance of including civic learning within the mainstream curriculum, the ECEP may begin to spur wide spread growth and fine tuning of current civic education practices.

Of course, “civic-minded teaching is not something that can be scripted and learned in a short period of time” (Hess and McAvoy, 2015, p. xv). The understanding and development of fostering civic skills within the classroom will require an investment in changing the school’s and classroom’s culture. A microcosm of a democratic community should be replicated within the classroom, with children taking upon themselves active roles of involved citizens through a sound civics-based education –a practice many educators may not be comfortable with. The recreation of teaching pedagogies, including instructional delivery, curriculum resources used, and classroom management will require immense skill, patience, and courage from educators. This new mindset must start within the youngest grade levels. As was demonstrated by Challenge Charter School, it is possible to begin the planting of seeds of democratic principles and skills at a young age, in hopes to foster such knowledge and skills throughout a student’s K-12 schooling experience. Thus, professional development trainings in how to implement best practices in civic learning should be provided for educators of all disciplines and grade levels. One tactic may be to have the schools already participating in the Excellence in Civic Engagement Program (ECEP) as mentors for teachers wanting to incorporate more civics-based instruction within their classroom. This may be effective in keeping schools civically involved and invested after having reached the highest tier of recognition within the ECEP. Other ideas may include the requirement of civic learning methods courses for

new teacher graduation credits and recertification hours for existing teachers, the ECEP committee conducting on site trainings at schools or districts, creating cohorts of schools with similar demographics to collaborate with civics lessons, activities, and resources on how to best reach provide their students with civics instruction, and implementing an online civics platform for educators for that same collaboration to take place online with the inclusion of a discussion board to further analyze and share ideas on civics lessons, activities, and resources.

Understanding the opportunities in *how* to further engage an upcoming generation is an area for potential research and a growing area of concern for government leaders and policy makers. To bring attention to the decrease in civic engagement among current adult populations would begin to create a greater awareness of moral and civic issues, which in turn may inform leaders and policymakers to better make justified and informed decisions. In fact, once “a morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own”, we may begin to see greater societal changes from both the bottom up and top down (Ehrlich, 2000, p. xxvi). Research on programs like the Excellence in Civic Engagement Program (ECEP) must continue, and results should drive federal and state budgeting decision, especially the funding of public education initiatives, trainings, and materials. The inclusion of civics education unto national and state curriculum has not yet experienced success. In 2005, Senate Bill 860 pushed for a nationwide core civic curriculum, but the bill did not pass. Since then, several states have attempted to take civic education requirements into their own hands. This past year, the state of Arizona passed House Bill 2064 and Senate Bill 1029, requiring high school

students starting the 2016-2017 academic school year to pass a civics exam in order to graduate. The test is modeled after the multiple choice civics questions portion of the U.S. Citizenship test. Arguably, a multiple choice test does not truly measure the entirety of civic knowledge and skills, with the ability to really only focus on the assessment of Proven Practices #1, #2, and #6. A better option, or even pairing, may be a portfolio of each student's participation in their communities during their schooling years, with a collection of reflections and analytical writings, including the opportunity for a culminating experience during the student's high school years to intern or volunteer with an organization of their choice.

Looking unto the three schools deemed to be schools of Excellence in Civic Engagement, as well as the schools recognized at other tiers within the program, all participating schools have been privy to the data, research, and educational resources set forth by the Arizona Department of Education, educational researchers, and civic organizations, such as the Guardian of Democracy, iCivics, and the National Conference on Citizenship. The exposure to this data, research, and resources has spurred a kind of awakening, a realization in what must be done to cement our democratic future. Yes, the Excellence in Civic Engagement recognition and award receipt is impactful, but more importantly the dissemination of information on how necessary the inclusion of civic learning is within the K-12 school system is integral for all educators, parents, community members, and policy makers. The founder of Arizona Department of Education's Excellence in Civic Program, John Balentine, shared with me a comment made by a participating school that sums up the starting point of this realization, "For the

first time our school took an inventory on what we have been doing around civic learning.” (J. Balentine, personal communication, April 15, 2015). Perhaps it is time for Arizonans to take that same inventory. A starting point could be implementing a wider dissemination of the benefits and best practices in civic education through the Excellence in Civic Engagement Program among Arizona schools, providing professional development training sessions that include funding for effective cross-curricular civic learning strategies for educators, and sharing evidence with policy-makers about the benefits of including civic education in the mainstream curriculum. The Excellence in Civic Engagement Program, though in its infant stage, may be one of the answers in providing Arizona’s youth the opportunity, the ability, and the motivation to engage civically in their communities, the state, and the world.

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APPENDIX A
RECOMMENDED MINUTES OF INSTRUCTION FOR ELEMENTARY
SCHOOLS

	Primary Grades (1-3)		Upper Elementary (4-6, including 7 & 8 if self-contained)	
	Daily	Weekly	Daily	Weekly
Developmental Reading	90 Min.	450 min.	60 min.	300 min.
Language Arts	60 min.	300 min.	60 min.	300 min.
Mathematics	60 min.	300 min.	60 min.	300 min.
Social Studies	30 min.	150 min.	40 min.	200 min.
Science	30 min.	150 min.	40 min.	200 min.
Physical Education	*30 min.	120 min.	*30 min.	120 min.
Art	**15 min.	60 min.	**15 min.	60 min.
Music	**15 min.	60 min.	**15 min.	60 min.
Health	**15 min.	60 min.	15 min.	60 min.
Total	345 min.	1650 min.	335 min.	1600 min.

*It is recommended that this be scheduled and taught at least 120 minutes per week.

**It is recommended that this be scheduled and taught at least 60 minutes per week.

It is assumed the normal six hour day will provide for 360 minutes of instructional activities in which children are under the guidance and direction of teachers in the teaching process. The above recommendations provide 15 minutes for primary grades and 25 minutes for upper elementary grades that the teacher can schedule additional activities that are in the best interest of the youngsters. The school week should consist of 1800 minutes of instruction at both the primary and upper elementary grade levels. This allows approximately 150-200 minutes of instruction time per week to be used at the discretion of the teacher. It should be noted that in both the daily and weekly schedule that reading and language arts activities should be incorporated into other instructional areas, and rich content should be incorporated into reading and language arts.

The Arizona Department of Education gratefully acknowledges the work of the Missouri Department of Education in providing a sample of recommended elementary school instructional minutes.

APPENDIX B

EXCELLENCE IN CIVIC ENGAGEMENT PROGRAM APPLICATION

Introduction, Procedures and Timeline

The Excellence in Civic Engagement Program (ECEP) was created to recognize and support the important role Arizona schools play in ensuring our students are informed and engaged citizens. Thank you for your interest in applying to the Excellence in Civic Engagement Program for the 2014-2015 school year.

Please read and answer ALL questions thoroughly in this application regarding the six proven practices in civic learning. To assist you in making the application process faster and easier, please locate the school application rubric, descriptions and explanations document, guidebook of the six proven practices in civic learning and summary of civic learning by [clicking here](#). If you have any questions, concerns, or need support in filling out this application please do not hesitate to contact: John Balentine John.Balentine@azed.gov or Tara Swanholm 602-364-4471 Tara.Swanholm@azed.gov

Applications due: May 1, 2015

Selection Process: The Excellence in Civic Engagement Committee will use the rubric to review and score each school's application according to the depth and breadth of their understanding and implementation of the six proven practices in civic learning demonstrated on their application.

Announcement of Results: August 3, 2015

Recognition Ceremony: September 17, 2015

2014-2015 Excellence in Civic Engagement Program School Application

School and Contact Information

***1 Please provide the following school information:**

Name

Address

Grade Levels

Number of Students Enrolled

Phone Number

***2. Please provide the following information for the person submitting the application on behalf of the school:**

Name

Title/Position

Phone Number

E-mail address

***3. Please provide the following information for the Principal of the school:**

Name

Phone Number

E-mail Address

***4. Please provide the following information for your Director of Public Relations:**

Name

Phone Number

E-mail address

***5. Please provide the following information for a summer contact**

Name

Title/Position

Phone Number

E-mail Address

6. Any other person(s) you would like to recognize in assisting with the application process (Optional)

Proven Practice #1: Classroom Instruction

Proven Practice #1: Provide instruction in Civics, Government, History, Economics, Geography, Law and Democracy. For additional guidance and support, please consult the rubric, descriptions and explanations document, guidebook of the six proven practices in civic learning and summary of civic learning by [clicking here](#) ..

***7. What percentage of social science teachers at your school provide civic-related (civic knowledge, skill and dispositions) instruction?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

***8. Provide specific examples of how your social science teachers provide civic-related (civic knowledge, skills and dispositions) instruction. *Be sure to include student-centered and literacy-rich activities in your examples.**

***9. What percentage of non-social science teachers at your school provide civic-related (civic knowledge, skills and dispositions) instruction?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

2014-2015 Excellence in Civic Engagement Program School Application

***10. Provide specific examples of how your non-social science teachers provide civic-related (civic knowledge, skills and dispositions) instruction. *Be sure to include student-centered and literacy-rich activities in your examples.**

Proven Practice #2: Discussion of Current Events and Controversial Issues

Proven Practice #2: Incorporate discussion of current local, national and international issues and events into the classroom, particularly those that students view as important to their lives. For additional guidance and support, please consult the rubric, descriptions and explanations document, guidebook of the six proven practices in civic learning and summary of civic learning by [clicking here](#).

***11. What percentage of your social science teachers are incorporating discussions of current local, national and international issues and events frequently (at least weekly)?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 0% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

***12. How are discussions of current local, national and international issues and events incorporated into social science subjects and lessons at your school? Please provide specific examples.**

***13. What percentage of your non-social science teachers are incorporating discussions of current local, national and international issues and events frequently (at least weekly)?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 10% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 15% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 20% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 25% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 30% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 35% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| | <input type="radio"/> 70% | |

Other (please specify)

2014-2015 Excellence in Civic Engagement Program School Application

***14. How are discussions of current local, national and international issues and events incorporated into non-social science subjects and lessons at your school? Please provide specific examples.**

***15. How are your students applying and/or benefiting from the content and/or process of these discussions? Please provide specific examples.**

Proven Practice #3: Service-Learning

Proven Practice #3: Design and implement academic Service-Learning teaching strategies in which teachers link the formal curriculum and classroom instruction directly to community service project(s). For additional guidance and support, please consult the rubric, descriptions and explanations document, guidebook of the six proven practices in learning and summary of civic learning by [clicking here](#)

***16. What percentage of your teachers at your school use Service-Learning as an instructional methodology?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

***17. How are Service-Learning activities integrated into instruction? Please provide specific examples of how community service activities (inside and outside of school) are directly related to learning objectives including academic objectives within the classroom.**

***18. Please provide specific examples of how students reflect on their Service-Learning experiences and how they are connected to learning objectives.**

Proven Practice #4: Extracurricular Activities

Proven Practice #4: Offer extracurricular activities that provide opportunities for students to get involved in their schools and communities. For additional guidance and support, please consult the rubric, descriptions and explanations document, guidebook of the six proven practices in civic learning and summary of civic learning by clicking [here](#).

***19. What types of extracurricular activities are offered for your students at your school or within your community? *Select all that apply.**

- Arts
- Athletics
- Civic based (Ex. mock trial, model congress, speech and debate, model U.N.)
- Academic clubs
- Social clubs
- Community
- Employment/Internships
- Military
- Media

Other (please specify)

***20. What percentage of your student population participates in extracurricular activities?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

2014-2015 Excellence in Civic Engagement Program School Application

***21. What percentage of your student population participates in civic-learning based extracurricular activities?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

***22. Please include names of civic-learning based extracurricular activities offered at your school or within community and provide a brief description of each.**

Proven Practice #5: Student Participation in School Governance

Proven Practice #5: Encourage student participation in school governance. For additional guidance and support, please consult the rubric, descriptions and explanations document, guidebook of the six proven practices in civic learning and summary of civic learning by [clicking here](#)

***23. What percentage of your student population participates in the management of their own classrooms and learning?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

***24. How do your students participate in the management of their own classrooms and learning? Provide specific examples of opportunities that are teacher-directed and student-initiated.**

***25. What percentage of your student population participates in the management of their own school?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

2014-2015 Excellence in Civic Engagement Program School Application

***26. How do your students participate in the management of their own school? Provide specific examples of opportunities that are school-directed and student-initiated.**

Proven Practice #6: Simulations of Democratic Processes

Proven Practice #6: Encourage students' participation in simulations of democratic processes and procedures, e.g., mock trial, mock elections, voting simulations. For additional guidance and support, please consult the rubric, descriptions and explanations document, guidebook of the six proven practices in civic learning and summary of civic learning by [clicking here](#).

***27. What percentage of your students are frequently (at least weekly) engaged in simulations of democratic processes and procedures?**

- | | | |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 5% | <input type="radio"/> 40% | <input type="radio"/> 75% |
| <input type="radio"/> 10% | <input type="radio"/> 45% | <input type="radio"/> 80% |
| <input type="radio"/> 15% | <input type="radio"/> 50% | <input type="radio"/> 85% |
| <input type="radio"/> 20% | <input type="radio"/> 55% | <input type="radio"/> 90% |
| <input type="radio"/> 25% | <input type="radio"/> 60% | <input type="radio"/> 95% |
| <input type="radio"/> 30% | <input type="radio"/> 65% | <input type="radio"/> 100% |
| <input type="radio"/> 35% | <input type="radio"/> 70% | |

Other (please specify)

***28. How are simulations of democratic processes and procedures incorporated at your school? Provide specific examples within the classroom and those that include any state and national civics-based programs**

APPENDIX C
EXCELLENCE IN CIVIC ENGAGEMENT PROGRAM SCHOOL APPLICATION
RUBRIC

Excellence in Civic Engagement Program School Application Rubric (2014-2015)

Proven Practices	Emerging	Proficient	Comprehensive	Exemplary
1 - Provide instruction in Civics, Government, History, Economics, Geography, Law and Democracy.	Little to no evidence of <i>civic-related</i> (civic knowledge, skills and dispositions) instruction.	Instruction is <i>civic-related</i> (civic knowledge, skills and dispositions) and is provided by <i>many</i> teachers.	Instruction demonstrates <i>integration</i> of civic knowledge, skills and dispositions into <i>social science and non-social science</i> subject areas and is provided by <i>most</i> teachers.	Instruction demonstrates <i>systemic integration</i> of civic knowledge, skills and dispositions throughout school and includes <i>student-centered and literacy-rich</i> activities.
2 - Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.	Little to no evidence that discussions of current local, national and international issues and events are incorporated into courses.	Discussions of current local, national and international issues and events are <i>incorporated</i> into some courses.	Discussions of current local, national and international issues and events are <i>regularly incorporated</i> into most courses.	Discussions of current local, national and international issues and events are <i>frequently incorporated</i> into most courses.
3 - Design and implement academic Service-Learning teaching strategies where students link the formal curriculum and classroom instruction directly to community service project(s).	Demonstrates little understanding of Service-Learning teaching strategies and community service project(s)/activities and/or provides little evidence of correlation of classroom instruction and academic objectives to the community service project(s)/activities.	Demonstrates some understanding of Service-Learning teaching strategies and some of the teachers are implementing correlated community service activities with classroom instruction and academic objectives.	Demonstrates understanding of Service-Learning teaching strategies and many of the teachers are implementing correlated community service activities with classroom instruction and academic objectives.	Demonstrates a significant understanding and systemic use of Service-Learning teaching strategies as an integral and ongoing part of classroom instruction and most of the teachers are implementing correlated community service activities with classroom instruction and academic objectives.
4 - Offer extracurricular activities that provide opportunities for young people to get involved in their schools and communities.	Little to no evidence of varied extracurricular activities and few students participate.	Evidence of varied extracurricular activities and <i>some</i> students participate.	Offers a wide-range of extracurricular within the school and community and many students participate.	Offers a wide-range of extracurricular activities within the school and community, particularly civic-learning based activities. <i>Most</i> students participate.
5 - Encourage student participation in school governance.	Little to no evidence of opportunities for students to participate in school and/or classroom governance.	Opportunities <i>exist</i> for students to participate in school and/or classroom governance.	Student participation is a part of school governance and/or <i>multiple</i> opportunities exist for students to participate in school and/or classroom governance.	Student participation is a part of school governance and multiple opportunities exist for students to participate in school and/or classroom governance. Additionally, participation is systemic and often <i>student-initiated</i> .
6 - Encourage students' participation in simulations of democratic processes and procedures.	Little to no evidence that students participate in simulations of democratic processes and procedures	<i>Some</i> students <i>occasionally</i> participate in simulations of democratic processes and procedures	<i>Many</i> students <i>occasionally</i> participate in simulations of democratic processes and procedures within the classroom.	<i>Most</i> students <i>frequently</i> engage in simulations of democratic processes and procedures within the classroom and participate in state/national civics-based program(s).

APPENDIX D

2012-2013 EXCELLENCE IN CIVIC ENGAGEMENT SCHOOL APPLICANTS

ARIZONA DEPARTMENT OF EDUCATION LETTER GRADES

PP1 PP2 PP3 PP4 PP5 PP6 OVERALL DESIGNATION 2012 A-F 2013 A-F Notes on growth, composite score, and overall performance

NAME OF SCHOOL	DISTRICT	PP1	PP2	PP3	PP4	PP5	PP6	OVERALL SCORE	DESIGNATION	2012 A-F Grade	2013 A-F Grade	Notes on growth, composite score, and overall performance
Apollo High School	Glendale Union High	2.5	4	2	4	3.5	3.5	19.5	Distinction	B	A	59, 75, 134/63, 86, 149
Arizona School for the Arts	Arizona School for the Arts (public charter)	4	3.5	2.5	4	3.5	3.5	21	Distinction	A	A	53, 101, 154/58, 102, 160
Boulder Creek High School	Deer Valley Unified School District	3.5	3	3	2	4	3	18.5	Merit	B	B	52, 87, 139/47, 86, 133
Carden of Tucson Charter School K-8	Carden of Tucson Charter School (public charter)	3.5	4	2	4	3.5	3.5	20.5	Distinction	B	A	52, 82, 134/61, 90, 151
Challenge Charter School K-6	Challenge Charter School (public charter)	4	4	2.5	3	2.5	3.5	19.5	Distinction	A	A	61, 95, 156/60, 98, 158
Genega High School	Vail School District	3	4	2	2.5	2.5	3	17	Merit	B	A	47, 91, 138/61, 96, 157
Dobson High School	Mesa Public Schools	3.5	3.5	2.5	4	3	3.5	20	Distinction	B	B	51, 73, 124/48, 77, 125
East Valley Academy	Mesa Public Schools	3	3	2.5	2	2	1	13.5	non-qualified	C	C	93, 8, 27, 6, 127/99, 32, 131
Florence K-8	Florence Unified School District	NA	1	1	2.5	2	1	7.5	non-qualified	B	C	56, 65, 121/52, 60, 112
Globe High School	Globe Unified School District	1.5	3.5	2	2	3	2.5	14.5	Merit	C	D	38, 65, 103/28, 54, 82
Hamilton High School	Chandler Unified School District	4	3	2.5	2.5	2.5	4	18.5	Merit	A	A	74, 96, 170/70, 100, 170
Higley High School	Higley Unified School District	3.5	4	2	2	2	2	15.5	Distinction	B	B	56, 82, 138/49, 86, 135
Imagine Prep (Surprise)	Imagine Schools (public charter)	2.5	2.5	2	4	3	3	17	Distinction	C	C	40, 67, 107/52, 65, 117
Mesa High School	Mesa Public Schools	4	4							B		50, 71, 121/48, 72, 120
Mohawk Valley School	Mohawk Valley Elementary School District	1	2	1.5	2.5	2.5	1	10.5	Distinction non-qualified	C	B C	35, 68, 103/47, 66, 113
Mountain View High School	Mesa Public Schools	2.5	3	2.5	2	3	3	16	Merit	A	A	54, 92, 146/62, 92, 154

New School for the Arts and Academics	New School for the Arts and Academics (public charter)	3	2.5		4	3.5	16.5	Merit	C	A	43, 67, 110/58, 82, 140
Northpoint Academy	Northpoint Academy (public charter)	2	2	3	2	2	13.5	non-qualified	C	C	32, 70, 102/38, 68, 106
Red Mountain High School	Mesa Public Schools	4	4	3	2	3.5	20.5	Distinction	A	A	55, 88, 143/55, 89, 144
Senita Valley Elementary	Vail School District	3.5	3	3.5	3	3	19.5	Distinction	A	A	61, 90, 151/61, 98, 159
Skyline High School	Mesa Public Schools	4	3.5	3	3	3.5	21.5	Distinction	B	B	51, 72, 123/49, 73, 122
South Mountain High School	Phoenix Union High School District	4	4	1	2	3.5	18.5	Merit	C	C	50, 55, 105/50, 52, 102
Starshine Academy	Starshine Academy (public charter)	2	3	1.5	2	2.5	12.5	non-qualified	D	D	28, 38, 66/78, 26, 104
Tanque Verde High School	Tanque Verde Unified District	3	3	1.5	4	3.5	18	Merit	A	A	58, 88, 146/60, 94, 154
Tucson International Academy West	Tucson International Academy West (public charter)	1.5	2	2.5	3	2.5	12.5	non-qualified	D	D	45, 50, 95/39, 59, 98
Vechij Himdag Alternative	Vechij Himdag Alternative (public charter)	3	2.5	2.5	1.5	1.5	12.5	non-qualified	D	D	46.2, 12.6, 65/56, 19, 75
West Phoenix High School	West Phoenix High School (public charter)	2	3	2.5	1.5	2	13.5	non-qualified	C	C	96.6, 16.2, 119/95, 25, 120
Westwood High School	Mesa Public Schools	3	4	3	3	3.5	19.5	Distinction	B	C	53, 70, 123/49, 70, 119

At the top of each column, the label PP stands for Proven Practice, while the corresponding Numbers correlate to the six Proven Practices in Civic Learning, as set forth by the *Guardian of Democracy: The Civic Mission of Schools* Report. These proven practices are utilized on the

A school can earn the title of, "Arizona Civic Engagement School" and is designated as School of Merit, Distinction or

The letter grades outlined here correlate to the schools A-F Letter Grades, adopted in June 2011 by the State Board of Education. The grades

These numbers represent the formulaic A-F Letter Grade Accountability System. The Growth score is comprised of a calculation of growth for all students and for growth of the Bottom 25% subgroup of

Arizona Department Education's Excellence in Civic Engagement Program's rubric within a scaled format. The participating schools' scores are represented based upon the scaled rubric scores, resulting in the overall score. Refer to the Application Resources listed near the bottom of the Excellence in Civic Engagement Program Application page [http://www.azed.gov/civicingement/application/](http://www.azed.gov/civicingagement/application/)

Excellence by demonstrating certain levels of understanding and implementation of the six proven practices in civic learning. <http://www.azed.gov/civicingement/arizona-civicingement-schools-2012-2013/>

are designed to place equal value on current year achievement and longitudinal academic growth, specifically the growth of all students as well as a school's lowest achieving students. More information is available at <http://www.azed.gov/accountability/state-accountability/>

students. The Composite score is composed of several measures that represent academic achievement; however, the primary component is the percentage of students passing AIMS and AIMS A in grades 3-8 and high school. More information can be found at <http://www.azed.gov/accountability/state-accountability/>

APPENDIX E

2012-2014 EXCELLENCE IN CIVIC ENGAGEMENT SCHOOL APPLICANTS

ARIZONA DEPARTMENT OF EDUCATION LETTER GRADES

NAME OF SCHOOL	DISTRICT	PP1	PP2	PP3	PP4	PP5	PP6	OVERALL SCORE	DESIGNATION	2012 A-F Grade	2013 A-F Grade	2014 A-F Grade	Notes on growth, composite score, and overall performance
													2012/2013/2014
Academy of Tucson Middle School	The Academy of Tucson (public charter)	1	2	2	2.5	2	2	10.5	non-qualified	B	A	B	56, 77, 133/54, 87, 141/52, 82, 134
Arizona Charter Academy	Arizona Charter Academy (public charter)	2.5	3	3	3	2.5	3	16	Merit	C	B	A	51, 68, 119/55, 76, 131/59, 85, 144
Arizona School for the Arts	Arizona School for the Arts (public charter)	4	3.5	3.5	4	4	4	23	Excellence	A	A	A	53, 101, 154/58, 102, 160/52, 100, 152
Boulder Creek High School	Deer Valley Unified School District	2.5	2.5	2.5	2.5	3.5	3	16.5	Merit	B	B	B	52, 87, 139/47, 86, 133/47, 90, 137
Carson Jr. High School	Mesa Public Schools	4	3.5	1.5	3.5	3	3.5	19	Distinction	C	C	C	42, 61, 103/54, 62, 116/45, 67, 112
Chandler High School	Chandler Unified School District	4	3.5	3.5	4	3.5	3	21.5	Distinction	A	A	A	62, 87, 149/68, 85, 153/69, 90, 159
Challenge Charter School	Challenge Charter School (public charter)	4	4	4	4	4	3.5	23	Excellence	A	A	A	61, 95, 156/60, 98, 158/65, 99, 164
Dobson High School	Mesa Public Schools	3	2.5	2.5	3.5	3	3	17.5	Merit	B	B	B	51, 73, 124/48, 77, 125/45, 79, 124
East Valley Academy	Mesa Public Schools	3	4	3	3	2	3	18	Merit	C	C	C	93.8, 27.6, 127/99, 32, 131/84, 47, 131
Franklin Jr. High	Mesa Public Schools	2.5	3.5	2	3	2	4	17	Merit	A	A	A	62, 95, 157/50, 97, 147/71, 101, 172
Fremont Jr. High	Mesa Public Schools	3.5	3	2.5	3.5	2	2	16.5	Merit	B	A	A	53, 78, 131/60, 85, 145/57, 87, 144
George-Smith Jr. High	Mesa Public Schools	2	2.5	2.5	4	3	3	17	Merit	B	B	B	56, 79, 135/50, 78, 128/52, 75, 127

Globe High School	Globe Unified School District	4	3	1	3.5	3	3	17.5	Merit	C	D	C	38, 65, 103/28, 54, 82/33, 67, 100
Hamilton High School	Chandler Unified School District	3	3.5	3.5	4	4	4	22	Distinction	A	A	A	74, 96, 170/70, 100, 170/71, 100, 171
Kino Jr. High School	Mesa Public Schools	4	3	2	2.5	2	2.5	16	Merit	C	B	C	43, 64, 107/53, 69, 122/45, 62, 107
Mesa Academy for Advanced Studies	Mesa Public Schools	3	3	3	3.5	2.5	3.5	18.5	Merit	A	A	A	48, 100, 148/49, 103, 152/54, 103, 157
Mesa High School	Mesa Public Schools	3.5	4	3	3	3	3	19.5	Distinction	B	B	B	50, 71, 121/48, 72, 120/52, 77, 129
New School for the Arts and Academics	New School for the Arts and Academics (public charter)	4	3.5	3.5	2.5	2.5	4	20	Distinction	C	A	A	43, 67, 110/58, 82, 140/51, 90, 141
Poston Jr. High School	Mesa Public Schools	3	3.5	3	3	2.5	2	17	Merit	A	B	B	57, 87, 144/51, 79, 130/55, 79, 134
Red Mountain High School	Mesa Public Schools	2.5	2.5	2.5	3.5	3	3.5	17.5	Merit	A	A	A	55, 88, 143/55, 89, 144/60, 92, 152
Rhodes Jr. High School	Mesa Public Schools	3.5	3	2	3	1.5	2	15	Merit	B	C	C	49, 75, 124/45, 73, 118/44, 68, 112
Sandra Day O'Connor High School	Deer Valley Unified School District	3.5	3	2.5	3	3	4	19	Distinction	B	A	A	47, 82, 129/52, 91, 143/54, 90, 144
Safford Jr. High School	Tucson Unified School District	3.5	3.5	2.5	2.5	2.5	3.5	18	Merit	D	C	C	47, 51, 98/53, 65, 118/50, 59, 109
Shepherd Jr. High School	Mesa Public Schools	2.5	2.5	1.5	3	2	3	14.5	non-qualified	A	A	A	58, 84, 142/63, 89, 152/61, 88, 149
Sierra Linda High School	Tolleson Union High School District	1.5	2	1.5	2.5	2	2.5	12	non-qualified	C	C	B	49, 59, 108/47, 62, 109/52, 74, 126
Skyline High School	Mesa Public Schools	4	4	3.5	4	3.5	4	23	Excellence	B	B	B	51, 72, 123/49, 73, 122/50, 82, 132

Distinction

South Mountain High School District	Phoenix Union High School District	4	2.5	2.5	4	3	4	20	non-qualified	C	C	C	50, 55, 105/50, 52, 102/44, 58, 102
Stapley Jr. High School	Mesa Public Schools	3	3.5	2	3.5	1.5	0.5	14		B	B	B	46, 85, 131/51, 88, 139/45, 88, 133
Tanque Verde High School	Tanque Verde Unified District	4	4	3	4	3	3.5	21.5	Distinction	A	A	A	58, 88, 146/60, 94, 154/66, 97, 163
Taylor Jr. High School	Mesa Public Schools	2.5	2.5	3	3	3	3.5	17.5	Merit	C	B	C	45, 67, 112/48, 74, 122/45, 73, 118
Westwood High School	Mesa Public Schools	3.5	3	3.5	3.5	3.5	3.5	20.5	Distinction	B	C	B	53, 70, 123/49, 70, 119/45, 77, 122

At the top of each column, the label PP stands for Proven Practice, while the corresponding numbers correlate to the six Proven Practices in Civic Learning, as set forth by the *Guardian of Democracy: The Civic Mission of Schools* Report. These proven practices are utilized on the Arizona Department of Education's Excellence in Civic Engagement Program's rubric within a scaled format. The participating schools' scores are represented based upon the scaled rubric scores, resulting in the overall score. Refer to the Application Resources listed near the bottom of the Excellence in Civic Engagement Program Application page at [http://www.azed.gov/civicingement/application/](http://www.azed.gov/civicingagement/application/)

A school can earn the title of, "Arizona Civic Engagement School" and is designated as School of Merit, Distinction or Excellence by demonstrating certain levels of understanding and implementation of the six proven practices in civic learning. <http://www.azed.gov/civicingement/arizona-civic-engagement-schools-2012-2013/>

The letter grades outlined here correlate to the schools A-F Letter Grades, adopted in June 2011 by the State Board of Education. The grades are designed to place equal value on current year achievement and longitudinal academic growth, specifically the growth of all students as well as a school's lowest achieving students. More information is available at <http://www.azed.gov/accountability/st-ate-accountability/>

These numbers represent the formulaic A-F Letter Grade Accountability System. The Growth score is comprised of a calculation of growth for all students and for growth of the Bottom 25% subgroup of students. The Composite score is composed of several measures that represent academic achievement; however, the primary component is the percentage of students passing AIMS and AIMS A in grades 3-8 and high school. More information can be found at <http://www.azed.gov/accountability/st-ate-accountability/>

APPENDIX F
TRANSITION REPORT



TRANSITION REPORT

Program: Excellence in Civic Engagement

BACKGROUND

Since the founding of our country, leaders continually identified one of the most important purposes of educating our citizens so they can effectively participate in, secure and strengthen our republic. Unfortunately, our country's focus on historical teaching civic engagement has been eroding, the consequences of which are decreased civic involvement in elections, less support for American institutions and values, and lower levels of trust in government and elected public servants. Some of the results are quite alarming:

- The 2010 National Assessment of Educational Progress (NAEP) in Civics found that only 27 percent, 22 percent, and 24 percent of fourth-, eighth-, and twelfth grade students, respectively, tested at proficiency in civics knowledge.¹
- NAEP documented recent declines in the overall civic knowledge of high school seniors between 2006 and 2010 (NCES 2011).²
- In one civic literacy survey, only one-third of Americans could name all three branches of government; one-third couldn't name any.³
- On a 2007 international ranking of 172 democracies, the United States ranked 139th in voter participation.²

Civics learning faces the following challenges within our state and nation:

- Narrowing of civics curriculum due to a shift in major focus on math, language and science.
- Schools treating civic learning as a distraction from preparing students for college and careers
- Absence of civic content from assessments.
- Only half a (1/2) credit of Government is required to graduate from an Arizona high school.

Overcoming these challenges requires revitalizing our government "of the people, by the people, and for the people." If these challenges are not met we jeopardize the preservation of our system of government. To neglect civic learning is to neglect a core pillar of American democracy. Our commitments to civic equality, citizen-based accountability, public deliberation, and a culture based on shared values all depend on widespread civic knowledge, skills, and dispositions.⁴

To address these issues, the Arizona Department of Education developed the Excellence in Civic Engagement Program. This program is designed to recognize and support the important role schools play in ensuring our students are informed and engaged citizens. Its chief goal is to enhance the civic literacy of students by increasing the number of K-12 educators trained on the implementation of the six proven practices in civic learning through face-to-face and web-based professional development opportunities (e.g., workshops, conferences, trainings, webinars and online courses).

The Excellence in Civic Engagement Program (ECEP) will empower young people to exercise their rights and responsibilities and pave the way for Arizona to lead the nation in ensuring our youth participate in, secure and strengthen our great republic. It makes a commitment to not only prepare students for college and career, but for citizenship as well.

¹<http://www.edweek.org/ew/articles/2011/05/04/30naep.f30.html?tkn=VUVFLpCWdxpInD%2BV5Alau%2FyL.Mr0JVXaHoi%2B>
²<http://www.ed.gov/sites/default/files/road-map-call-to-action.pdf>
³<http://www.annenbergpublicpolicycenter.org/new-annenberg-survey-asks-how-well-do-americans-understand-the-constitution/>
⁴<http://civicmission.s3.amazonaws.com/118/0/5/171/1/Guardian-of-Democracy-report.pdf>

The ECEP was founded on research drawn from the *Guardian of Democracy: The Civic Mission of Schools Report*⁵ which outlines **six proven practices** for improved civic learning that should be at the heart of every school's approach to civic learning. These include:

1. Provide high-quality instruction to enhance students' civic knowledge and skills needed for democratic participation.
2. Incorporate discussions of current local, national, and international issues and events into the classroom, particularly those students view as important to their lives.
3. Provide Service-Learning opportunities for students to apply what they learn through community service linked to the formal curriculum and classroom instruction.
4. Offer extracurricular activities providing opportunities for students to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage students' participation in simulations of democratic processes and procedures.

OUTCOMES:

FY 2012-13 and FY 2013-14 ECEP performance measure data

Performance measures data:	FY 2012-13	FY 2013-14
• Arizona public/charter schools applied for the ECEP	27	31
• Schools recognized as <i>Arizona Civic Engagement Schools</i>	20	27
• Schools recognized as Schools of Excellence	0	3
• K-12 educators trained to implement the six proven practices	82	109
• Participant satisfaction rating with professional development:	3.7	4.63

2013-2014 ECEP Highlights

Highlights:

- Provided high-quality instruction to enhance 33,935 students' civic knowledge and skills.
- Incorporated discussions by 35,929 students of current local, national, and international issues.
- Provided service-learning opportunities for 24,150 students.
- Offered extracurricular activities for 27,673 students to get involved in their schools or communities.
- Encouraged student participation by 24,448 in school governance.
- 25,114 students participated in simulations of democratic processes and procedures.

FUTURE OPPORTUNITIES:

ADE is requesting additional funds for FY 2015-16 to expand this program. If the added funding is provided to allow one staff member to give fulltime attention to growing civics engagement, the following results should occur:

- Increase the number of K12 public/charter schools applying for the ECEP to at least 100 by the year 2020.
- Increase the number of schools recognized as *Arizona Civic Engagement Schools* to at least 70 by the year 2020.
- Increase the number of schools earning the designation, *School of Excellence*, to at least 40 by the year 2020.
- Increase the number of K-12 educators trained on the implementation of the six proven practices in civic learning to at least 600 by the year 2020.

CONFERENCES/CEREMONIES:

On September 17th a recognition ceremony is held to honor each of the schools demonstrating a deep understanding and pervasive implementation of the six proven practices in civic learning. Also, an annual civic learning conference is hosted by ADE and Maricopa Community Colleges.

APPENDIX G

EXCELLENCE IN CIVIC ENGAGEMENT PROGRAM SCHOOL APPLICATIONS

2013-2014 Excellence in Civic Engagement Program School Application

#22



COMPLETE

Collector: New Email Invitation (Email)
 Started: Monday, April 07, 2014 9:41:53 AM
 Last Modified: Sunday, May 04, 2014 10:19:39 PM
 Time Spent: Over a week
 Email: jaidlaw@challengecharterschool.net
 IP Address: 75.171.18.135

PAGE 2: School and Contact Information

Q1: Please provide the following school information:

Name	Challenge Charter School
Address	5801 W Greenbriar Dr
Grade Levels	Kindergarten thru 6th grade
Number of Students Enrolled	579
Phone Number	602-938-5411

Q2: Please provide the following information for the person submitting the application on behalf of the school:

Name	Jade Laidlaw
Title/Position	Programs Manager
Phone Number	602-938-5411
E-mail address	jaidlaw@challengecharterschool.net

Q3: Please provide the following information for the Principal of the school:

Name	Wendy Miller
Phone Number	602-938-5411
E-mail Address	wmiller@challengecharterschool.net

Q4: Please provide the following information for a summer contact

Name	Wendy Miller
Title/Position	Principal
Phone Number	602-938-5411
E-mail Address	wmiller@challengecharterschool.net

Q5: Any other person(s) you would like to recognize in assisting with the application process (Optional) All CCS Grade and Department Chairs participated in completing this application.

PAGE 3: Proven Practice #1: Classroom Instruction

hands on instruct

relate to their own lives and perspective

Q6: Question #1: Explain the extent to which your school provides standards-based, student-centered and literary-rich instruction in civics, government, history, economics, geography, law and democracy. Cite specific evidence of how this instruction increases civic knowledge for your students.

Challenge Charter School (CCS) is committed to providing engaging and hands on instruction in Civics, Government, History, Economics, Geography, Law & Democracy integrated across subject areas in a way that students can relate to their own lives and perspective. As Arizona's first official Core Knowledge® School. CCS

2013-2014 Excellence in Civic Engagement Program School Application

provides an "engaging, challenging, and content-rich" curriculum at the appropriate developmental levels, and integrated across disciplines for a foundation that prepares students for college, career, and civic engagement.

Instruction is aligned to the appropriate Arizona College and Career Ready Standards, throughout the Core Knowledge® sequence ensuring that civic learning is integrated into multiple content areas and lessons are student-centered and include literary-rich activities. Sustained professional development for staff is also aligned to academic and civic learning goals for students.

CCS has also aligned and integrated its character education curriculum, Core Virtues® throughout daily lessons inside the Arizona State Standards and into school wide reinforcement and recognition programs. There are 22 named Virtues. The most relevant to our daily commitment to a culture of Civic Engagement include: Civic Responsibility, Constancy, Courage, Diligence, Duty, Forbearance, Heroism, Justice, Lives to Learn From, Love of Country, Prudence, Responsibility, Service, Steadfastness, and Stewardship.

Some specific examples of this instruction, integration, and engaging activities are listed below:

Kindergarten: American History Strand 1: PO 2- Listen to recounts of historical events and people and discuss how they relate to the present day. Students listen to Dr. Martin Luther King Jr.'s, I have a Dream speech followed by provoking discussions and activities to connect it to things relevant to them currently such as inclusive play for all classmates. Students learn and perform songs about their differences and loving themselves and each other.

Kindergarten: Civics/Government Strand 3: S3 C4 Rights, Responsibilities, and Roles of Citizenship
PO 1: Identify examples of responsible citizenship in the school setting and in stories about past and present. Kindergartners role play daily how to be good citizens in the classroom and how to problem solve using three steps: 1. Use power words 2. Walk away 3. If continues-find a teacher/adult. Kindergarten classrooms also read stories about citizens and how they help their communities and have parents come in to speak about what they do to help in the community.

Kindergartners draw pictures, read stories, sing songs, and write about past presidents. Pictures of the Presidents are on the walls. The carpet includes a map of the United States and students build and learn the seven continents on globes contrasted with maps, establishing where they are in the larger spatial concept of the world and who leads them here, the President, past and present.

1st grade 45 minute lesson: Subject: Westward Expansion, Louisiana Purchase, Lewis & Clark, Sacagawea – During instruction students make maps of the changing United States of America (13 colonies to Louisiana Purchase to making it over the Rockies to the Pacific Ocean). Connections are made with discussions such as that our state was not explored until much later and what parts of the country they have visited.

1st grade: Core Virtues® integration includes: Respect – review of the continents learned in Kindergarten provides opportunity for positive reinforcement of people from other lands while expanding geographic studies. Diligence- Age of Exploration, Columbus. Courage - American Revolution, Paul Revere, Pocahontas Saves John Smith, Daniel Boone and the Wilderness Road, Thomas Jefferson.

Also in the 1st grade: Content: Teach students the meaning of the core virtue respect (meaning: treating others with high regard regardless of their race, their place, or the color of their face) Instruction: Students are given the word Respect and what the teacher guides them as they brainstorm words that show respect. Some examples, are putting our hand on our heart as we recite the Pledge of Allegiance. Students come up with an acrostic poem to remind them of the core virtue and its meanings. Connections: As a class, we use the word daily pertaining to showing respect to those in authority, such as our principal, teachers, and adults. We also take it further by teaching them respect for our country, President, and leaders. We also recite and show respect to our U.S. Flag as we say the Pledge of Allegiance and Preamble every morning.

2nd grade: (4 units 5 days each) S2-C2-P01- Civilizations developed in China, India and Japan (discussing symposium, class vote for Greek Olympics activities) And Greece birth place of democracy. American Government: The constitution. American government based on constitution, highest law of our land – The class writes a classroom constitution and all students sign it (with a big feather pen to make it fun!) James Madison, "Father of constitution." Government by the consent of the governed, "We the people": students read the story, "We the Kids." Civil Rights 6- Susan B Anthony and right to vote (kids vote- only allowed boys to vote, then all students make picket signs!)

2nd grade Spatial Sense: with a focus on the geography of our world – continents and oceans and the geography of our specific continent and country. Students complete hands on projects which include making maps and

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of our specific continent and country. Students complete hands on projects which include making maps and models, including a "Global Address" puzzle which illustrates how where we live is just a small part of the world. 2nd grade Westward Expansion: This unit is correlated to and sequential with the above 1st grade example creating even more connections and relevance for students: Students learn about the changing geography of our country from the original 13 colonies, through the Louisiana Purchase and Westward Expansion. The learn about the inventions that made the expansion possible, including the Transcontinental Railroad and discuss the impact this movement had on the Native Americans that already lived here.

Examples of 2nd grade Core Virtues® integration include: Courage - James Madison, Dolly Madison, Francis Scott Key, The Erie Canal, Harriet Tubman, Pioneers Heading west. Citizenship - All men created equal, Emancipation Proclamation, Susan B. Anthony. Lives to Learn From - Eleanor Roosevelt

3rd grade: Taught and re-emphasized throughout our unit on the Ancient Roman Empire (5 weeks long.)

S.S.: Strand 3: Civics/Government Concept 2: Structure of Government PO 1 and PO 2

Chart Comparison of Ancient Roman vs. U.S. Government. In this class activity the students compare the different branches of the Ancient Roman Republic to our Government. Detailed discussions are conducted based on the fact that the Romans had a Senate and the U.S. has a Senate. Comparisons are made and opinions shared. The fact that the Romans established this over 2000 years ago and that parts of their system can still be applied today is key in the discussions.

Examples of 3rd grade Core Virtues® integration include: Steadfastness – Samuel Francis Smith, My Country 'Tis of Thee, William Penn

Examples of 4th grade Core Virtues® integration include: Courage – Patrick Henry, "Give me Liberty or Give me Death"; Lives to Learn from – Horace Mann, Amelia Bloomer, Elizabeth Blackwell, Margaret Fuller

5th/ 6th grade: (6 weeks): 6RL7 - Reading Standards for Lit. S3C5P O1 - AZ Standards: Government Systems of the World. The Giver by Lois Lowery. Discussion of Utopian Societies and restrictions to personal freedoms and liberties. (2 weeks): 6W1 – Writing and Research S2C3PO7 AZ Core Knowledge: Ancient Greece & Rome, Athenians vs. Spartans - Debate, performance, Venn diagram, and propaganda posters debating the attributes of each society: Brains vs. Braun. (1 day with applications all year long): S2C2PO4, S2C2PO6 – AZ World History/Early Civilizations

S3C3PO1 – AZ Standard Civics/Government: The Code of Hammurabi. Skit: Who Stole My Chicken? Teaching the challenges of "an eye for an eye" philosophy within a government and within a classroom.

Q7: Question #2: List frequency of this instruction within the social science subjects in question #1 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Examples detailed above define that Civic Engagement is a part of the daily campus culture at CCS across all grade levels and also various specific instruction occurs weekly, bi-weekly, monthly, quarterly, and in special one-time instructional lessons and opportunities. The length of lessons and units varies depending on content to include all frequency ranges.

Some specific examples at varying frequencies of CCS's aligned and high quality instruction, integration, and engaging activities in Government, History, Law & Democracy integrated across subject areas are listed below.

Daily -

Students role play daily how to be good citizens in their classroom and how to problem solve

Campus culture rewards acts of citizenship and displays of the correlated Core Virtues®

Aligned, integrated classroom instruction in subjects of Government, History, Law, and Democracy

Weekly –

5th/ 6th grade example of a lesson/unit lasting 1 week: Standard: S1C4PO1 – 5th Gr. AZ Standards S1C6PO1, Core Knowledge: The Civil War – 5th Reform – 6th: Citizens' Right to Vote: Women and People of Color.

Students analyze the reasons for change within our systems of government as minority groups gain a voice and then the right to participate in the running of our government through the ability to vote. People directly studied: Fredrick Douglas, Thomas Jefferson, John Locke, Susan B. Anthony, Lucretia Mott, Cady Stanton, Sojourner Truth, Harriet Tubman, and Martin Luther King Jr.

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Q8: Question #3: Explain the extent to which your school addresses civic learning concepts in non-social science subjects.

A successful campus culture of civic learning and engagement that reaches every child and engages every type of learner requires integration across all campus functions and subject areas. CCS ensures that civic learning is not limited to the social sciences but rather cross-curricular ties are made frequently and the non-social science standards are also taught using civic learning content. It is an especially high priority at CCS to integrate literacy standards using text to create related dialogue in multiple formats. These connections further build relevancy for students. Our cross-curricular approach builds relevant connections for every learner and creates a well-rounded picture of civic engagement and personal responsibility in different contexts.

Our school not only teaches American and World Geography and History, but spotlights the concepts that are introduced in these studies throughout the programs and other special areas we teach. For example, students in second grade do poetry studies of poems about Abraham Lincoln and Harriet Tubman, they learn songs in Music that showcase the cultures and ideals of our country including, the Star Spangled Banner, the Battle Hymn of the Republic, This Land is Your Land, etc. The school also encourages good citizenship through its award programs and the Core Virtues Eagle Bucks recognitions that showcase students that are using the ideal behaviors of good citizens including, fairness, patience, tolerance, respect, and hope.

Examples of non-social science standards taught with civic learning content:

Kindergarten cross subject integration: RLK.1 With prompting and support, ask and answer questions about key details in a text. Reading stories about Abraham Lincoln, "Honest Abe", and Washington and the "cherry tree" combine American History with emerging literary base, and also with character education showing developmentally relevant applications of Responsibility and Diligence. Responsibility defined at the Kindergarten level as: "Doing your part." And Diligence, defined at the Kindergarten level as "Doing your part even when it takes

hard work

Drama

5th & 6th grade: (6 weeks): 6RL7 – Fiction and Drama 6RL3 - Reading Standards for Lit. S2C5PO1 – The Enlightenment Core Knowledge – French Revolution. Johnny Tremain -Discussion of how Enlightenment ideas spurred the revolutionary mentality throughout Europe and the New World. The birth of Democracy in the New World. (2 months): Math: Geometry – Standard 6G1. Geometry Core Knowledge Sequence. Advanced Math Activity for gifted students: Flatland: Reading and discussion of a two-dimensional society based on a hierarchy of polygons. This explores the relationships among the sexes and the class system of a fictional society.

Examples of aligned cross-curricular lessons with both the social and non-social science standards used in combination to create a cross curricular experience:

4th grade: quarterly (except for comparing candidates and voting). The election process (historically and present), Candidates (compare and contrast them), incorporated the Presidential Seal and Hail to the Chief song, written reports on the candidates, voting booth (students voted for their choice for candidate). Common Core: RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. AZ State Social Studies Standards: S3C2: PO1 Describe the three branches of state and national government. S3C1 PO2 Identify the rights and freedoms supported by the following documents: Preamble of the US Constitution, Bill of Rights S3C4 PO3 Describe the importance of citizens being actively involved in the democratic process.

Q9: Question #4: List frequency of this instruction within non-social science subject areas in question #3 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

A successful campus culture of civic learning and engagement that reaches every child and engages every type of learner requires integration across all campus functions and subject areas. CCS ensures that civic learning is not limited to the social sciences but rather cross-curricular ties are made frequently and the non-social science standards are also taught using civic learning content.

Examples detailed above in #8 define that Civic Learning is integrated and is a part of the daily, weekly, bi-weekly, monthly, quarterly, and annual instruction, opportunities, and campus activities. The length of lessons, units, and activities varies depending on content to include all frequency ranges.

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Q10: Question #5: List the number and grade level of students impacted by this practice.
Challenge Charter School (CCS) is a public elementary school currently serving 579 students in grades Kindergarten thru 6th grade.

Each of the 579 students at every grade level are impacted by Proven Practice #1: Classroom Instruction in Government, History, Economics, Geography, Law and Democracy.

PAGE 4: Proven Practice #2: Discussion of Current Events and Controversial Issues

Q11: Question #1: Explain how discussions of current local, national and international issues and events important to your students are incorporated into courses at your school. Cite specific evidence of how these discussions increase civic knowledge for your students.

At Challenge Charter School, current issues and events are frequently incorporated into school activities and classroom dialogue, discussion, reflection, and research. This is an essential practice in order to prepare our students to apply their extensive knowledge base to the political, global and social issues of today. Every teachable moment must be captured and issues with those in the past creates a constant civic learning culture that is diverse and invites participation by all.

The Sochi, Russia Olympics provided a fun opportunity this year to incorporate a captivating current event into classroom discussions and across subject and grade areas to engage students and create relevancy and interest in other cross-curricular opportunities. Results in individual categories, by county, and by athlete provided rich differentiated math opportunities in calculation and graphing.

In the 2nd grade, they incorporated the Olympics in many ways including: Since they cover studies of both Ancient Greece and the Seasons it provided a great opportunity to introduce these current events. The kids located Russia on a map and we discussed the types of events they were able to participate in because of the winter season in which they were participating. The kids compared the weather in Sochi to the weather in Arizona

at the time. We held our own Olympics and the kids talked about and how the events of our Olympics would have to be different than in Sochi and why. We also talked about the opening ceremonies, the different flags of the countries, and what it would be like to be an athlete competing for your country. This provided the opportunity to discuss pride for your country and how you as a citizen represent your country to the world and can bring honor to it. Also, we during our unit on Civil Rights Leaders, we talked about how we can learn from the past. Students talked about their own experiences of having friends that are of a different gender, race or nationality as they are.

At the second grade level that even included discussions about how the foods we eat are different from one another and teasing someone or treating them "differently" because you can't identify or don't like what they eat can cause hurt feelings. We discussed how it is important to accept others for who they are and appreciate our differences.

Some other specific examples of how teachers align and incorporate past and present issues and events are listed below:

Veteran's Day: 1st grade content: What a veteran is and why we celebrate/recognize them on Veteran's Day. Instruction: Joe Foss Institute veteran visit, video and question/answer period. Write thank you notes to veterans explaining why we are thankful for their services. Connections: Students relate to veterans they know in their own lives. Ask questions of a veteran. Learn that military personnel are not only soldiers but have jobs within the military (our visitor was an airplane mechanic). Frequency: 1 hour Veteran visit 1 hour writing lesson

2nd grade: One unit (5 days): II- Westward Expansion: Strand I American History concept 5: Politically identify reason (political/ religious freedom) for immigration to USA (made / studied in depth- Trail of Tears- created student book). Another unit (5 days): III- Westward Expansion. Strand I P05: discuss the effects (e.g loss of land depletion of buffalo, established reservations / government boarding schools) of Westward Expansion of Native Americans. Another unit (2 days): IV-CK- Martin Luther King and the dream of equal rights for all (students write their own "I have a dream")

4th grade students color election results on a map for homework report during relevant elections.

In Computer Class students in second through sixth grade have discussions and complete lessons about cyber bullying and being a good cyber citizen. This issue is very relevant to young people and leads to the controversial issue of whether certain technology is helping or hindering citizens. This topic is taught over three to four lessons depending on the grade.

Students play games and watch videos on websites called Digital Passport, Woqi World and Professor Garfield.

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The websites review scenarios in which students have to answer what they would do if that incident happened to them. For example, when learning about keeping information private online, they learn from Professor Garfield that they should not give out their "YAPPY" which stands for your name, address, phone numbers, passwords and your plans. They then go through a series of questions in which the student has to choose the safest way to handle the situation in order to advance the game or video. At the end of these simulations students become "cyber certified."

Some examples from 5th and 6th grade include: Standards: 6SL1 – Speaking and Listening S2C9PO1, S2C9PO2 – World History- Contemporary World (2 days): Year round schooling: Classroom discussion, essay, and debate on this issue. Standard: 6SL1 – Speaking and Listening S2C9PO1, S2C9PO2 – World History- Contemporary World (2 days): Extended school hours: Classroom discussion, essay, and debate on this issue. Standard: 6SL1 – Speaking and Listening S2C9PO1, S2C9PO2 – World History (3 days): Communism and Socialism. Pros and Cons of these government systems and their applications to our world today and in the past. Standard: 6SL1 – Speaking and Listening S3C4PO1, S3C4PO2, S3C4PO3 – AZ Standard Civics and Government (on-going for 2 months): Presidential Debates and platforms. Extensive classroom discussion, periodical research, culminating in Kids Vote. Standard: S5C3PO1 – Physical Science & Energy Transfer S2C1PO2 – History and nature of Science (1-2 days): Hybrid cars and their connection to green energy. Clean and renewable energy source with a large increase in expense and huge societal changes: i.e. gas stations. Standard: S4C3PO2 - AZ Standard Oceans & Environ. Conditions (1-2 days): BP oil spill and effects on ocean life and ecosystems. The fragility of our Earth's many ecosystems and the negative impact that humans can have on their environment while remaining uninformed and passive.

Current popular advertising campaigns are used for a 3 day Propaganda Lesson: Standards: CCR8-Delineate and evaluate the validity of an argument: Discussion of different persuasive techniques and how these techniques are used to aid the propaganda of media, political leaders, and producers of consumer goods. Students will be taught to analyze the validity of an argument by recognizing the persuasive technique, the source, the intended audience, and what might be gained by whom.

Q12: Question #2: List the name and grade levels of the courses participating in this practice.

Challenge Charter School (CCS) is a public elementary school currently serving 579 students in grades Kindergarten thru 6th grade.

Each of the 579 students at every grade level are impacted by Proven Practice #2: Discussion of Current Events and Controversial Issues.

Q13: Question #3: List the frequency of this practice (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

CCS supports a culture in which teachers are empowered to incorporate current issues and events in a fluid nature when they provide the most advantage for the students' comprehension and application. This allows teachers to carefully moderate discussions of current events while they are still timely and draw on students outside knowledge.

Some specific examples at varying frequencies of CCS's alignment and incorporation of past and present issues and events are listed below

Daily –

Earth Day: 1st grade example: Content: What is Earth Day and Why we recognize this holiday. Instruction: We read stories and have class discussions about what it means to be green. There is a discussion of what we can do to help our Earth and what destroys it. Connections: Students display great habits at school on keeping the campus and classrooms clean. The students get to practice at school and home. Frequency: Two 1 hour lessons
2nd grade examples of 1 day lessons/activities: IV- CK: Controversy of slavery (comparing north / south states and South's justification for slavery), IV- CK: Emancipation Proclamation and the end of slavery (students map "lap" book to explain all concepts and vocab of civil war), IV- Immigration and citizenship: The meaning of "e pluribus unum" (a national motto you see on coins) see above activity, IV- CK- Civil Rights- Susan B Anthony and right to vote (student vote/ boys only make picket signs), IV- CK- Civil Rights: Eleanor Roosevelt & Civil human rights (school house art project/writing project), IV-CK- Civil Rights: Mary McLeod Bethune and educational opportunity (school house writing and art project), IV-CK- Civil Rights- Jackie Robinson and the integration of major league baseball (read book, made 3-D diorama with facts), IV-CK- Civil Rights: Rosa Parks and the bus boycott in Montgomery. Alabama (read book, made bus with all races sitting together).

5th and 6th grade examples of 1 day lessons/activities: Standard: Core Knowledge – Nuclear Energy – Nuclear Power plants /Safety and Accidents (i.e. Three Mile Island & Chernobyl): Japanese melt-down of nuclear reactor. Connections between atomic energy and catastrophic incidents of misuse and neglect with such a powerful and

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innite energy resource. Standard: Core Knowledge Sequence – Astronomy: Big Bang theory of the creation of the universe. Discussion of the differences among fact, theory, and belief. The scientific method and mathematics is applied to pose a hypothesis as to the origins of our solar system and universe.

Bimonthly -

3rd grade example of a bimonthly incorporation: S.S.: Strand 2: World History Concept 9: contemporary World PO 1, L.A.: 3.RL.1, 3.RL.3: Scholastic News: Third Grade Students received Scholastic News. This magazine has current events across the U.S and the World. It includes graphs, text features, surveys, charts, and activities. It enhances classroom discussions and activities on current events. Students can also write about current event topics using them.

Monthly -

The Olympics were integrated across subjects at every grade level for discussion, example, and relevance. 4th grade examples of monthly lessons/activities: Current event reports in newspaper format (homework) Common Core: SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace. Social Studies State Standard S1C10 PO2 Discuss the connections between current and historical events issues.

Quarterly -

4th grade examples of quarterly lessons/activities:

When teaching the American Revolution, students get involved in taxation without representation. A student acts as King George and a few other students are tax collectors. King George reads a list of things that students must give up if they have an item on King George's list (example: Give up 2 tokens if you are wearing a red shirt). Afterwards, students discuss how they felt when they were told to do something without having a say in the situation. Common Core: RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. SL4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. AZ State Social Studies Standards S3C3 PO2 Describe why state and local governments collect taxes. S3C3 PO1 Describe the responsibilities of state government (making laws, enforcing, laws, collecting taxes). Students read My Diary from Here to There about a young girl that is moving the US from Mexico. The story explains how her family cannot cross the border until her father (a US citizen) gets the family their green cards. *Sensitivity and local current event. Students get involved in the discussion of how this young girl might feel crossing the border, waiting for permission, laws involved, and moving to a new country. AZ State Social Studies Standards S3C3 PO1 Describe the responsibilities of state government. S3 C3 PO3 Describe the possible consequences of violating laws.

American Reformers: Abolitionists newspapers created by the students giving different opinions of slavery (slaves side, masters side, Northerners side) Common Core W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

American Reformers: Women's Rights: Write opinion on the saying "A Women's Place is in the Home" Common Core W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

One-time annually/special projects:

Based on a student in the news that created a Buddy Bench at his school, for students who needed help in making friends and / or find someone to play with or talk to, students in our Kids Care Club created posters and wrote announcements and scripts for short skits to introduce our own Buddy Bench at CCS. The students enjoyed seeing that a student their own age could have an impact on their school and across the nation at other schools.

Veteran's Day: Guest speakers at both the younger and older grades with developmentally appropriate discussions. The fourth – sixth graders enjoyed a special visit from: Sargent Michael Russell Standards: 6SL3 speaking and listening * Sargent Michael Russell is a U.S. veteran of the Vietnam War came to our campus to speak about what Veterans Day means, who and what veterans are, and about his individual experiences were within the U.S. Army. Sargent Russell lost his leg while on active duty and he shared many moving stories of heroism and sacrifice for our country and its citizens.

During the holiday season we teach all of Kindergartners about all the different holidays celebrated in the season during a hands on rotation day. We cover Christmas, Hanukkah, La Florde Nochbuna and Holland.

1st grade: MD.4- organize, represent, and interpret data with up to 3 categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another. Discussion of elections and 2 candidates Class constructs life size bar graph by putting their name under the candidate they think will win. Ask and answer questions based on the graph

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Q14: Question #4: List the number and grade levels of students impacted by this practice.

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Each of the 579 students at every grade level are impacted by Proven Practice #2: Discussion of Current Events and Controversial Issues.

PAGE 5: Proven Practice #3: Service-Learning

Q15: Question #1: List and briefly describe the academic objective(s) and correlated community service project activities for each Service-Learning component.

A school should be a family, a true community of parents, educators, community members, and stakeholders, all working together. These solid partnerships provide the modeling and opportunities needed for children to become active and responsible citizens. These strong adult role models including staff, parents, service men and women, and community leaders demonstrate and engage all CCS students in community service and service learning.

School Leadership is essential in modeling the importance of such engagement, removing barriers for staff and student participation, and prioritizing the link between service learning and academic objectives and standards.

At CCS, students are provided choices to engage in meaningful work on issues that matter to them creating positive outcomes academically but also in self-awareness and self-esteem by designing projects through study and collaboration. Students are then guided to ensure the critical reflection necessary to have permanent impacts.

Instruction is aligned to the appropriate Arizona College and Career Ready Standards, throughout the Core Knowledge® sequence ensuring that service learning is integrated into multiple content areas.

Some specific examples of the systemic use of service learning teaching strategies, classroom instruction, and correlated activities linked to academic objectives are listed below:

Kindergarten: Community Service Project: Anthem Pets fundraiser. Correlated: Civics government: Strand 3 PO3 discuss the importance of students contributing. Described: Students journal after the pets fundraiser. AZ Humane Society fundraiser: to a community (e.g helping others, working together etc.). Described: Follow up with AZ humane society leader, came to visit and told the kids how much they helped the animals.

The Challenge Charter School Garden and the Arizona Humane Society:

Each CCS student participates in service learning in our CCS Community Garden. All students attend weekly gardening class integrating science and service and providing opportunities to give back to other community members through service.

Each grade has a raised garden bed they are responsible for that includes vegetables, fruit and flowers. Students nurture their assigned bed throughout the year, watching and recording growth and learning how to tend a garden. As a culminating event, students make salads with vegetables similar to the ones they have grown all year on "Project Salad Day."

The gardening program and "Project Salad Day" give students a chance to be a part of a school wide group working together for a common goal of helping others and making healthy choices.

Many connections are made to academic objectives for example: 1st grade S5 C1 PO1: Discuss the difference between basic needs and wants. Reflection Activities- Donate veggies to those in need. (AZ Humane Society) to help others.

Self-Awareness and Self-Esteem through Service and our Virtues:

CCS's aligned and integrated character education curriculum, Core Virtues® also provides many connections with acts of, examples of, and within the practice of service learning. There are 22 named Virtues. The most relevant to our daily commitment to a culture of service learning include: Civic Responsibility, Diligence, Duty, Lives to Learn From, Responsibility, Service, and Stewardship.

A 1st grade example: Content: Teach the students the meaning of the core virtue of Generosity (meaning: is giving without thinking about getting). Instruction: Introduce the word and have the kids explain some example of the meaning of the word. Students come up examples from home, school, and through extra-curricular activities that they participate in on their own and at the school. Connections: Throughout the year, students participate in several projects such as a food drive and through box tops, which helps raise money that goes towards the needs

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of others.

Students serving students: Content: Improve friendships and community. Instruction: Students in the Kids Care Club planned and implemented a "Buddy Bench" on the CCS campus. The students discussed ways to get all other students excited and make them aware of the bench. They came up with announcements to help spread the word to all the students and ensure that the campus knows how to use the bench. The original "Buddy Bench" was created by an elementary student named Christian Bucks and was featured on "The Today Show." The way the buddy bench works is if students feel lonely on the playground without anything to do, they can go to the buddy bench, and another student will come to the bench and ask if they want to play or talk. Connections: Students connect that feeling accepted and friendships are available to them by using their core virtues regularly. Other Kids Care Club student led service learning activities have included: Meeting real community needs: The students organized and led a campus wide food drive. The students promoted their core virtue of generosity by raising awareness of the needs of many in our community. This was done by daily announcements on campus, skits put on for each classroom and art work and text throughout the campus. Increasing community-needs knowledge: The students created Valentine's kits for the low-income students in our community. The children donated art supplies and prepackaged Valentine's cards to make kits for these students so they are able to participate in their classroom celebrations. The students then boxed the items up and made a handmade card for each child receiving a card to wish them a happy Valentine's day. Students were able to show ownership of this activity by creating their own kits and choosing the items to donate.

Serving your community through business and giving back to your community with profits: Student CCS Business Owners:

Scholastic Book Fair run by CCS 6th graders: Standard: S3C4PO1, S3C4PO2, S3C4PO3: AZ Standard: Civics Government Rights and Responsibilities of Citizenship

For three weeks, students run the Scholastic book fair business on campus with correlated lessons on the related skills and concepts. Skills taught and applied: Customer Service, Inventory, Merchandise Management, Marketing, Taxation, and Promoting Literacy with the younger students. Older students serve as "buddies" for younger shoppers.

The Book Fair sale culminates with an evening Ice Cream Social in which the 6th graders then also get to serve as readers, personal shoppers, and sales representatives to help earn funds to give back to our school. The money raised from this program puts books on our classroom shelves, technology in our classrooms, and provides new teacher resources to new teachers.

During the Book Fair, there is also a fundraiser, "One for Books" hosted by our sixth grade students to purchase books for those less fortunate that lack access to books.

Student initiated drive to support our troops: CCS 5th and 6th graders led a campus wide initiative because it was important to them to give back to those serving our country. They collected donations to fill and package Valentine boxes of love for our troops. Giving back to our community by supporting our troops and their families. Always remaining mindful of the sacrifices that others must make to protect our freedom and democracy. Standard: Core Virtues: Love of Country and Kindness S2C4PO1

The school actively seeks authorities and professionals of all kinds to role play, discuss their lives/careers, and be present on campus serving as readers, judges for school events, and just as special visitors modeling an active and responsible adult life. These relationships provide important reinforcement and allow students to envision their own future role in society. Students often spend time with our CCS Firepal or School Police Liasion doing service for rewards or also for discipline interventions. Standard: S3C4PO1, S3C4PO2, S3C4PO3: AZ Standard: Civics Government Rights and responsibilities of Citizenship.

Campus pride: Student consequences for minor acts of destruction of school property or campus maintenance issues often include a mandated vestment in our school environment and community for that student by them fixing/cleaning/repairing/etc. the damage done by their act or choice. This often creates a strong school pride in students who may not have understood their vital role in their school community. Standard: S3C4PO1, S3C4PO2, S3C4PO3: AZ Standard: Civics Government Rights and responsibilities of Citizenship Core Virtues: Respect and Responsibility

Service to our Earth and Environment:

All CCS classrooms recycle and students lead the effort of collecting and taking out the recycling bins. Students decide the schedule for emptying their recycling bins and also assign the duties. One of the curricular tie ins happens for third graders when they study ecology. Reflection Activities: Stories are incorporated into many discussions about why it is important to recycle. Art projects are created from recycle bin paper. Lessons focus on how each student can affect the environment. Students share responsibility for taking out the recycling bin each week. Tie in to home recycling programs and community programs.

Kindergarten: Taking care of our Earth-S3C4-PO3 – Cleaning up the community, reduce, reuse, and recycle. S3C4 PO2B – Importance of participation and cooperation in a classroom and community. Also, the Core Virtue of Responsibility meaning: do your part for the groups that make us a whole) is tied to the care of our campus, environment, and earth at every grade level Kindergarten – 6th grade.

Serving those who serve us and our country: 6th grade Standard: 6W4a – Production and distribution of writing Activity / Lesson: Writing Letters for Veterans at our local VA Hospital. After having guest speaker, Sargent

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Michael Russell visit our school for Veterans' Day, our students wrote individual personal letters of thanks to patients at our local VA hospital as a thank you to the men and women who have served our country.

Civic Responsibility and Service:

SunWise: All CCS Students are taught Sun Wise safety. After 4th graders had a deeper understanding of the threats to others, Students then worked in groups to create a commercial that teaches about the proper clothing, sunscreen UV protection, best times of day to be in sun, etc. The groups then present the commercial to the rest of the class. *Current event and importance of being a citizen of Arizona. AZ State Social Studies Standards S3C4 PO1 Write persuasive text (e.g., advertisements) that attempts to influence the reader.

CCS 1st graders: Content: Teach students the meaning of the core virtue respect (meaning: treating others with high regard regardless of their race, their place, or the color of their face) Instruction: Students are given the word Respect and what the teacher guides them as they brainstorm words that show respect. Some examples, are putting our hand on our heart as we recite the Pledge of Allegiance. Students come up with an acrostic poem to remind them of the core virtue and its meanings. Connections: As a class, we use the word daily pertaining to showing respect to those in authority, such as our principal, teachers, and adults. We also take it further by teaching them respect for our country, President, and leaders. We also recite and show respect to our U.S. Flag as we say the Pledge of Allegiance and Preamble every morning.

Q16: Question #2: Provide a brief description of the reflection activities that link the academic objectives and community service activities for each of the Service-Learning components you listed for Question #1.

CCS students are active in community service and service learning linked to academic objectives and standards.

At CCS, students are provided choices to engage in meaningful work on issues that matter to them creating positive outcomes academically but also in self-awareness and self-esteem by designing projects through study and collaboration often the outcome of reflection on a current subject of study.

Students are then guided to ensure the critical reflection necessary to have permanent impacts from the service learning itself. Some of the many CCS reflection activities include: journaling, pair & share, classroom discussion, inquiry-based discussion and exploration, guest speakers, field trips, related texts and stories, and many more targeted directly to the current objective making connecting across the curriculum and to the community. Reflection is encouraged not just in those areas taught or included in activities but in questions to solicit though beyond the classroom and activity.... Questions posed to students, how could we have impacted more people? What people were NOT served by our efforts or the efforts of those we are learning about?

Teachers make daily connections for students as they pertain to CCS's aligned and integrated character education curriculum, Core Virtues® and examples of Civic Responsibility, Diligence, Duty, Lives to Learn From, Responsibility, Service, and Stewardship.

Reflection activities for the service learning examples provided in Question #15 include:

Kindergarten: Community Service Project: Anthem Pets fundraiser. Student's journal after the fundraiser and an AZ humane society leader came to visit and told the kids how much they helped the animals. She led a discussion including questions about other ways to help others and animals.

The Challenge Charter School Garden and the Arizona Humane Society:

Journals at each grade level recording growth and reflection on related activities such as food donation and how it feels to be hungry and help the hungry. Donate veggies to those in need. (AZ Humane Society) to help others. Discussion of need versus want.

As a culminating event, students make salads with vegetables similar to the ones they have grown all year on "Project Salad Day."

Classroom discussion about working together for a common goal of helping others and making healthy choices. Discussion about other important goals and commonalities.

Self-Awareness and Self-Esteem through Service and our Virtues:

1st graders studying the Core Virtue of Generosity come up examples from home, school, and through extra-curricular activities that they participate in on their own and at the school. Connections: Throughout the year, students participate in several projects such as a food drive and through box tops, which helps raise money that goes towards the needs of others.

Students serving students: Students observe the use of the "Buddy Bench" and how it feels to improve friendships and community. Also, how they feel when they use or help those using the "Buddy Bench." Kids Care Club students also have rich discussions about those they serve and teachers pose questions of how to serve and reasons to serve. Students are able to connect very well to what others' need and desire when realizing what they have and are able to give. Often this requires those things that were "taken for granted" prior to the activity and

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have and are able to give. Often this uncovers those things that were taken for granted prior to the activity and reflection.

Serving your community through business and giving back to your community with profits - Student CCS Business Owners:

Scholastic Book Fair run by CCS 6th graders: Students reflect through writing assignments and classroom discussion on the different "values" of a business and how "value" is built and maintained. Compare and contrast the business value in community versus financial standing. Papers and journals on all components of business growth, service, and projects. Older students serve as "buddies" for younger shoppers and discuss their needs and interpretation of the experience. Students participate in discussion of those in need of books, access to books, their own impact on these disparities and their own potential impact on it. The need for empathy.

Students spend time with school and outside authorities as consequences for choices and to discuss these choices. CCS School Liaison Officer leads student dialogue about real world consequences.

Writing assignments on Civics Government Rights and responsibilities of Citizenship.

Campus pride: Student consequences for minor acts of destruction of school property or campus maintenance issues often include a mandated vestment in our school environment and community for that student by them fixing/cleaning/repairing/etc. the damage done by their act or choice. This often creates a strong school pride in students who may not have understood their vital role in their school community. Standard: S3C4PO1, S3C4PO2, S3C4PO3: AZ Standard: Civics Government Rights and responsibilities of Citizenship Core Virtues: Respect and Responsibility

Service to our Earth and Environment:

Stories are incorporated into many discussions about why it is important to recycle. Art projects are created from recycle bin paper. Lessons focus on how each student can affect the environment. Students share responsibility for taking out the recycling bin each week. Tie in to home recycling programs and community programs. Discuss impacts on the future.

Kindergarten: Taking care of our Earth-S3C4-PO3. Also, the Core Virtue of Responsibility meaning: do your part for the groups that make us a whole) tied to the care of our campus, environment, and earth at every grade level.

Class discussion and rewards for showing responsibility.

Serving those who serve us and our country: After having guest speaker, Sargent Michael Russell visit our school for Veterans' Day, 6th grade students wanted to write individual personal letters of thanks to patients at our local VA hospital as a thank you to the men and women who have served our country.

Civic Responsibility and Service:

CCS 4th graders worked in groups to create a commercial to teach others the impacts of the sun learned in SunWise curriculum. Students reflected on how their role to educate others was different as an Arizona resident. They wrote journals about how their commercial would be different in a different region of the country.

Teachers make constant connections for students to reflect on the meaning of Respect as it pertains to service as Americans such as putting our hand on our heart as we recite the Pledge of Allegiance and taking care of our Veterans and our own school community.

Q17: Question #3: List the teacher or facilitator for each Service-Learning component and their grade level(s)/course(s).

Challenge Charter School (CCS) is a public elementary school currently serving 579 students in grades Kindergarten thru 6th grade. Due to the extensive integration of service learning and the self-contained structure of an elementary school, each CCS staff member is engaged in Proven Practice #3: Service-Learning at each grade level.

Q18: Question #4: List the percentage (%) of classroom teachers in the school participating in this practice.

100%

Q19: Question #5: List the number of students in the school impacted by this practice.

Challenge Charter School (CCS) is a public elementary school currently serving 579 students in grades Kindergarten thru 6th grade.
Each of the 579 students at every grade level are impacted by Proven Practice #3: Service-Learning.

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Q20: Question #1: List all extracurricular program names at your school with brief description and include frequency of activities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.).

Challenge Charter School provides each student access to engaging and integrated extracurricular activities. Each CCS class experiences off-site learning with between 5 – 10 field trips a year. These trips include museums, concerts, art venues, civic venues such including the State Capital, service learning, speakers, and many others. These rich, extracurricular, off site learning opportunities make connections for students building relevancy and a well-rounded understanding of the framework of civic engagement.

For instance, CCS partnered with the Arizona Department of Weights and Measures to participate in a field trip to a Sprouts Marketplace store for hands-on lessons in the processing of meats and produce, related regulations, ethical and environmental responsibilities, and business practices and considerations.

Barriers to participate in field trips and other extracurricular activities are removed by the school, such as paying the fees of those students whose families cannot pay the fees. The school has even sponsored fees for parents to attend so they can be a part of this learning with their children and be engaged in the campus community at every level.

When possible, scholarships are also provided for students to attend before/after school activities. Also, several extracurricular activities do not have a fee to participate including Kids Care Club, a service based club where students select ways they can give back in their community and work together to accomplish goals for others. There was also no cost to participate in a very special extracurricular opportunity this year to see the political process in action and attend a Glendale City neighborhood meeting held on the school campus to increase access.

Staff diligence and professional development are committed to making extracurricular opportunities relevant to the classroom instruction and aligning them to compliment the culture of civic learning engagement and service that is prevalent during the on-site school day.

In addition to some of the specific examples below, the school also has several Family Nights a year that provide time outside of the school day for the development of the school community and the extracurricular involvement of students and their families. Some of the events include Family Game Night, Magic School Bus Night, Science Fair, and Evening of the Arts, Multicultural Unity Day, and community dinners hosted by students.

Academic connections are made for students to extracurricular activities.

For instance, when preparing for a school-wide event each class and grade have aligned activities or lessons tied to their placement within the curriculum. For instance in 1st grade, the following lessons were correlated with the Saturday Multicultural Unity Day and other cultural site visits and guest speakers throughout the year: Content: Students will recognize that people in Arizona and in the United States have varied backgrounds, but may share principals, goals, customs, and traditions. Instruction: Throughout the year in social studies, teachers review the seven continents and talk about the physical and human characteristics of each continents and specific countries. As the Winter Olympics were going on, teachers explained the importance of the event and how each country has a specific symbol, flag, etc. Connections: Students were invited to attend a day where students and families shared their own customs, traditions, and/or food of their family's culture (Multicultural Day).

Weekly Before/After School Extracurricular classes –

Lego Robotics Club: Challenge Charter School offers a Lego Robotics Club that 100 students participated in during the 2013-2014 school year. Each club session meets weekly for a 7 week period. Working in pairs, students follow 2D drawings to build 3D models, use the computer to program electronic parts, think creatively and explore ideas based on trial and error. Students apply what they have learned in class and add their own creativity as well. Models are designed to incorporate science, technology, engineering and mathematics.

Chess Club meets on site and students also compete at off campus chess competitions

Twinkle Toes Dance Class culminating in an end of the year performance for families

Fitness Class with Coach O'Neil – Teaching healthy life skills, proper form, balance, and agility, teaching respect, teamwork, and collaboration.

Young Rembrandts Art Class

Mad Science Class

Math Night: optional free tutoring. Student investment in their own academic success and ultimate responsibility for their own learning.

Monthly –
Kids Care Club:

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Kids Care is a National organization that began in 1990 and encourages and unites individual schools in an effort to empower "children to make a better world through hands-on service projects." There is no fee to participate in the after school club. Students decide what service projects would have the most impact in our community and they work together to collect needed items for projects such as getting them donated. Several CCS teachers volunteer their time to supervise the club and help them in their mission to serve others. The Club meets monthly to accomplish their goals and discuss ways they can always be giving back to their communities.

This year, some of the projects of the Kids Care Club have included: Collected coats and put together birthday party boxes with treats, games, and gifts for the Vista Colina Family shelter; Put together bunny gift craft with a note to brighten the day of patients at the Glendale Care Center. The Glendale care center is for ill patients who are recovering from surgery and for the elderly; Letters to our troops: Students wrote letters to soldiers to let them know we appreciate them, and to brighten their day; Dogs deserve better – Campaign to promote humane treatment of dogs; Sought and secured grant for breakfast boxes for hungry AZ children; Valentines art kit for other local kids in need.

Kids Care Club students acted on a current event they read about to improve friendships and community. Students planned and implemented a "Buddy Bench" on the CCS campus. The students discussed ways to get all other students excited and make them aware of the bench. They came up with announcements to help spread the word to all the students and ensure that the campus knows how to use the bench. The original "Buddy Bench" was created by an elementary student named Christian Bucks and was featured on "The Today Show." The way the buddy bench works is if students feel lonely on the playground without anything to do, they can go to the buddy bench, and another student will come to the bench and ask if they want to play or talk. Connections: Students connect that feeling accepted and friendships are available to them by using their core virtues regularly.

Fuel Up To Play 60 is both an extracurricular and a student governance activity. It is a student run leadership club on campus that promotes healthy eating, getting active and making a difference. The program is sponsored nationwide by the American Dairy Council and the National Football League. The club is offered to students in fourth through sixth grade and they set a great example engaging younger students through their participation. The club meets twice a month and has approximately 40 students. The club functions as follows: students are given healthy eating and physical activity "play" ideas. Each play is a challenge that helps get students at the school to eat healthy and get active. The club members must review the plays, provide input to adapt the plays to work for our school environment, vote on the best choice and execute the play. When a play is complete, our school receives recognition from the Fuel Up program online and small rewards such as motivational posters of NFL players.

Students in Kindergarten thru the 3rd grade receive monthly visits and lessons from a powerful role model that they can relate to, Firepal Matt. Firepal Matt builds relevance and connection with them beyond the classroom curriculum in the importance of fire safety and water safety at home, school, and around pools. The students learn that firemen are our friends and they are here to help us. They learn how to stay safe at home and school.

One-time annually/special projects -

CCS partnered with the City of Glendale to host a neighborhood meeting on campus with the City Manager to make it easier for our families to attend this meeting and to model the importance of attendance at these meetings for our students. Those who attended learned a lot about the needs and duties of the citizens of Glendale.

Evening dinners hosted by CCS students from "Around the World." Three dinners hosted this year: Asian dinner, Italian dinner, and the Latin American Dinner described in detail:

Content: Students learn about our neighboring country of Mexico and its modern civilization and culture in the classroom. Instruction: Students are taught the geography (Gulf of Mexico, Rio Grande) and culture of Mexico (Indian and Spanish heritage). The teacher will use maps and pictures to show different landforms and teach about specific traditions such as; fiestas, Independence Day, piñatas, etc. Extracurricular connection: As a culminating activity, students will be able to attend a Latin American Dinner Night that brings many cultures of the Latin American community together. Students will be able to try unique foods and be able to display artwork that they have created to express what they have learned about Mexico and other Latin American countries.

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Q21: Question #2: List the number of students participating in each program listed in Question #1.

Challenge Charter School (CCS) is a public elementary school currently serving 579 students in grades Kindergarten thru 6th grade.

By providing extracurricular field trips at every grade level during the school day with sponsorships and transportation, the school ensures that EVERY child is impacted by proven practice 4 and participates in extracurricular activities.

Off-site field trips integrated with civic engagement – 579 (all) students.

Weekly Before/After School Extracurricular classes

Lego Robotics Club: 100 students

Chess Club: 55 students

Twinkle Toes Dance: 78 students

Fitness Class: 30 students

Young Rembrandts Art Class: 28 students

Mad Science Class: 45 students

Math Night: 30 students.

Monthly –

Kids Care Club: 88 students

Firepal Matt extracurricular safety classes: 387 students

Fuel Up to Play 60: 40 students

Special Events –

City of Glendale neighborhood meeting: 30 students

Evening dinners hosted by CCS students: Every student during the school day and approximately 300 students attended the evening dinners.

Family Nights such as Family Game Night, Magic School Bus Night, Science Fair, and Evening of the Arts, Multicultural Unity Day, and community dinners hosted by students. – Every student participates during the school day in integrated lessons and preparing for these activities and approximately 450 students attended at least one event. On average, much more than one.

PAGE 7: Proven Practice #5: Student Participation in School Governance

Q22: Question #1: List school governance opportunities/positions with brief descriptions of how students participate in the management of their own classrooms and school. *Be sure to note any specific governance opportunities that are systemic and/or student-initiated.

Challenge Charter School (CCS) is committed to providing engaging and hands on instruction that has real world applications and outcomes. Opportunities for students to initiate and participate in school governance are frequent, systemic, and grow in proportion and impact as students progress through grades with developmentally appropriate examples and opportunities to participate. Student governance opportunities and participation occur at each grade level, in every classroom, and with school-wide opportunities that extend into the larger community. The Challenge Charter School family remains a vital part of all our students' lives, even our alumni. Students often come back to the campus once they are in middle school, high school, and even college and share with us all of their successes. Frequently, our students become student government/council presidents in their secondary schools and serve in leadership positions in their schools and communities.

Students partner with me in leading initiatives and leading things that are important to them such as the Fuel Up To Play 60, a student run leadership club on campus that promotes healthy eating, getting active and making a difference. The Fuel Up program is sponsored nationwide by the American Dairy Council and the NFL. Students demonstrate their commitment meeting before school twice a month with me and other faculty advisors. They vote on the best ways to get our campus involved and active.

Some other specific examples of student led governance are listed below:

Students at every grade level make classroom rules and contracts together beginning on the first day of school

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and revising as needed.

Kindergarten: Crumpled heart activity- shows when you hurt someone's heart you can apologize, but the wrinkle (your impact) is always there; Discussion on why we need rules in the class: so everyone is safe and happy. Make class rules together; Bully free classroom curriculum; Strand 3:PO2.b- importance of participation and cooperation in a classroom and community; Why there are rules and consequences for violating them.

1st Grade: Construction of class rules: Made one time. And used every day. Class decides classroom rules and consequences. All students sign rules poster and post in room. Daily
Table Captains: Students work as collective groups at tables. Students take turns as table captains. Do duties for one week. Lead table activities; help solve table problems / issues. Have small scale leadership roles. School Governance: Classroom Level: Made one time used Daily: Developing and agreeing on classroom rules as a part of designing classroom constitution.

4th grade: Bullying: At the beginning of the school year, students listen to the story Tyrone the Horrible and learn about bullying and how they can help stop it. Students then sign a No Bullying Pledge to stop bullying. Respect Rap: Students in one class took part in a rap about Respect (classmates, teachers, parents) and then presented it to the school in an assembly.

5th and 6th graders: Book buddies: campus role models. The campus "leaders," our 5th & 6th grade students became especially concerned with the literacy of younger students after they hosted the Book Fair. Reflecting on this, they initiated a "Book Buddy" program. As book buddies and testing buddies, the older students are able to become positive role models and mentors to our younger students. They read, write, and play with one another to form bonds of friendship across the age levels. Standard: Core Virtues - Generosity, Gentleness, Graciousness, Kindness, Patience, Respect S3C4P01 Rights, Responsibilities and Roles of Citizenship – 5th & 6th

Kids Care Club: Kids Care is a National organization that began in 1990 and encourages and unites individual schools in an effort to empower "children to make a better world through hands-on service projects." Students govern this club and campus-wide initiatives by initiating projects that are important to them and they vote on those that will have the most impact in our community and then work together to collect needed items for projects such as getting them donated.

Based on a student in the news that created a Buddy Bench at his school, for students who needed help in making friends and / or find someone to play with or talk to, students in our Kids Care Club created posters and wrote announcements and scripts for short skits to introduce our own Buddy Bench at CCS. The students enjoyed seeing that a student their own age could have an impact on their school and across the nation at other schools. They came up with announcements to help spread the word to all the students and ensure that the campus knows how to use the bench.

Students have been hosting evening dinners for all the CCS families from "Around the World." Three dinners hosted this year: Asian dinner, Italian dinner, and the Latin American Dinner. Students have had to decide what menu's would be served, created menus and delegated responsibilities to other students and grade levels to make sure all of the needed tasks get completed.

Scholastic Book Fair run by CCS 6th graders: Standard: S3C4P01, S3C4P02, S3C4P03: AZ Standard: Civics Government Rights and Responsibilities of Citizenship

For three weeks, students run the Scholastic book fair business on campus with correlated lessons on the related skills and concepts. Skills taught and applied: Customer Service, Inventory, Merchandise Management, Marketing, Taxation, and Promoting Literacy with the younger students. Older students serve as "buddies" for younger shoppers.

The Book Fair sale culminates with an evening Ice Cream Social in which the 6th graders then also get to serve as readers, personal shoppers, and sales representatives to help earn funds to give back to our school. The money raised from this program puts books on our classroom shelves, technology in our classrooms, and provides new teacher resources to new teachers.

During the Book Fair, there is also a fundraiser, "One for Books" hosted by our sixth grade students to purchase books for those less fortunate that lack access to books.

Student initiated drive to support our troops: CCS 5th and 6th graders led a campus wide initiative because it was important to them to give back to those serving our country. They collected donations to fill and package Valentine boxes of love for our troops. Giving back to our community by supporting our troops and their families. Always remaining mindful of the sacrifices that others must make to protect our freedom and democracy. Standard: Core Virtues: Love of Country and Kindness S2C4P01

As a culminating event for the CCS Garden class, students make salads containing vegetables similar to the ones they have grown all year on "Project Salad Day." Students govern the event and must make decisions about responsibilities, supplies, advertising, decorations, and much more. The gardening program and "Project Salad Day" give students a chance to be a part of a school wide group working together for a common goal of leading

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Day give students a chance to be a part of a school wide group working together for a common goal of teaching others in making healthy choices.

Q23: Question #2: List frequency of school governance opportunities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) for your students.

Opportunities for students to initiate and participate in school governance are frequent, systemic, and grow in proportion and impact as students progress through grades with developmentally appropriate examples and opportunities to participate. Student governance opportunities and participation occur at each grade level, in every classroom, and with school-wide opportunities that extend into the larger community.

Daily & Weekly-

Kindergarten – 6th grade: Classroom governance. Students vote on various issues daily issues that affect them from the nature of classroom decorations and processes all the way to activities they will host for other grades or for the campus/families to attend.

All classrooms at all grade levels also determine their classroom constitution at the beginning of each year with governing guidelines, agreements, and consequences for decisions.

5th & 6th grade: Daily Announcements Leading the campus each day in the Pledge & Preamble. Understanding and analysis of the Pledge of Allegiance and Preamble of the U.S. Constitution precedes students' ability to lead the school in the daily announcements in which they recite these powerful words for our school community to learn and recite each day. Standard: S2C1PO6 AZ Standard Primary Resource 6SL1 – Speaking and Listening – Common Core

5th & 6th graders also govern themselves daily based on a system they create in the first week of school.

Students are given a real check register and as a group they set values for certain expenses, such as forgetting to bring in homework, and also earnings for certain activities such as helping in the classroom or using your notes to study. Behavior choices become debits and credits. Students track their accounts to ensure they "save" enough money to buy reward activities. The 5th & 6th grade teachers use the checking accounts for many, many math standards and correlations as well.

Monthly-

Fuel Up to Play Meetings and school wide initiatives led by student members
Book buddies with older students organizing the agenda for these sessions.
Kids Care Club meetings and initiatives.

One-time annually/special projects:

Student performances demonstrating their governance such as the 4th grade Bullying Rap
Student led "Around the World" Dinners
6th grade business: Scholastic Book Fair and culminating evening event.
Student led initiatives such as fundraising and food drives
"Project Salad Day"

Q24: Question #3: List the number and grade levels of students at your school participating in each governance opportunity.

Challenge Charter School (CCS) is a public elementary school currently serving 579 students in grades Kindergarten thru 6th grade.

Each of the 579 students at every grade level are impacted by Proven Practice #5: Student Participation in School Governance.

PAGE 8: Proven Practice #6: Simulations of Democratic Processes

Q25: Question #1: List the opportunities that exist at your school for students to participate in simulations of democratic processes and procedures. Cite specific evidence.

The engaging, integrated, and hands on instructional strategies at CCS across subject areas, naturally lead to frequent participation in simulations of democratic processes as applications of content. The school's emphasis on current events also keeps students and faculty current so that they can align classroom instruction and activities to real life events making them relevant teaching tools.

Opportunities for students to participate in simulations of democratic processes and procedures are frequent, systemic, and grow in proportion and impact as students progress through grades with developmentally

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systems, and grow in proportion and impact as students progress through grades with developmentally appropriate opportunities to participate.

Some specific examples of these engaging simulations are listed below:

Kindergarten: During community and national elections, kindergarten holds a mock vote to vote for a candidate but also for things such as the "First pet" since this subject has more relevance to younger children than the actual candidates. Civics/government strand 3: S3C4: Rights, responsibilities and roles of citizenship.

Kindergarten's off-site learning and connection: For their zoo field trip, the classes vote on the route we will take and which animals we will see.

1st grade: Content: Students will identify our President of the United States and Governor of Arizona and identify their roles and how the leaders of our country and state get their positions. Instruction: Students will be taught the roles of the President and Governor. Students will be taught how they are put into office by voting. Students will participate in a mock election in class by voting on a class president for the day. Connections: The students will understand that their personal choices can affect their leadership and how it is important to vote and be a part of community decisions.

2nd grade: In second grade, students are introduced to the fundamentals of government and democracy. We study the civilization of Ancient Greece and specifically Athens as the birthplace of democracy. Students learn about and participate in a mock Greek Assembly where citizens have the opportunity to debate about items that will be voted on, and make their opinions known. We also held a ballot vote to determine the events that we would include in our 2nd grade Greek Olympics so that students could see in action that their voice is important and heard.

4th grade: When teaching the American Revolution, students get involved in taxation without representation. A student acts as King George and a few other students are tax collectors. King George reads a list of things that students must give up if they have an item on King George's list (example: Give up 2 tokens if you are wearing a red shirt). Afterwards, students discuss how they felt when they were told to do something without having a say in the situation. Common Core: RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. AZ State Social Studies Standards S3C3 PO2 Describe why state and local governments collect taxes. S3C3 PO1 Describe the responsibilities of state government (making laws, enforcing laws, collecting taxes).

4th grade AZ State Social Studies Standards: S3C4 PO1 Discuss ways an individual can contribute to a school or community. Law Day: Students created posters for this year's Law Day theme and competition, "Voting: Every vote counts". AZ State Social Studies Standards: S3C4 PO1 Discuss ways an individual can contribute to a school or community.

After reading a nonfiction article Animals Come Home to our National Parks, students get involved in the rules and laws created to protect the land and animals of our national parks and why they are important to the preservation of our past and for our future. Students design their own National Park and write the rules/laws for their parks (why the rules are important to the park, who/what the law protects). AZ State Social Studies Standards S3C3 PO1 Describe the responsibilities of state government. S3 C3 PO3 Describe the possible consequences of violating laws.

In Technology class: Woogi World Virtual Education World- students in first through sixth grade have Woogi World accounts that allowed them to cast a vote in the recent election. The teacher encouraged students in first through fourth to go on and vote while we were playing in class. Woogi World participates in the Civics mission so in the process there were tools to prepare students to vote responsibly.

5th and 6th Grades: Roman debates. Applying the Socratic Method of teaching to a formal debate within a classroom with current topics such as Animal Testing. Standard: S3C3PO2, S3C3PO3 – AZ Standard 6SL1 – Speaking and Listening Core Knowledge: Ancient Greece & Rome

Standard: 6SL1 – Speaking and Listening S3C4PO1, S3C4PO2, S3C4PO3 – AZ Standard Civics and Government (on-going for 2 months): Presidential Debates and platforms. Extensive classroom discussion, periodical research, culminating in Kids Vote.

Conflict resolution at recess voting in four square. Students are taught and have modeled for them the way to vote on a decision or outcome when playing a competitive sport to remove hurt feelings and proceed with the game. Standard: S3C4PO1, S3C4PO2, S3C4PO3: AZ Standard: Civics Government Rights and responsibilities of Citizenship Core Virtues:

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Q26: Question #2: List the frequency of simulations of democratic processes and procedures (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) at your school.

Opportunities for students to participate in simulations of democratic processes and procedures are frequent, systemic, and grow in proportion and impact as students progress through grades with developmentally appropriate opportunities to participate.

Some specific examples of these engaging simulations at all frequencies are listed below:

Daily/Weekly –

Kindergarten – 6th grade: Classroom governance. All classrooms at all grade levels determine their classroom constitution at the beginning of each year with governing guidelines, agreements, and consequences for decisions. Students at every grade level make classroom rules and contracts together beginning on the first day of school and revising as needed.

Students also vote on various issues daily within their classroom communities. These issues vary greatly in nature of classroom decorations and processes all the way to activities they will host for other grades or for the campus/families to attend. All grades have students participate in elections to select classroom rewards such as pizza or ice cream for a party. At the 1st grade level in this example: Teacher also explains what a majority vote is and explains that in a democratic environment the people make the choices.

1st grade example with two 1- hour lessons: Content: Students will understand the different governments and how each unit of study has a different democratic process and government. Instruction: As the students learn the different units throughout the year, they study, practice, and discuss how our government compares and differs (Mexico, Mesopotamia, ancient Egypt). Connections: The students will understand how our country differs from the others. They will understand how there are different rules and laws throughout the world.

4th grade students frequently get involved in the voting process by voting anonymously and the use of majority rules. Examples of times used: team colors on field day; picking free choice activities; picking rewards for group. AZ State Social Studies Standards: S3C4 PO1 Discuss ways an individual can contribute to a school or community.

5th & 6th grade: Anonymous/ Majority rule voting in classroom decision making. Daily decisions are made through a system of anonymous voting where majority rule determines decisions within our classroom communities. Standard: S3C4PO1, S3C4PO2, S3C4PO3: AZ Standard: Civics Government Rights and responsibilities of Citizenship

Quarterly -

2nd grade: the American Constitution. When learning about the Constitutional Convention, students “elected” representatives from their classrooms which met as a collection of delegates in a mock convention, debating ideas and then creating and signing a classroom / grade constitution. Then they returned to their classrooms and explained the draft and students had the chance to vote and “ratify” the constitution. Students also learned about the Bill of Rights wanted by the anti-federalists and how the constitution can and has been changed.

4th grade: Code of Chivalry activity: When teaching Middle Ages, the students traits of conduct (code of chivalry and core virtues) and nominate a person from their “group” family (groups of four) who would make a good knight to slay a dragon. Common Core W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Arizona State Standards Social Studies S3C4 PO2 Identify traits of character (e.g. responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.

One-time annually/special projects:

Challenge Charter School participates in all available Kids Vote activities during large elections. All mock elections or classroom votes also provide multiple opportunities to align with Mathematics standards in various grade levels.

Annually during the 3rd grade Ancient Rome unit S.S.: Strand 2: World History Concept 2: Early Civilizations PO3 and PO4 L.A.: 3.SL.1: Roman Patrician and Plebeian role play. This simulation is done to create an emotional connection to how the Roman plebeians might have felt. Without looking, the students choose a colored slip of paper from a bag. There are only 5 slips of red paper. The rest are blue. Students that receive a red slip are the Roman Patricians and the students that receive a blue slip are the Roman Plebeians. The five Patricians were asked to leave the room and establish five classroom rules that benefit them. They returned to the class and presented the plebeians with the new rules. (Examples of rules: Patricians do not have to do homework but Plebeians do. Patricians get recess but Plebeians do not. Plebeians do not have to do morning

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work but Plebeians do. Only Patricians can use computers. Etc.) Each year the Plebeians become very upset. The teacher then tells the students that this is only a game and the rules do not have to be followed. A discussion follows about how the students felt. The teacher explains that during the Roman Republic, there were many more Plebeians than Patricians. Even though there were fewer Patricians, they controlled the government and therefore created laws to benefit themselves. Discussions about the Roman Republic, government levels, and classes are conducted throughout the lesson and the unit. The culminating activity for this unit is a Chariot Race (using wheelbarrows) that includes the whole campus. All grades get involved by serving as witnesses to the Chariot Races and a Spirit Award is awarded to a color group. Connections are made by assigning color groups across campus: Students get involved in a competition against other color groups to try to win a spirit award.

CCS 4th graders annually visit the Capitol for Hands-on instruction to include: Past AZ governors, how legislative process works in Arizona and more. This year, they had the chance to go down on to the representative floor at State Congress where they drafted and dropped a mock bill on "Floaties or No Floaties" at the pool to make the process engaging and relevant to our students. The Speaker of the House led a debate and discussion including the input of constituents and how you work collaboratively with multiple parties to make a bill into law

Guller's Travels: After reading, 4th grade students were given scenarios to vote as to how they would handle different situations, students then defended their choices, and presented the choices to the whole class Common Core SL4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Q27: Question #3: List the number and grade levels of students participating in each simulation.

Challenge Charter School (CCS) is a public elementary school currently serving 579 students in grades Kindergarten thru 6th grade.

Each of the 579 students at every grade level are impacted by Proven Practice #6: Simulations of Democratic Processes.

PAGE 9: Professional Development

Q28: Question #1: List school-sponsored (e.g., webinars, paid conference registrations, substitute coverage, travel expenses, etc.) civic-related professional development opportunities your faculty attended from August, 2013-April, 2014, that addressed any of the six proven practices in civic learning. Please provide the following information for each professional development opportunity: Title, Date, Organization, Number of Faculty Attended, Number of hours per person

"Challenge Charter School is a unique, supportive, and safe learning community where kids come first in all decision making, accountability is embedded in all processes, and academic rigor and citizenship are pillar expectations & motivators for all." – CCS Mission

CCS prioritizes and invests in an empowered, engaged team. Quality on and off site professional development is provided frequently and we offer tuition reimbursement programs for continuing education. A love for learning extends beyond students and includes all members of the school community with an emphasis the school's commitment to growth in civic learning.

All CCS Leadership is engaged in the larger community and sets an example of the value of civic responsibility, service learning, and civic engagement for our students. Civic responsibility is also one of the Core Virtues aligned within our curriculum through lessons and modeling.

Leadership is effective at modeling, enforcing, and developing the professional and personal traits that we seek in our students and our staff and communicate these values to all stakeholders. There is frequent and transparent communication throughout the tolerant, strengths-based culture. People feel safe to take risks and challenge themselves within that culture.

Sustained and high quality professional development is prioritized and invested in at CCS. CCS teachers receive at least 10 full professional development days within their contract. Teachers new to CCS receive an additional three days for a thorough introduction to our school. Professional Development occurs both on and off-site, always paid for by the school to ensure that all related staff can attend and not be limited by costs.

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When only one staff member or a small group participates in relevant professional development then team sharing takes place so that all staff members can learn and grow from these experiences and training. In addition to opportunities for all of the staff, our structure provides for each team to focus and collaborate fully on incorporating the promising practices on a consistent basis in all classrooms during planning.

Over 6 hours weekly of planning time has been embedded within the contract day for teachers to collaborate with their PLC's and plan individually through a unique scheduling accommodation. Our CCS Faculty truly values time to reflect, collaborate, share ideas, innovate, and conduct research and have had the opportunity to see the benefit this brings to their practice as well.

Specific examples of staff professional development that has provided growth in the six proven practices during the 2013-2014 school year includes:

On-site, related professional development:

Date: August 2nd, 2013

Presenter: Mike Kuczala

Title: Kinesthetics and Engagement in Your Classroom

Faculty participating: Every CCS faculty member participated.

Duration: 6 hours

Content: An expert on brain development and kinesthetics, Mike provided strategies in making instruction in the social sciences relevant to the learner through various techniques including interest differentiation. He provided multiple techniques and strategies for sharing of current events and creating dialogue with students on the civic environment surrounding them. Faculty engaged in simulations of using these strategies in the classroom environment.

Date: March 31st, 2014 and frequently at staff meetings

Presenter: School Principal

Title: Community Updates

Faculty participating: Every CCS faculty member participated.

Duration: 2 hours

Content: Through outside community involvement, the Principal maintains a high commitment to staying current on events, community needs & situations, and makes connections between these commitments and involvement to the proven practices. Team sharing of these experiences and connections and discussions of classroom instruction and incorporation of these ideals and practices happens frequently at staff meetings. CCS hosted a Glendale City meeting with an update by the City Manager providing access to all staff, students, and families. An update was given by the Principal during this team sharing for those unable to attend, as well as updates from the Phoenicians, a sub-committee of the Chamber of Commerce and all other state and national sources used by the Principal and school to stay current.

Off-site related professional development:

Date: March 3rd, 2014

Presenter: Dairy Council

Title: Dairy Council School Breakfast Summit

Faculty participating: PE Coach and Fuel Up to Play 60 Staff Chairperson. Team-sharing of lessons learned with all faculty during March 31st professional development day on-site.

Duration: 6 hours

Content: Fuel Up To Play 60 is both an extracurricular and a student governance activity. It is a student run leadership club on campus that promotes healthy eating, getting active and making a difference. The program is sponsored nationwide by the American Dairy Council and the National Football League. The club is offered to students in fourth through sixth grade and they set a great example engaging younger students through their participation. This event exposed our Chairperson to new ideas and resources available for the program.

Date: April 21st – April 23rd, 2014

Presenter: ASU – GSV, multiple

Title: ASU – GSV Education Innovation Summit

Faculty participating: School Principal with team sharing to follow for all faculty

Durations: 3 days

Content: Extensive content in education innovation including multiple platforms correlated to the proven practices. Some examples include: Knowledge as a Currency – current issues impacting students and the classroom, Equal access to education "The Politics and Policy of Education Technology" – Opportunities and Obstacles presented

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by Former Secretary of Education Margaret Spellings, linking International Development to the Classroom, Hollywood Meets Harvard – It's All About Engagement.

Date: March 17th – May 19th (weekly sessions)

Presenter: The City of Glendale

Title Glendale University: City Government "101"

Faculty participating: School Registrar with team sharing to follow for all faculty

Duration: 3 hour sessions each Monday night for a total of 10 classes.

Content: Classes to include: Managing a Public Organization; Community Services; City Court; Development, Growth, and Transportation; Public Works and Water Services, Financial Services & Marketing; Public Safety Services; Community Volunteerism. Speakers include City officials, the Mayor, and representatives from each City Department.

Challenge Charter School staff look forward to an opportunity to participate in the ADE Conference on Civic Engagement if offered again during the 2014-2015 school year. We were unable to participate this year as the date conflicted with our on campus Field Day.

School Application Summary and Feedback for Challenge Charter School
2013-2014

Proven Practice	1 - Provide instruction in Government, History, Law and Democracy.	2 - Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.	3 - Design and implement academic Service-Learning teaching strategies where students link the formal curriculum and classroom instruction directly to community service project(s).	4 - Offer extracurricular activities that provide opportunities for young people to get involved in their schools and communities.	5 - Encourage student participation in school governance.	6 - Encourage students' participation in simulations of democratic processes and procedures.	SCHOOL DESIGNATION
Score (Points Possible=4)	4	4	4	4	3.5	3.5	23
Feedback	The civic-related content covered is impressive in its breadth and depth. The level of commitment the school shows in the application to	Several opportunities are provided for students to discuss events and issues that are relevant to their age and lives. Applicant includes academic	There is an explicit connection between service-learning programs and activities and specific academic objectives. From "Project Salad Day" to the student initiated drive to support	The field trips listed deepen students' understanding of and appreciation for the humanities and social sciences, especially for the young students CCS serves.	School emphasizes student responsibility in creating a safe and secure school. Students at every grade level make classroom rules.	Visiting the state capital provides students a model for the democratic process. Includes age appropriate simulations, such as voting for First Pet,	15-18.5 School of Merit 19-22.5 School of Distinction 23-24 School of Excellence School of Excellence

School Application Summary and Feedback for Challenge Charter School
2013-2014

providing social studies instruction is rare at the elementary level - and should be applauded.	learning objectives that connect to the current events.	the troops, there are a variety of avenues for students to serve their community.	students with Kids Care Club, Chess Club and Lego Robotics Club to name a few more activities. Applicant provided an update for 2013-2014 with the Lego Robotics Club and number of students participating.	vote on route for field trip to the zoo.
<p>Continue to challenge students with complex texts related to civic-related topics.</p>	<p>A description of how the current event discussions are facilitated would have been useful to the application. Some discussion formats, such as debates, not only allow</p>	<p>Some of the reflection activities (e.g., "Project Salad Day") could be expanded or their rigor could be increased.</p>	<p>Explore additional extracurricular opportunities that are related to civic learning.</p>	<p>Many of the school governance options are informal in nature, so it would be a good idea to formalize the structure of some of those opportunities.</p>
<p>Recommendations</p>	<p>students to</p>	<p>Some of the reflection activities (e.g., "Project Salad Day") could be expanded or their rigor could be increased.</p>	<p>Explore additional extracurricular opportunities that are related to civic learning.</p>	<p>Create simulation opportunities in which students have to recreate or reenact democratic processes and procedures.</p>

School Application Summary and Feedback for Challenge Charter School
2013-2014

	<p>examine topics in depth but they also reinforce students' understanding of civic engagement.</p>					
<p>Resources</p>	<p>Helpful resources are available for each of the six proven practices in civic learning located on the Excellence in Civic Engagement website under Resources at http://www.azed.gov/civicingagement/</p>	<p>Contact our office at 602-542-5963 with any questions or if you would like to schedule a site visit, observation, etc.</p>				

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COMPLETE

Collector: New Email Invitation (Email)
Started: Wednesday, April 16, 2014 2:05:25 PM
Last Modified: Friday, May 09, 2014 9:02:52 AM
Time Spent: Over a week
Email: trentacoste@goasa.org
IP Address: 68.14.248.14

PAGE 2: School and Contact Information

Q1: Please provide the following school information:

Name	Arizona School for the Arts
Address	1410 N 3rd. St, Phoenix, AZ 85004
Grade Levels	5-12
Number of Students Enrolled	814
Phone Number	(602) 257-1444

Q2: Please provide the following information for the person submitting the application on behalf of the school:

Name	Peter Trentacoste
Title/Position	Social Studies Department Chair/ 11th Grade APUSH Teacher
Phone Number	(602) 257-1444
E-mail address	trenacoste@goasa.org

Q3: Please provide the following information for the Principal of the school:

Name	Sara Maline-Bohn
Phone Number	(602) 257-1444
E-mail Address	maline@goasa.org

Q4: Please provide the following information for a summer contact

Name	Peter Trentacoste
Title/Position	Social Studies Department Chair/ 11th Grade APUSH Teacher
Phone Number	4805193510
E-mail Address	trentacoste@goasa.org

Q5: Any other person(s) you would like to recognize in assisting with the application process (Optional)	Richard Livoni, Jamie Samuels, Charley Ryder, Bailey Williams, Lisa Speck, Liz Beatty
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PAGE 3: Proven Practice #1: Classroom Instruction

Q6: Question #1: Explain the extent to which your school provides standards-based, student-centered and literary-rich instruction in civics, government, history, economics, geography, law and democracy. Cite specific evidence of how this instruction increases civic knowledge for your students.

The Arizona School for the Arts Social Studies Department is dedicated to providing students with a rigorous.

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standards-based, and student centered approach in civics, government, history, economics, geography, law and democracy that uses primary sources and readings to foster critical thinking, analysis, and civic minded skills. We use a philosophy of constructivism in our classrooms, giving students the ability to work collaboratively with documents in order to use evidence to analyze historical events and contribute to the historiography of topics by writing in the discipline. Students at ASA receive 65 minutes of social studies instruction four days week in grades five through twelve. We also use Arizona's College and Career Ready Standards in all classes to foster the skills that our students need to not only meet 21st century challenges but to also instill in them virtues that are required of citizens in the United States such as community service, volunteering, and voting. As we do not have textbooks, teachers at all levels require students to read and analyze primary sources in order to interpret events and enhance their understanding of history, government, and civics.

This level of instruction can be seen in the fifth grade through their study of American history from exploration through the American Revolution. Students focus on a third quarter presentation related to the 13 colonies where they engage in in-depth research on an aspect of society such as religion, medicine, government, etc. and write a research paper as well as provide an oral presentation of their information. In the sixth grade, students study ancient civilizations utilizing the six characteristics of civilization, government, religion, economy/division of labor, resources, social classes, and culture, to analyze these civilizations. They explore government in depth and compare and contrast how different forms of government function. They also focus on the importance of the rule of law and how the rule of law has changed throughout world history. In seventh grade, students focus strongly on civics through the exploration of government and economics. They use role-playing and simulations to understand the democratic process as well as compare and contrast different forms of government and economic models throughout history. During this year, students will also learn about American foreign policy and how past foreign policy decisions have impacted current events. In eighth grade, students focus on the ideas of human rights on a global and national scale. They study issues related to the Universal Declaration of Human Rights, the Holocaust, the Civil Rights Movement, and culminate with a project that requires them to take a step toward fixing an issue in their own community. During this time they examine ideas related to not only US law, but international law as well, especially with how it relates to genocide. In the ninth grade students work towards understanding culture through anthropology and the study of Eastern culture. They research how religion, government, and culture develop within different societies as well as how geographic forces can impact the creation of culture. This can be seen in an "ASA Dig" project in which students produce an ethnographic portfolio of our school's society and culture additionally engaging in an analysis of their personal role within this larger scheme. In tenth grade, students learn about different government systems created and used throughout Western Civilization. This includes the origin of democracy in ancient Greece, the origins of representative republics through ancient Rome, empires in ancient and modern civilizations, monarchies throughout the Middle Ages, absolute monarchies in England and France, and constitutional monarchies in England. Students also learn about the origins of Communism in Russia. Many debates and Socratic seminars are conducted throughout the year to analyze and discuss the advantages and disadvantages of each system with students creating their own opinions about each based on numerous primary and secondary sources. Throughout the 10th grade year of social studies, students also learn about the numerous social class systems throughout Western Civilization. Over the summer, students read Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich. During their first unit in 10th grade, the students conduct a case study as to whether or not someone could live on minimum wage in Phoenix, Arizona. Students strengthen their research skills by choosing a minimum wage job in Phoenix and researching their cost of living for a year including food, housing, and insurance costs. The students, during this project, learn more about the thousands of citizens who work these jobs in America and how they try to survive in their own city. Throughout the year, then, students make comparisons between modern America and other civilization social structures throughout Western Civilization to create their own opinions on how to help struggling citizens in society. In the eleventh grade students engage in an in-depth look at US history. They examine critical themes related to government, economics, law, and history analyzing how the history of the US influenced as well as shaped these areas. For example, after learning about the Progressive Era, students were challenged with identifying a current issue that they feel needs to be changed and then comparing how Progressive Era reform movement strategies could help their movement. They also engage with primary sources on a daily basis, using them to defend conclusions in whole group and small group discussions. The collaborative element and student focused learning is evident as students engaged in multiple group research projects, debates, and presentations throughout the year. In the twelfth grade, students examine government and economics both at the national and international level. Students engage in discussions on the purpose of government and what the ideal governments would be before looking at government through a comparative lens, researching the institutions, policy, public attitudes and stakeholders in various governments through the world. The rest of the civics course delves deep into the American government, where the students learn the justifications and reasoning behind the system of government in the United States. The students finish the course by researching the citizen's role in democracy and what makes an active and good participant. During the second semester students focus on economics and all that it entails. This is an incredibly student focused curriculum with projects such as using social media and the hashtag #asaecon to discuss and identify economic principals in their own lives. Finally, the social studies department implemented a new formative assessment tool that meets the Arizona standards for writing in

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department as implemented rubrics for writing across grade levels that match the Arizona standards for writing in social studies as well as provide our students with effective rubrics that will make them better writers. Throughout the department, we have implemented geography units as this an area that we identified could use improvement. Teachers at all levels are using maps, charts, and graphs to teach the importance of geography and how it can impact society. ASA also prides itself on our collaborative environment. Students sit at tables with three or four other students in every class and work together in small group and whole group settings to tackle challenging information. As we are student centered, we ensure that the voices of the students are heard and we foster their ability to present in public and work together to complete projects and assignments. The students at ASA are presented with a rigorous, civics based social studies education every year that allows them to develop critical thinking and analytical skills as well as work towards exceeding the Arizona College and Career Readiness Standards.

Q7: Question #2: List frequency of this instruction within the social science subjects in question #1 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Daily

Q8: Question #3: Explain the extent to which your school addresses civic learning concepts in non-social science subjects.

ASA addresses civic concepts in a multitude of classes. In the fifth grade Life Skills class students engage in the Biztown simulation where they learn about the economics of business. During this class in the sixth grade, students engage in the ASA mall where they plan, advertise, and staff a business for other ASA students. They learn about a multitude of economic policies from budgeting money, advertising, and even pricing to earn profits. In math classes throughout grade levels, teachers use economics to bring math to the real world in terms of budgeting and currency. In Spanish, students complete their twelfth grade presentation in Spanish, which is a presentation related to a community issue that they have identified with a solution that they have implemented. In English classes throughout all years, students engage in the analysis of age appropriate texts and engage in student led discussion and seminars related to questions that they devise. Specifically in the eleventh grade, students engage in Socratic circles after reading texts throughout the year, engaging in dialogue that fosters collaboration and respect, two important, fundamental aspects of civic education.

Q9: Question #4: List frequency of this instruction within non-social science subject areas in question #3 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

weekly

Q10: Question #5: List the number and grade level of students impacted by this practice.

grades 5-12, All Students

PAGE 4: Proven Practice #2: Discussion of Current Events and Controversial Issues

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Q11: Question #1: Explain how discussions of current local, national and international issues and events important to your students are incorporated into courses at your school. Cite specific evidence of how these discussions increase civic knowledge for your students.

The discussion of current events and issues are imperative to the study of history and teachers incorporate this study at all grade levels. As teachers, we encourage our students to bring topics into the classroom that they are interested in and passionate about. This allows students to be involved in their learning as well as provides students and teachers with the ability to connect the study of history to what is happening in the world today. In sixth grade social studies, students complete weekly current event projects where they identify, summarize, and discuss events that are affecting their world. In seventh grade, they bring in outside sources to connect modern issues to historical events that they are studying in every unit. In the eighth grade, their culminating project requires students to identify a current issue and attempt to solve it using what they have learned throughout the year. In ninth grade, students engage in debates related to current political events in the Middle East, culminating in a discussion on the Israeli/Palestinian peace summit where students use knowledge of an assigned country to debate their current position about this issue. In tenth grade, students are required to discuss how the topic of every paper that they write connects to today using specific examples of current issues. In the eleventh grade, students complete multiple research projects that connect the topic that is being discussed with current events or complete papers researching similar events. For example, students write a research paper on a current revolution and the US response in the world while examining the American Revolution. Finally, in twelfth grade, students study the US government, economics, and world governments, bringing in current topics and relating their learning to their lives such as their study of economics and how their daily decision impact economics. By allowing students the freedom to bring in current events as well as planning their use in our units, we are showing students why civic skills are necessary and important for their lives. As we are dedicated to preparing our students for becoming informed and active citizens, the use of current events is imperative for student learning.

As a whole, the ASA social studies department will also incorporate major current events throughout the whole grade level curriculum. For example, we all taught age appropriate lessons for the ten year remembrance day of September 11 to mark this important date. We will also incorporate the election cycle into our curriculum by giving students the ability to get involved in kids voting.

Q12: Question #2: List the name and grade levels of the courses participating in this practice

5th Grade Social Studies
6th Grade Social Studies
7th Grade Social Studies
8th Grade Social Studies
9th Grade History
10th Grade Western Civilization
11th Grade US History AP and Standard College Prep
12 Grade Economics
12th Grade Government

Q13: Question #3: List the frequency of this practice (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

weekly

Q14: Question #4: List the number and grade levels of students impacted by this practice.

5th-12th grade, all students

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Q15: Question #1: List and briefly describe the academic objective(s) and correlated community service project activities for each Service-Learning component.

Service Learning is a key component of our 8th, 11th, and 12th grade curriculums. In the eighth grade, students complete a take action project as the culmination of their year for social studies. During this project, students select a current human rights issue and utilize their knowledge of human rights and social movements to design an appropriate solution for that issue before implementing a meaningful step towards their solution. For example, students collected one thousand butterflies to increase the awareness of bullying by creating a display and sharing their results with the community. Students also complete a volunteer project in their 8th grade Life Skills class where they design and implement a volunteer project for their community. Students completed projects from building chicken coops for local homeless shelters to provide food and work for individuals staying there to tutoring underprivileged youth at inner city schools. In the 11th grade students completed a project in which they attempted to implement a change regarding an issue that they identified in their community. Students started by researching the Progressive Era and then focused on an issue that they felt was a problem in modern society. After writing a paper discussing the methods of the Progressive Era and how their ideals could be applied to a modern movement, students were challenged to implement their change. Students created twitter accounts to raise awareness of underage drinking, created presentations that they are scheduled to give at conferences and for younger children, and even put together a review of songs to form an anti-bullying arts project that they pitched to the theater. In the 12th grade, students complete a solution, problem in which they work together to identify an issue in their community, research the issue, but and then implement a solution. This is a yearlong process in which students build relationships with local organizations and work with their community to improve their issue. Students this year created a community garden for a local YMCA, developed a dance curriculum for students in a homeless shelter, and put on Autism awareness seminars with local organizations. The CBs project is the epitome of service learning and is the culmination of student's years at ASA as it allows them to take what they have learned and apply to an issue facing their community. We hope that students involved in service learning. Club, Int, Knitting Club, and NHS provide service throughout our community and provide reflection opportunities and all of our students a chance to connect service with the community. For example, the knitting club recently put together a public art piece around a light pole in our lunch area with statistics related to the homeless population in Phoenix. This opened dialogue between students as they discussed the art piece with each other and were challenged by the members of knitting club to bring this up in their classes and engage in further research and reflection.

Q16: Question #2: Provide a brief description of the reflection activities that link the academic objectives and community service activities for each of the Service-Learning components you listed for Question #1.

In the 8th grade their reflections involve a portion in their final paper where they create connections and discuss their reflection as well as a presentation that discusses these same topics in both Life Skills and Social Studies. In the 11th grade the students must complete a written reflection after the implementation of their change that discusses their reactions to the assignment and their attempted change. In the 12th grade, students must complete a written reflection as well as present this information. In regards to club work, teachers provide their students with written reflections as well as discussions in order to give students a chance to reflect on the process as a whole.

Q17: Question #3: List the teacher or facilitator for each Service-Learning component and their grade level(s)/course(s).

Bailey Williams - 8th Grade Social Studies
Peter Trentacoste - 11th Grade US History/ Key Club
Julie Hampton - 12th Grade English
Ricky Livoni - 12th Grade Government/ Economics
Jeff Steinert - 11th Grade Physics
Liz Kuhl - 8th Grade Life Skills

Q18: Question #4: List the percentage (%) of classroom teachers in the school participating in this practice.

12%

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Q19: Question #5: List the number of students in the school impacted by this practice.

350

PAGE 6: Proven Practice #4: Extracurricular Activities

Q20: Question #1: List all extracurricular program names at your school with brief description and include frequency of activities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.).

Mock Trial - students compete at both a regional and state level in a simulated trial acting as both the lawyers and witnesses for a case. Students are taught by practicing attorneys in collaboration with their teachers. This provides students with a deeper understanding of the legal system and the logic skills necessary to succeed in the legal field. The mock trial team meets twice a week.

We the People - a competition in which students apply the principles of the Constitution to diverse and rigorous questions. Students work collaboratively in order to produce a four minute presentation on their questions and answer probing questions from a panel of community volunteers. This is a year round activity.

Interact - Community service groups which gives the students and opportunity to become involved in the community through events such as book drives and volunteering at the food bank. Interact meets once a week

MSA - Middle School Assembly is an opportunity for 5th and 6th graders and 7th and 8th graders to get involved in their community and school. Both groups raise and donate money to local charities, work on cleaning the school grounds, and engage in volunteer opportunities throughout the year. These groups also hold elections for officers and are representatives of their grades. MSA meets once a week and plans two socials for their grade levels a year.

National Honors Society - NHS is a national organization that recognizes outstanding students who have demonstrated excellence in service, leadership, and character. Students are required to be actively involved in school events and community service projects. Our chapter cleans a mile of McDowell Rd. by our campus twice a year and raises money for Free Arts Arizona through a fashion show fundraiser. NHS meets weekly and plans multiple events throughout the year.

Ambassadors: Ambassadors are representatives of ASA both on and off campus. They give guided tours for prospective students and stakeholders. They also represent and uphold the values of ASA at functions such as the enhance Park celebration for Margaret T. Hance Park's remodel. Students must apply and interview for their position as ambassador as well as receive recommendations from two of their current teachers. Ambassadors meet as needed which can be a few times a week.

Model United Nations – Model UN is a nationally recognized club that competes in statewide competitions as representatives of assigned countries in a model United Nations. This year's team had a member who won the best position paper award at the conference that they attended. Model UN meets twice a week.

Speech & Debate – Speech & Debate is a nationally recognized club that prepares students for competitions at multiple levels. Meets once a week.

Student Council – Student Council represents the student body that work with administration regarding issues concerning the school and student body. They elect officers who then spearhead issues brought up by the student body in order to work with administration to come up with solutions to issues. Student Council meets weekly.

Student Government - The mission of student government is to design and execute events to promote the community of the school. The events that Student government handles are socials, assemblies, fundraisers, and community service opportunities. Student Government meets weekly.

Key Club – Key Club is a nationally recognized volunteering club that meets weekly to plan and implement community service opportunities for its members.

Mu Alpha Theta – Mu Alpha Theta is a nationally recognized honors organization for Mathematics. Students in MAT provide tutoring for students of all grades twice a week while officers meet twice a month.

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Lego Robotics – Lego Robotics is a nationally recognized club that meets twice a week and provides students with an opportunity to compete in regional, state, and national competitions after designing and programming robots made of legos.

STEM Club – Our newest club provides students with an opportunity to use science, technology, engineering and math to compete in a competition related to the construction of a rube Goldberg device. This club meets once a week.

Kids Voting Arizona – Kids voting provides students an opportunity to engage in the electoral process and get a sense of what voting is like for when they turn eighteen.

The following clubs were created by students. ASA encourages students to create clubs to meet their passions and most faculty members are happy to advise these clubs.

Feminist Alliance – The Feminist Alliance is a club that deals with gender issues. They meet once a week and spearheaded a collection of feminine products and underwear for homeless youth in Phoenix.

Listening Club – Listening Club meets once a week and provides students with an opportunity to share their favorite music. Participants listen to and discuss an album every week.

Basketball Club – As ASA does not have PE, Basketball Club became a weekly opportunity for students to play organized sports. The work of this club championing organized sports resulted in the addition to a basketball hoop on our campus as of this year

Games Club – Games Club meets once a week and provides students with the opportunity to play games (board, card, etc.) and make friends.

Knitting Club – Knitting Club meets weekly and spearheads art and service projects throughout the community. From designing a quilt for an art installation that was then donated to the homeless to knitting socks and scarves for underprivileged members of society, Knitting Club attempts to change its community for the better.

Q21: Question #2: List the number of students participating in each program listed in Question #1

Mock Trial: 20
Ambassadors: 50
Model United Nations: 20
Feminist Alliance: 25
Key Club: 25
Speech & Debate: 20
Middle School Assembly 7/8: 15
Middle School Assembly 5/6: 25
Student Council: 30
Student Government: 30
National Honor Society: 25
Interact Club: 30
Mu Alpha Theta: 15
Lego Robotics: 40
STEAM Club: 30
We the People: 814
Kids Voting Arizona: 814

Student Created

Listening Club: 15
Basketball Club: 20
Games Club: 30
Knitting Club: 30

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Q22: Question #1: List school governance opportunities/positions with brief descriptions of how students participate in the management of their own classrooms and school. *Be sure to note any specific governance opportunities that are systemic and/or student-initiated.

One of the most important aspects of civics engagement is getting students involved in their school. In order to accomplish this, we have a variety of opportunities for student leadership in the classroom, in clubs, and in our community. Every club elects officers and provides every student with a chance to run for office. The following are specific examples of this process, but for clubs not listed, we use democratic elections, as each group must have officers to be created.

A tenth grade student at ASA, who is a member of Inspire Arizona, registered every senior in the 2013-2014 class to vote in the next election as well as obtained pledges from the sophomore class to do the same. Her work is truly indicative of not only governance opportunities at our school, but our dedication to civic engagement as this was created and completed by one student who represents the ideals of civic engagement.

In the 5th and 6th grade, students can join Middle School Assembly, which is the club that represents the 5th and 6th graders and their interests. Anyone can join MSA, but in order to be elected to office, students must manage and run a campaign that the entire 5th and 6th grade student body then vote on. If you enter the halls of the 5-6 areas of campus during this time, you will see campaign signs for the various candidates and then you would be able to watch their speeches before casting a vote for the candidate that you prefer.

In the 7th and 8th grades, MSA serves many of the same functions, but for their respective grade levels. Students who are interested in holding office run a campaign and give a speech on their qualifications to the club before every member of the club votes for each office. MSA in the 7th and 8th grades has two co-consuls, similar to ancient Rome so that each grade has one individual in a position of power. The Consuls run the meetings with the teachers acting as facilitators.

Student Council is a club for students in the 7th through 12th grades. Interested students must apply for membership in the club after obtaining letters of recommendations from teachers who will vouch for their leadership abilities. Student Council represents the student body that work with administration regarding issues concerning the school and student body. They elect officers who then spearhead issues brought up by the student body in order to work with administration to come up with solutions to issues. Student Council has recently been meeting with administrators on a weekly basis to work on policy proposals for the student body.

Student Government is a club for 9th - 12th graders. The mission of student government is to design and execute events to promote the community of the school. The events that Student government handles are socials, assemblies, fundraisers, and community service opportunities. Interested students apply for acceptance in the club and elections for officers are held yearly.

Ambassadors is a club for 8th-12th graders. The goal of Ambassadors is to be the face of ASA. These students conduct tours of the campus to prospective students, the media, and additional stakeholders. They also represent the school at various functions throughout the year such as fundraisers, concerts, and banquets. Interested students must apply for the position and obtain signatures from teachers who will vouch for their qualifications.

Governance also happens on a daily basis in the classroom. In eleventh grade US history students identify the norms for discussions, elect leaders to run class discussions, and have opportunities to lead their small group on a daily basis. As we are a student-centered school, these same techniques apply across grade levels and disciplines. Students are also involved in the creation of rules, have opportunities to perform different functions during group work, and can be peer mentors and tutors. Our eighth grade students mentor our fifth grade students, our junior class acts as mentors for our tenth grade class, our seniors plan, fundraise, and execute a junior picnic, and our juniors plan, fundraise, and execute the senior farewell. In all of these cases students plan and lead all aspects of the events as the teachers are just facilitators. Finally, in our twelfth grade science and eleventh grade history class, students must plan and teach lessons covering specific content. During this time, they are the teachers and are expected to lead their classmates to understand the assigned information.

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Q23: Question #2: List frequency of school governance opportunities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) for your students.

daily/ weekly

Q24: Question #3: List the number and grade levels of students at your school participating in each governance opportunity.

5th - 12th, all students have an opportunity for governance

PAGE 8: Proven Practice #6: Simulations of Democratic Processes

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Q25: Question #1: List the opportunities that exist at your school for students to participate in simulations of democratic processes and procedures. Cite specific evidence.

At ASA, we feel that simulations are an incredible way to engage students in learning about civics. We pride ourselves on providing students with numerous opportunities to enhance their understanding of history, civics, government, economics, and law through engaging simulations that help their critical understanding.

Every two years, students from grades 5-12 participate in Kids Voting. Each student learns about the candidates and issues in the current political race and chooses for themselves the issues that relate to them the most. Students discuss and debate the candidates in class and vote either on the internet or through paper ballot.

In the fifth grade students engage in a "Discovery" simulation where they break up into groups and simulate the colonization of the US. They must work together to choose where they create their colony, reach it by boat, deal with trade, setup governments, and deal with real situations that colonists faced when they landed. This simulation provides students with an opportunity to step into the shoes of early Americans and supremely enhance their understanding of this time period.

In the sixth grade, students participate in a mock assembly to experience the process of direct democracy and throughout the year they participate in other mock governmental systems, including republics, dictatorships, and monarchies; comparing and contrasting the government systems as they go along. Students also participate in the mummification of a Cornish game hen, learning the scientific process beyond the ritual as well as the historical precedent for the Egyptian process. This simulation is finished by interning the mummies (in the garbage) and showing their understanding of the funerary right of the Egyptians.

Students in seventh grade participate in simulations regarding how bills become laws. They work in committees to get bills to the whole House or Senate before starting the process in the opposite chamber. They also participate in an Electoral College simulation, mock trials, and various other simulations, such as how taxation without representation angered colonists enough to start a revolution.

In the eighth grade students do an apartheid simulation based on the "Choices Program" in which they develop a solution to apartheid after the Sharpeville massacre. They have three options to choose from and must come up with a solution to how they will respond to issues in South Africa.

In the ninth grade, students engage in a Peace Summit where they become representatives of a specific country in order to broker a peace agreement regarding the Israeli-Palestinian conflict. Students spend weeks researching their countries so that they can provide an accurate portrayal of that country and how they would argue this complex topic.

In the tenth grade students engage in simulations from the "Choices Program" related to revolutions (French and Russian).

In the eleventh grade, students engage in simulations related to governance, as they take on the role of presidential advisors in key moments in US history. For example, when studying the Vietnam War, students must take on the role of advisor to LBJ and argue either for or against escalating the war. Students also engage in mock trials, such as putting the atomic bomb on trial. Finally, students engage in the "Choices Program" related to the American Revolution, the Cold War, and Vietnam.

Students in the twelfth grade civics class participate in an in depth and rigorous month long project in order to simulate the election of a president. In this project the students are placed into four different groups and given specific roles and responsibilities related to campaigns. Each group independently researched the platforms of their political parties and develops a media strategy, a debate, a stump speech and political advertisements. This simulation allows students to get a deep knowledge of party politics and participate in the complicated running of a political campaign. Students also engage in economic simulations as well as using the "Choices Program" to simulate decisions made on foreign policy related to Iran.

Q26: Question #2: List the frequency of simulations of democratic processes and procedures (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) at your school.

daily, weekly, monthly

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Q27: Question #3: List the number and grade levels of students participating in each simulation.

5-12, all students

PAGE 9: Professional Development

Q28: Question #1: List school-sponsored (e.g., webinars, paid conference registrations, substitute coverage, travel expenses, etc.) civic-related professional development opportunities your faculty attended from August, 2013-April, 2014, that addressed any of the six proven practices in civic learning. Please provide the following information for each professional development opportunity: Title, Date, Organization, Number of Faculty Attended, Number of hours per person

AZ Council for the Social Studies Fall Conference, Nov. 2 2013, AZ Council for the Social Studies, 8, 8

Civic Learning Conference, Apr. 25, 2014 Arizona Department of Education, 1, 8

School Application Summary and Feedback for Arizona School for the Arts
2013-2014

Proven Practice	1 - Provide instruction in Government, History, Law and Democracy.	2 - Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.	3 - Design and implement academic Service-Learning teaching strategies where students link the formal curriculum and classroom instruction directly to community service project(s).	4 - Offer extracurricular activities that provide opportunities for young people to get involved in their schools and communities.	5 - Encourage student participation in school governance.	6 - Encourage students' participation in simulations of democratic processes and procedures.	SCHOOL DESIGNATION 15-18.5 School of Merit 19-22.5 School of Distinction 23-24 School of Excellence
Score (Points Possible=4)	4	3.5	3.5	4	4	4	FINAL SCORE 23
Feedback	Instruction is standards-based, demonstrates systemic integration of civic knowledge throughout school and includes student-centered and <i>rich</i>	Discussions of current local, national and international issues and events are <i>regularly incorporated</i> into most courses. In addition, applicant expanded on this practice and	Demonstrates understanding of Service-Learning teaching strategies and implementation of correlated community service activities with classroom instruction and academic objectives.	Offers several diverse extracurricular activities for students to participate in. All students currently participate in Kids Voting and We the People. Applicant added additional	Student participation is a part of school governance and multiple opportunities exist for students to participate in school and/or classroom governance. Additionally,	Most students frequently engage in simulations of democratic processes and procedures within the classroom and participate in state/national civics-based program(s).	

**School Application Summary and Feedback for Arizona School for the Arts
2013-2014**

activities. Thoroughly addressed instruction at each grade level. In addition, applicant included updates and additions demonstrating growth from their application of 2012-2013	demonstrated growth from 2012-2013 school year.	Nice job of identifying and focusing on community needs. Applicant demonstrates growth in this practice from 2012-2013	extracurricular activities and programs from their 2012-2013 application.	participation is systemic and often student-initiated. Some of the information from 2012-2013, but applicant provides updates and additional examples.	Applicant did an excellent job of updating and improving upon this practice from previous year with the addition of 5 th , 10 th and 11 th grade examples.
Look for ways to increase civic learning concepts in non-social science courses, including core subjects	Include more details on how this practice is implemented with 5 th grade students. Provide more explanations on how this practice increases civic knowledge for your students.	Include more detailed description of academic objectives and how reflections link to these objectives.	Continue identifying and offering extracurricular activities that your students are interested in, particularly, civic-learning based activities.	Include more student-initiated examples of school governance.	Continue providing all students with simulation experiences of democratic processes and procedures.

Recommendations

Look for ways to include more students (350) and staff (12%) in this practice.

School Application Summary and Feedback for Arizona School for the Arts
2013-2014

Resources	Helpful resources are available for each of the six proven practices in civic learning located on the Excellence in Civic Engagement website under Resources at http://www.azed.gov/civicensengagement/	Contact our office at 602-542-5963 with any questions or if you would like to schedule a site visit, observation, etc.
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2013-2014 Excellence in Civic Engagement Program School Application

COMPLETE

Collector: New Email Invitation (Email)
Started: Tuesday, December 10, 2013 4:29:13 PM
Last Modified: Friday, May 02, 2014 5:49:00 PM
Time Spent: Over a month
Email: sw.green@mpsaz.org
IP Address: 204.43.204.106

#15



PAGE 2: School and Contact Information

Q1: Please provide the following school information:

Name	Skyline High School
Address	845 S. Crismon Rd.
Grade Levels	9-12
Number of Students Enrolled	2415
Phone Number	480-472-9400

Q2: Please provide the following information for the person submitting the application on behalf of the school:

Name	Holly Benza
Title/Position	Teacher; Social Studies Co-Chair
Phone Number	480-472-9500
E-mail address	hnbenza@mpsaz.org

Q3: Please provide the following information for the Principal of the school

Name	Dr. Steve Green
Phone Number	480-472-9408
E-mail Address	swgreen@mpsaz.org

Q4: Please provide the following information for a summer contact

Name	Holly Benza
Title/Position	Teacher; Social Studies Co-Chair
Phone Number	602-524-7371
E-mail Address	hnbenza@mpsaz.org

Q5: Any other person(s) you would like to recognize in assisting with the application process (Optional)

Nancie Lindblom

PAGE 3: Proven Practice #1: Classroom Instruction

Q6: Question #1: Explain the extent to which your school provides standards-based, student-centered and literary-rich instruction in civics, government, history, economics, geography, law and democracy. Cite specific evidence of how this instruction increases civic knowledge for your students.

Skyline offers a rich variety of social studies courses providing students the opportunity to fulfill both required and elective credit hours for graduation. The required courses offered include: 9th grade World History and AP World History, 11th grade American History and AP US History, 12th grade American Government/Economics and AP

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US Government or We the People. Elective courses include: Criminology, Sociology, Psychology and AP Psychology.

Establishing a Standards-based Curriculum:

The Social Studies courses at Skyline closely follow the common core standards as well as the Arizona content standards as outlined by the Arizona Board of Education. To ensure each class is structured around the standards, teachers meet on a weekly basis in professional learning communities. PLC's provide teachers the outlet to share proven practices and to develop quality activities and assessments tied to the standards.

World History/AP World History- Example Activities: (1) Analysis and comparison of select laws from Hammurabi's Code and Justinian Code to American law. (2) Connecting literature of the European Enlightenment to American Founding documents. (3) Analysis of the impact of philosophers such as Locke and Voltaire on Constitutional law. Civic Connection: Students are given the opportunity to study the many influences that inspired the Founding Fathers and to evaluate the founding documents setting the foundation for Constitutional and current law.

17th
American History/AP US History- Example Activities: (1) Analysis of primary sources in the Jacksonian era culminating in an impeachment trial for Andrew Jackson deciding the constitutionality of his actions as the president. (2) Analysis of documents from the book Eyewitness to History resulting in collaborative presentations relating student's personal feelings to those of the eyewitness. (3) Simulation of a sit-in at a lunch counter allowing students to role play the actions of civil rights activists. (4) Evaluate documents related to the first party system and debate the ideas held by Jefferson and Hamilton, the founders of the party system. Civic Connection: Students are given the opportunity to study and discuss events and documents throughout history that have shaped the political world that we live in today; they participate in an evaluation of the Constitutional changes and how they impact the law on a federal and state level.

Government/AP Government- Example Activities: (1) Analysis of Federalist 10 and Federalist 51 and collaboratively discuss the significance of each document on the founding of the government. (2) Students participate in a mock congress including drafting legislation, committee work, debate on the floor, and the voting process. (3) Students read analysis of the ratification debate and participate in a debate between Federalist and Anti-Federalist views citing evidence for their position. (4) Students read and analyze the Constitution by rewording it into current language in the form of a tutorial guide. Civic Connection: The entire course is designed to provide students with an understanding of the government and to encourage civic participation.

Government Field Trip: Government students participated in a field trip to the Maricopa County Courthouse to tour the criminal court proceedings and to witness the adjudication of criminal courts. They were escorted in small groups, each accompanied by an attorney supplied by the Arizona Bar Association.

We the People- Example Activities: (1) Students participate in a mock Congressional hearing as the culminating evaluation of the Semester's curriculum. Skyline placed 3rd in our district and 4th in the State competition. (2) Analysis of the War Powers Act culminating in a mock joint session of congress debating presidential action during a fictional act of war. (3) Analysis of primary sources from the Civil War Era culminating in a debate over the constitutionality of secession. (4) Student driven research including court cases, constitutional law, current events, historical events, and personal analysis, in preparation for competition. Civic Connection: The entire course is designed to provide students with an understanding of the government and to encourage civic participation.

Economics- Example Activities: (1) Participation in auctions to demonstrate inflation, money multiplier activities demonstrating monetary policy, and seller and buyer forums demonstrating competition and supply and demand (2) Analyzing scholarly articles to examine economic issues such as fat tax, "guns v. butter" spending, and monopoly lawsuits. (3) Students participate in a stock market simulation utilizing the actual stock market, teaching students about the ups and downs of the market. Civic Connection: Through an in-depth study of economic principles students are taught to be responsible citizens by contributing to the economy.

Sociology- Example Activities: (1) Students get a weekly "case study" about the topic we are studying. Students are required to apply the concepts we are studying to said case study. The last one they received was about the gendering of children's toys in many toy stores. (2) Students do several "Social Experiments" throughout the year, one was a social experiment of doing "nothing" students were asked to stand perfectly still in the courtyard during passing periods, and when asked what they were doing were to respond they were doing nothing. (3) Students were asked if they believed their birth order played a large role in the person they were today. They were give 5 sources, and asked to state a claim and back up that claim with evidence. Civic Connection: Students are given the opportunity to study human nature and interaction, encouraging them to be positive members of their

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community and society as a whole.

Criminology- Example Activities: (1) Students use the Arizona Revised Statutes (State LAW) to prove what someone should be charged with given an actual crime committed. Students must find current events, then research the online ARS codes to figure out what that person should be charged with and then provide evidence to support their claim. (2) Students are asked to examine both fingerprints and blood splatter samples to determine which suspect should be tied to a crime. (3) Students are required at the end of the year to do a research project and present their project and submit a written paper about a topic of their choice that deals with criminology but hasn't been covered in class extensively. **Civic Connection:** Students participate in an in-depth study of the law and how it relates to society as well as their personal lives, encouraging a respect for the law and positive participation in their community.

Psychology/AP Psychology- Example Activities: (1) Analysis of scholarly articles describing the ever evolving status of the psychological field. (2) Students create their own research experiment including survey results as data to prove or disprove their hypothesis. (3) Analysis of experiments from the book Forty Studies that Changed Psychology. (4) Students participate in experiments demonstrating principles learned in classical conditioning. **Civic Connection:** Students participate in study of the human psyche allowing them to come to a greater understanding of human interaction and reasoning therefore inspiring positive interaction with society.

American History and Government Scholars program: The AHGS program has been designed and approved to be implemented in the 2014-2015 school year and will provide students additional opportunities to develop a deeper connection to the civic society. The program is designed to be a three year cohort including a 10th grade elective course studying the ties the Declaration of Independence and Constitution have to the Founding, Civil War, and Civil Rights Eras. The students will move on to an 11th grade AP US History course and finish with an AP Government or We the People course. The curriculum is designed around primary sources and hands on learning activities and will be supplemented with guest lectures and seminars from college professors as well as elected officials. Students will have the opportunity to travel to historical locations as well as attend field trips to government facilities to view our government at work.

Q7: Question #2: List frequency of this instruction within the social science subjects in question #1 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Standards-based, student-centered and literacy rich instruction occurs on a daily basis within the social studies department.

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Q8: Question #3: Explain the extent to which your school addresses civic learning concepts in non-social science subjects.

Students at Skyline High School are introduced to civic engagement in many different classes and subject areas. The following are a list of sample activities in classes outside of the social studies.

Art History: Discussion of the political context of different pieces of art.

English: (1) Read non-fiction pieces from the Revolutionary and Civil War Eras focusing on the ideas that shaped the nation. (2) Comparing persuasive political speeches from historical figures to contemporary figures. (3) Analysis of the *Crucible* and its comparison to Cold War hysteria as well as the Arab Spring. (4) Evaluating Fast Food Nation and how it pertains to government relations to the food industry

Cooperative Ed/HERO: (1) Analysis of articles on jobs, minimum wage changes, identify theft, characteristics of good employees. (2) Analysis of Parliamentary procedure and how to implement it in a meeting
Computer Foundations: Analysis of articles on technology ethics and computer viruses.

Special Ed Math: Incorporates the evaluation of taxes and costs when teaching math lessons. (2) Evaluation of how math impacts budgeting and paying for products in today's society

Math: Utilizes budgets, insurance, credit, goals, travel, and investments through analysis of articles.

Environmental Biology: Students read articles concerning hunting and how gaming effects the environment, and participate in a debate citing evidence from their reading.

Teacher Training: Students read articles dedicated to understanding the history and structure of education in the United States and the role that state and federal government play in education.

Biology: Teachers stress the throughout the year that one of the rationales for teaching and learning biology and the issues associated with biology, is that in a democracy it is in everyone's best interest to be as informed as possible about the current issues so that votes may be cast in a wise and discerning manner. These issues are often medical and environmental in nature.

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Q9: Question #4: List frequency of this instruction within non-social science subject areas in question #3 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Art History:

Number of Students: 17

Grade Level: 11 & 12

Frequency: weekly

English:

Number of Students: 574

Grade Level: 11

Frequency: weekly

Cooperative Ed/HERO:

Number of Students: 15

Grade Level: 12

Frequency: weekly

Computer Foundations/Web Design:

Number of Students: 10,11&12

Grade Level: 81

Frequency: monthly

Special Ed Math:

Number of Students: multiple classes in multiple grade levels

Grade Level: 9,10,11,12

Frequency: monthly

Math:

Number of Students: multiple classes in multiple grade levels

Grade Level: 9,10,11,12

Frequency: monthly

Environmental Biology:

Number of Students: 18

Grade Level: 11 and 12

Frequency: monthly

Teacher Training:

Number of Students: 8

Grade Level: 10, 11, &12

Frequency: monthly

Biology:

Number of Students: 693

Grade Level: 9&10

Frequency: weekly

Q10: Question #5: List the number and grade level of students impacted by this practice

World History/AP World History-

Number of Students: 648

Grade Level: 9

Frequency: daily

American History/AP US History

Number of Students: 574

Grade Level: 11

Frequency: daily

Government/AP Government

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Number of Students: 580
Grade Level: 12
Frequency: daily

Government Field Trip
Number of Students:
Grade Level:
Frequency:

We the People-
Number of Students: 18
Grade Level: 12
Frequency: daily

Economics-
Number of Students: 580
Grade Level: 12
Frequency: daily

Sociology-
Number of Students: 58
Grade Level: 11&12
Frequency: weekly

Criminology
Number of Students: 109
Grade Level: 10, 11, &12
Frequency: daily

Psychology/AP Psychology-
Number of Students: 75
Grade Level: 11&12
Frequency: weekly

Art History:
Number of Students: 17
Grade Level: 11 & 12
Frequency: weekly

English:
Number of Students: 574
Grade Level: 11
Frequency: weekly

Cooperative Ed/HERO:
Number of Students: 15
Grade Level: 12
Frequency: weekly

Computer Foundations/Web Design:
Number of Students: 10,11&12
Grade Level: 81
Frequency: monthly

Special Ed Math:
Number of Students: multiple classes in multiple grade levels
Grade Level: 9,10,11,12
Frequency: monthly

Math:
Number of Students: multiple classes in multiple grade levels
Grade Level: 9,10,11,12

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Frequency: monthly

Environmental Biology:
Number of Students: 18
Grade Level: 11 and 12
Frequency: monthly

Teacher Training:
Number of Students: 8
Grade Level: 10, 11, &12
Frequency: monthly

Biology:
Number of Students: 693
Grade Level: 9&10
Frequency: weekly

PAGE 4: Proven Practice #2: Discussion of Current Events and Controversial Issues

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Q11: Question #1: Explain how discussions of current local, national and international issues and events important to your students are incorporated into courses at your school. Cite specific evidence of how these discussions increase civic knowledge for your students.

World History/AP World History-

(1) Discussions of current issues around the world are discussed during the Contemporary World Events in which students learn about genocide, conflict in the Middle East, terrorism, globalization, and environmentalism. The discussion begins with the genocide of the Holocaust, but then turns to modern day genocide such as Cambodia, Rwanda, Bosnia, and Darfur. (2) Students discuss terrorism and discuss in groups terrorist events that have happened around the world. Oklahoma City Bombing, IRA, Columbine, 9-11, Army of God, are just a few examples discussed during class. They analyze what happened and why it occurred. (3) Teacher has daily discussion as it applies to the lesson about current event today and how events are similar to time in World History such as Roman Empire, etc.

American History/AP American History-

(1) Teachers have a daily discussion of current events and how it applies to events similar in American History such as current immigration issues, war related events, and economic conditions.

AP U.S. Government/American Government- (1) Students discuss and analyze the legal issues associated with currently events biweekly. One class discussed the legal issues attached to the standoff in Nevada and what legal issues and constitutional implications were involved in the case. (2) Students complete weekly current events analyzing the relation to the Constitution. (3) Students analyze data from political charts/cartoons to understand the current implications of the information. (4) Students watch CNN, MSNBC, and Fox News to get a feeling about how current event are portrayed on different media outlets.

Marketing/Economics: (1) Students participate in weekly Toastmasters speaking/listening endeavor. Students are allowed to pick controversial topics. (2) The Depression then and now and the Federal Debt; discussion of how this relates to Economics.

English Classes- (1) students daily discuss current event to analyze importance of being aware of what is happening in the world around them. (2) Watching channel one news to help keep the students up on current events. Teacher uses this to implement writing strategies and to create writing topics for to match curriculum.

Science - (1) Students create projects to implement into the community that is relevant to issues in our city and state. For example our recycling program on campus or installing low flow toilets on campus to encourage water conservation. (2) Discussion of relevant topics in Science such as genetic engineering and should money be spent to eradicate invasive species, should insurance companies require genetic prescreening, etc
Computer and Technology Education: (1) The teacher training program reads article on education, childcare practices, nutrition, teaching standards and how this effects current issues in education. (2) Cooperative Education discusses information and looks at articles related to minimum wage, identity theft, and characteristics of a good employee. (3) Computer Foundations and Web Design classes use article over technology, ethics, and even computer viruses to discuss relevant current topics.

Special Education: (1) Teachers incorporate information into daily current events and through discussion how this information applies to their students and the world around them.

ART: (1) Discussion of how art works can be controversial at the time they were created based on content, even though they no longer create controversy.

MATH: (1) Personal Finance classes do daily current events to see the importance of the world around them.

Industrial Technology: (1) Discusses the Keystone pipeline and how that is affecting the labor force as there is a desperate need for and a shortage of qualified pipe fitters, welders and welder's helpers.
(2) This discussion led students to attempt a welding project to deal with these concerns.

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Q12: Question #2: List the name and grade levels of the courses participating in this practice.

World History/AP World History-
Grade Level: 9

American History/AP American History-
Grade Level: 11

AP U.S. Government/American Government
Grade Level: 12

Marketing/Economics
Grade Level: 12

AP English
Grade Level: 12

English
Grade Level: 9, 10, &11

AP Environmental Science
Grade Level: 11&12

Special Education
Grade Level: 9-12

AP ART History
Grade Level: 11&12

Personal Finance/Standard Math
Grade Level: 10-12

Industrial Technology
Grade Level: 10-12

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Q13: Question #3: List the frequency of this practice (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

World History/AP World History-
Frequency: weekly

American History/AP American History-
Frequency: weekly

AP U.S. Government/American Government
Frequency: daily

Marketing/Economics
Frequency: weekly

AP English
Frequency: daily

English Classes
Frequency: weekly

AP Environmental Science
Frequency: monthly

Special Education
Frequency: weekly

ART
Frequency: weekly

Personal Finance/Standard Math
Frequency: daily

Industrial Technology
Frequency: weekly

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Q14: Question #4: List the number and grade levels of students impacted by this practice.

World History/AP World History-
Number of Students: 648
Grade Level: 9

American History/AP American History-
Number of Students: 574
Grade Level: 11

AP U.S. Government/American Government
Number of Students: 580
Grade Level: 12

Marketing/Economics
Number of Students: 580
Grade Level: 12

AP English
Number of Students: 60
Grade Level: 12

English
Number of Students: 270
Grade Level: 9, 10, &11

AP Environmental Science
Number of Students: 21
Grade Level: 11&12

Special Education
Number of Students: 180
Grade Level: 9-12

AP ART History
Number of Students: 17
Grade Level: 11&12

Personal Finance/Standard Math
Number of Students: 147
Grade Level: 10-12

Industrial Technology
Number of Students: 31
Grade Level: 10-12

PAGE 5: Proven Practice #3: Service-Learning

Q15: Question #1: List and briefly describe the academic objective(s) and correlated community service project activities for each Service-Learning component.

Student Council:

Project:

Breakfast with Santa

Student Council adopts 25 families in need. We organize a school wide Christmas gifts collection. Families are then invited to Skyline for a hot breakfast. Parents then pick up the gifts and have them wrapped while children create crafts and meet and have their picture taken with Santa.

Correlated academic objectives/curriculum: being active in the community

Project:

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Teens for Jeans

Student Council organizes and executes a school wide jean drive for the national Teens for Jean campaign. Jeans are then donated to nationwide teen homeless shelters

Correlated academic objectives/curriculum: being active in the community, organizational managerial skills, and positively contributing to local, national, and global communities

Project:

Packages from Home

Student Council organizes and executes a school wide item collection for the Packages from Home campaign. Items are then boxed up and shipped to U.S. military currently serving overseas.

Correlated academic objectives/curriculum: being active in the community, organizational managerial skills, and positively contributing to local, national, and global communities

IMPACT Club:

Project:

Relay for Life- Walk to raise money for Cancer Research

Pink Out- Basketball game that is dedicated to raising money for Cancer research. Students can purchase shirts, basketball team wears pink on their uniform, they have a walk before the game around the gym, and a silent auction. All parts of the event are to raise money and awareness for cancer research.

Pie Day- students raised money to throw a pie at a teacher. All money was donated to Cancer research.

Breakfast with Santa- We organize a school wide Christmas gifts collection. Families are then invited to Skyline for a hot breakfast. Parents then pick up the gifts and have them wrapped while children create crafts and meet and have their picture taken with Santa.

Correlated academic objectives/curriculum: meeting the real needs of the community by raising money for cancer research and underprivileged families.

Future Educators of America:

Students do tutoring with lessons they have created to meet the needs of all learners.

Correlated academic objectives/curriculum: Improving academic achievement and meeting academic standards

Child Development Classes:

Project:

On site preschool- Students gain experience by working in the onsite preschool one hour a week. They are allowed to implement their activities and interact with the preschool children.

Correlated academic objectives/curriculum: Improving academic achievement

Sophisticated Coyotes (Transition)

Gardening Project:

The students have been putting together a garden all year long. They have worked before, during, and after school. They went out and purchased items, planted them, and now are taking care of the items.

Correlated academic objectives/curriculum: Meeting academic content standards

National Honor Society:

Project:

UMOM Walk for the Homeless at the Phoenix Zoo- walk to help raise money and awareness for the Homeless

Valley of the Sun's Paint-a-thon- Paint houses for the elderly who can't afford or do the work themselves.

East Mesa's Relay for Life- Walk to raise money for Cancer Research

Special Olympics- weekly assistance running field events for contestants

Aurora House- students went to retirement home to assist members of the home.

Elementary School Carnival- students assisted with booths for the carnival

Correlated academic objectives/curriculum: Meeting community needs

Coyote Connection Leaders:

Project:

Breakfast with Santa- We organize a school wide Christmas gifts collection. Families are then invited to Skyline for a hot breakfast. Parents then pick up the gifts and have them wrapped while children create crafts and meet and have their picture taken with Santa.

Relay for Life- Walk to raise money for Cancer Research

Freshman Boot Camp- 85 members present approximately 350 freshmen. The purpose is to mentor the freshman and create a community at Skyline. It allows the freshman an ability to check out the campus and get prepared for school.

Public Service Announcements- Club members were a part of the Public Service Announcement created through

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Public Service Announcements- Club members were a part of the Public Service Announcement created through the

Mesa Prevention Alliance - Approx 15 members were in 2 separate PSA's about drug and alcohol abuse, drunk driving (prom) and partying with alcohol. They are currently in local movie theaters before the movie starts.

Mesa Prevention Alliance- 342 students signed the "Too Smart to Start" student pledge!!! Participation from Skyline students was outstanding! We also collected 84 adult pledges, committing to not provide alcohol to anyone under the age of 21.

Elementary School Carnival- The students assisted with booths for the carnival

Correlated academic objectives/curriculum: Meeting community needs

JROTC:

Project:

Blood Drive- They conduct a blood drive every year to increase awareness and support for giving blood. Teachers and students are encouraged to donate blood. It is held in the gym on campus.

Helping Hands- The group volunteers their time to help out at events that assists charities such as setting up at for an auction.

Elementary School Carnival- The students assisted with booths for the carnival

Correlated academic objectives/curriculum: Meeting community needs

Service Learning on Campus as a whole:

Approximately 150 students reflected on their hours for Service Learning hours towards their transcript this year

In Class service learning:

Teachers who complete service with their classes:

Approximately 5 teachers filled out paperwork to complete the service hours for the in class option. However, many teachers do service on campus but do not complete the necessary paperwork to get the hours.

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Q16: Question #2: Provide a brief description of the reflection activities that link the academic objectives and community service activities for each of the Service-Learning components you listed for Question #1.

Student Council:

Breakfast with Santa Reflection:

Student Council reflects individually and as a group following the project. Students reflect on what they learned, what went well, and what improvements they would like to implement.

Teens for Jeans Reflection:

Student Council reflects individually and as a group following the project. Students reflect on what they learned, what went well, and what improvements they would like to implement.

Packages from Home Reflection:

Student Council reflects individually and as a group following the project. Students reflect on what they learned, what went well, and what improvements they would like to implement.

Impact Club Reflection:

Members of the group would have to reflect on their service through service learning presentations.

Future Educators of America Reflection:

It is an in class service project therefore the service hours are automatically implemented into the student's record. The reflection is based on the fact that they teacher will reflect with the class as a whole during discussion.

Child Development Class Reflection:

It is an in class service project therefore the service hours are automatically implemented into the student's record. The reflection is based on the fact that they teacher will reflect with the class as a whole during discussion.

Sophisticated Coyotes Reflection:

It is an in class service project therefore the service hours are automatically implemented into the student's record. The reflection is based on the fact that they teacher will reflect with the class as a whole during discussion

NHS Reflection:

National Honor Society reflects on the activities at the end of each semester since members are required to have participated in so many hours to maintain status. The students reflect in small groups and discuss what they gained from their experiences.

CCL Reflection:

Coyote Connection Leaders reflect on the activities at the end of each semester since members are expected to have participated in so many hours to maintain status. The students reflect in small groups and discuss what they gained from their experiences.

JROTC Reflection:

Students would submit an application for service learning and log their hours during the course of the year. At the end of the year the students will reflect with the service learning coaches on campus. Once they have reflected in a presentation the hours will be transferred to their transcript.

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Q17: Question #3: List the teacher or facilitator for each Service-Learning component and their grade level(s)/course(s).

Student Council:

Teacher: Erin Reed and Dara Schnuelle

Grade Level: 9-12

Impact Club:

Teacher: Rebecca Atchison and Anita Williams

Grade Level: 10-12

Future Educators of America:

Teacher: Pam Schoenfeld

Grade Level 10-12

Child Development Class:

Teacher: Pam Schoenfeld

Grade Level: 10-12

Sophisticated Coyotes:

Teacher: Robert Foley

Grade level: 10-12

National Honor Society:

Teachers: Miriam Osuna and Shea Sheppard

Grade level: 9-12

Coyote Connection Leaders:

Teacher: Amanda Weber

Grade level: 10-12

JROTC:

Teacher: Joseph Turley

Grade Level: 9-12

Q18: Question #4: List the percentage (%) of classroom teachers in the school participating in this practice.

34%

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Q19: Question #5: List the number of students in the school impacted by this practice.

Student Council:

of Students: 21

of students participating in student council sponsored projects includes individual classes and clubs equally approximately 600 students.

Impact Club:

of Students: 25

Future Educators of America:

of Students: 19

Child Development Class:

of Students: 54

Sophisticated Coyotes

of Students: 20

National Honor Society:

of Students: 60

Coyote Connection Leaders:

of Students: 85

JROTC:

of Students: 78

PAGE 6: Proven Practice #4: Extracurricular Activities

Q20: Question #1: List all extracurricular program names at your school with brief description and include frequency of activities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.).

Academic Decathlon:

The Academic Decathlon program consists of a club, competitive team, as well as a weighted academic course. Students prepare for and compete in a district-wide scrimmage, a district competition, regionals and then the state competition. The Academic Decathlon is a team competition wherein students match their intellects with students from other schools. Students are tested in ten categories: Art, Economics, Essay, Interview, Language and Literature, Mathematics, Music, Science, Social Science, and Speech. (daily)

Dance Company (Ascension)

Ascension Dance Company consists of the most elite dancers from Skyline High School. Dancers are placed through an audition process that takes place previous to the working school year. Students focus on dance production by composing choreographic works and facilitating the behind-the-scenes work for stage performance production.

Company members serve as the dance club for Skyline High School and facilitate monthly meetings to address funding, spending and other dance related issues. Dancers explore more complex skills in modern/contemporary, ballet and jazz while enhancing artistic expression. They are given many performance opportunities serving the school and community. (daily)

Auto Club:

Provide students with career choices, career opportunities, service learning opportunities and fun activities in the field of motor sports. (weekly)

Cooking Coyotes:

The club's purpose is to instruct and support aspiring young chefs while serving the immediate community through catering. (monthly)

Coyote Connection Leaders:

the Coyote Connection Leadership (CCL) Program is a high school transition program that welcomes incoming students and orients them to campus facilities and services. Built on the believe that current students are best-equipped to help new arrivals succeed, CCL trains members of the freshmen through senior classes to serve as student ambassadors. As positive role models, Coyote Connection Leaders are motivators, leaders and teachers

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who guide our new students to discover what it takes to be successful at Skyline High School. (twice a month)

Coyote Kidz:

The purpose of the club is to provide leadership, fundraising, community service and career experiences in early childhood professions. (weekly)

Coyote TV

The purpose of the club is to provide opportunities for students to learn how to make movies and learn the use of video equipment and how to edit. (weekly)

DECA:

Deca is an organization to build leadership skills and explore careers in marketing, finance, hospitality, management, and business.

Elements n Motion:

The purpose of the club is to promote students to go out into their community and perform community service. We hope this club teaches students that it's fun to help out your community. (weekly)

Engineering Club:

To provide students with career choices, career opportunities, service learning opportunities and fun activities in the various fields of Engineering Sciences. (weekly)

AP Club:

The purpose of the club is to encourage students to succeed academically and assist them in preparing for college. (four times a year; all students in ap)

HERO:

The HERO Club connects career exploration, job experiences, and practicing lifetime skills with education. While having fun, we work together to enhance these abilities in our school, community and in the workplace. We pride ourselves on serious activities as well as celebrating respectable events. We participate in school functions, learn responsibility and inspire in ourselves and others the importance of serving others. (daily)

HIP HOP:

A club to allow students to express, and show different and new style of dance. (weekly)

JROTC:

The mission of JROTC is to motivate young people to be better citizens through community activities. (daily)

Key Club(Impact)

Skyline's Key Club has been in existence since the school first opened up in 1999. Key

Club International is the oldest and largest program for high school students. It is a student-led organization whose goal is to teach leadership through serving others. (weekly)

National Honor Society

To create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership and to develop character. More than just an honor roll, NHS serves to honor those students who demonstrate excellence in the areas of scholarship, leadership, service, and character. These characteristics have been associated with membership in the organization since its beginning in 1921. (twice a month)

Outdoor Student Activities

Students in the club participate in outdoors to the power of R. The power of R means: Respect for others and the Environment, Responsibility to take action and make positive change, do Research in the field, learn about Reliance all through outdoor Recreation. (weekly)

Paw Pals:

The mission of Paw Pals is to enhance the lives of people with disabilities by providing opportunities for life-long friendships and integrated school activities.(daily)

Physics/Astronomy Club:

To further explore physics and astronomy through various projects, experiments, trips and contests. (weekly)

RPG:

Club Focus: To foster teamwork, creativity and social interaction through gaming. And to offer a place to interact with other students who share the same interests. (weekly)

Robotics Club:

Our mission is to inspire young people to be science and technology leaders, by engaging them in exciting

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mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership." As part of our team, students will get to apply math and science knowledge, solve problems, make decisions, communicate complex ideas, collaborate as part of a team, work exercise leadership, manage resources, create and execute business plans - all essential skills in any successful technological enterprise. (weekly)

Yearbook:

Skybound is the official student yearbook. They work all year to put together the yearbook (daily)

Skylights:

A journaling club with artists and authors to release their artistic creativity. (weekly)

Sports Medicine:

Assists head athletic trainer with providing sports medicine coverage of Skyline athletic teams (daily)

Stage Krew:

Tech Krew members work closely with our stage manger for this production. Tech Krew is in charge of building the set, gathering props, helping out with costumes, setting lights, and running the light and sound boards. Skyline has two dance concerts a year. (daily)

Student Council:

Each year Student Council participates in meaningful service projects. We would like to invite all Skyline students to participate in these wonderful service events. Participation will help you to accumulate service hours. (daily)

We the People:

We the People is a competitive government team. It has been competing for the past several years at both the Congressional District and State level. The school that finishes first at States competition then represents the entire state at a national competition in Washington DC in May. The competition is set up as a simulated congressional hearing with the students serving as the experts on the Constitution, our nation's history and laws. (daily)

Sophisticated Coyotes (Transition)

The club is designed to assist students in finding jobs; allowing them to transition from school to work. The students have a gardening project that they have worked on all year long. (daily)

GSA- Gay Straight Alliance-

The purpose of the club is to build and foster community among all students.(weekly)

Tutoring Club:

The purpose of the club is to work with and assist students who need to improve their grades. (daily)

Theater Club:

The purpose of the club is to promote confidence and feeling safe in an outgoing environment. The goal is to improve one's basic acting skills. (every two weeks)

Sport Clubs: badminton, baseball, basketball, cross country, football, golf, pom, soccer, softball, spiritline, swim/dive, tennis, track, volleyball, wrestling (meet depending on the season)

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Q21: Question #2: List the number of students participating in each program listed in Question #1

Academic Decathlon: 15
Dance Company (Ascension): 15
Auto Club: 15
Cooking Coyotes: 19
Coyote Connection Leaders: 50
Coyote Kidz: 8
Coyote TV: 27
DECA: 34
Elements n Motion: 35
Engineering Club: 10
AP Club: available to all AP students
HERO: 15
HIP HOP: 30
JROTC: 79
Key Club(Impact): 25
National Honor Society: 60
Outdoor Student Activities: 21
Paw Pals: 15
Physics/Astronomy Club: 28
RPG: 5
Robotics Club: 13
Yearbook: 13
Skylights: 25
Sports Medicine: 5
Stage Krew: 30
Student Council: 21
We the People: 18
Sophisticated Coyotes (Transition): 20
GSA- Gay Straight Alliance- 20
Tutoring Club: 50
Theater Club: 23

PAGE 7: Proven Practice #5: Student Participation in School Governance

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Q22: Question #1: List school governance opportunities/positions with brief descriptions of how students participate in the management of their own classrooms and school. *Be sure to note any specific governance opportunities that are systemic and/or student-initiated.

Student Council: A student governing body of the school including representatives from grades 9-12. Students plan and execute school wide fundraisers, events, and service projects. They also oversee business requests from all students clubs and sports teams. The Council meets as a class daily during school time. Members also put in numerous out of school hours to execute activities. To become a member of the Student Council students must run in a school wide election and be voted in by their peers.

Student Council Positions
Student Body President
Student Body Vice President
Student Body Secretary
Student Body Treasurer
Sr. Class President
Sr. Class VP
Jr. Class Pres.
Jr. Class VP
So. Class Pres.
So. Class VP
Fr. Class Press.
Fr. Class VP
Director of Clubs and Organizations
Director of Community Service and Fundraising
Director of Performing Arts
Director of Activities
Director of Public Relations & Correspondence
Historian
Director of Athletics
Music Director
Director of Food
Director of Homecoming & Prom

SIAC: The School Improvement Advisory Council consists of students, faculty, parents, and community members. Clubs on Campus: Skyline offers approximately 60 clubs on campus all of which have elected officers. Included among the many agenda items during club meetings are fundraising and spending funds. Clubs must vote on these items and provide club minutes to the student council in order to be approved.

DECA: Officers are elected and are in the advanced marketing program. Leadership opportunities exist and allow officers to rise to the occasion of managing and leading other DECA members through organized meetings using Roberts Rules of Order.

HERO club: Run weekly meetings following parliamentary procedure- Roberts Rules of Order- includes voting, discussion, tabling a motion and following an agenda.

FEA Club: Officers meet and conduct meetings using Roberts Rules.

Coyote Connection Leaders: The Coyote Connection Leadership (CCL) Program is a high school transition program that welcomes incoming students and orients them to campus facilities and services. Built on the belief that current students are best-equipped to help new arrivals succeed, CCL trains members of the freshmen through senior classes to serve as student ambassadors. As positive role models, Coyote Connection Leaders are motivators, leaders and teachers who guide our new students to discover what it takes to be successful at Skyline High School. CCL plays a central role in many large-scale school and community events. Student ambassadors assist with Freshmen Boot Camp, textbook check-outs and check-ins, local elementary school carnivals, Financial Aid Night, CTE Tours, Parent Boot Camp, Legacy of Excellence Awards, Scholarship Assembly, and Graduation Night.

2013-2014 Excellence in Civic Engagement Program School Application

Q23: Question #2: List frequency of school governance opportunities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) for your students.

Student Council: daily
SIAC: monthly
Clubs on Campus: weekly
DECA: weekly
HERO: daily
FEA: weekly
Coyote connections Leaders: twice a month

Q24: Question #3: List the number and grade levels of students at your school participating in each governance opportunity.

Student Council: 21
of students:
grade level: 9-12

SIAC:
of students: 4
grade level: 9-12

Clubs on Campus
of students:
grade level: 9-12

DECA:
of students: 34
grade level: 11&12

HERO:
of students: 15
grade level: 12

FEA:
of students: 19
grade level: 10-12

Coyote connections Leaders
of students: 85
grade level: 10-12

2013-2014 Excellence in Civic Engagement Program School Application

Q25: Question #1: List the opportunities that exist at your school for students to participate in simulations of democratic processes and procedures. Cite specific evidence.

Student Council: Members conduct and participate in business meetings twice a week. They process purchase orders, fundraising requests, and any other business requests concerning all clubs and sports groups on campus.
ROTC: Presentation of the colors at school home football and basketball games as well as communities events such as the Veterans Day celebration at the neighborhood retirement community.

Clubs on Campus: Skyline offers approximately 70 clubs on campus all of which have elected officers. Included among the many agenda items during club meetings are fundraising and spending funds. Clubs must vote on these items and provide club minutes to the student council in order to be approved.

Criminology – Students participate in mock trials (given roles and must come up with questions and procedures to find the defendant guilty or innocent, trials can go either way and its the hard work of the students that determines the verdict, and sometimes the actions of the students themselves)

HERO Club: The cooperative education class studies a whole unit on Parliamentary Procedure. They learn and practice conducting meetings where students make a motion, second that motion, discuss and vote. An agenda is developed each Thursday, with the meeting following on Friday. Meetings are student led and must follow all the formal rules of Robert's Rules of Order. Officers are elected, minutes taken, treasurer's report read, and committee reports, old and new business are transacted.

Outdoor Student Activities Club: Conducts debates twice a semester dependent on student choice. Topics include hunting, mining, and damming.

We the People: (1) Competition is a mock congressional hearing enacting expert testimony on a given subject presenting a prepared statement and answering follow-up questions. (2) Students participate in a ratification debate representing Federalist and Anti-Federalist ideas judged by a panel of students who prepare questions and lead the debate. (3) Students analyze the impeachment of Andrew Johnson and participate in an evaluation committee determining the motivation of the impeachment. Was it politically or constitutionally driven? (4) Teachers on campus serve as mentors for the six different units during lunch 2-3 times a week.

AP US History: (1) Students participate in a collective bargaining simulation designed to demonstrate labor/management relations during the second industrial revolution and simulate a citizen's right to belong to a union and to negotiate for benefits. (2) Students participate in an immigrant simulation experiencing processing through Ellis Island, choosing a job, living in a tenement, interacting with political machines, and the process of becoming a citizen. (3) Students evaluate the testimony of EXCOMM during the Cuban Missile Crisis and decide what their recommendation to the President would be. (4) Students participate in a number of debates including Jefferson v. Hamilton, Imperialism, and the decision to drop the atomic bomb

American History: (1) Students participate in a recreation of the sit-in movement during the civil rights era demonstrating the idea of civil disobedience and the first amendment right to protest.

Government: (1) Students participate in a mock Congress creating and passing bills through the process. (2) Students participate in a number of debates including Federalist v. Anti-Federalists and controversial court cases.

World History: Students participate in a variety of debates including debating the economic systems of different countries and an evaluation of which system is superior, as well as the different types of government systems.

Freshman/Sophomore English: (1) Students participate in Socratic Seminars at least once every quarter; topics relate to novels read in class. Example: The theme of animal farm and how it is relevant in today's society. (2) Students participate in debates linked to literature themes

Junior and Senior English: (1) Students write letters to their Arizona Congressmen concerning state issues. (2) Students participate in a mock trial relating to the Crucible. (3) Students participate in Socratic Seminars with a variety of topics including affirmative action, college for all, foreign aid, and military intervention

AP Environmental Science: Debates over environmental issues such as damming and mining in the Southwest

2013-2014 Excellence in Civic Engagement Program School Application

Q26: Question #2: List the frequency of simulations of democratic processes and procedures (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) at your school.

Student Council: twice a week
ROTC: 1-2 times a week during sports season
Clubs on Campus: weekly
Criminology – twice a semester
HERO Club: Weekly
Outdoor Student Activities Club: twice a semester
We the People: daily
AP US History: once a week
American History: bi-monthly
Government: once a week
World History: bi-monthly
Freshman/Sophomore English: quarterly
Junior and Senior English: bi-monthly
AP Environmental Science: monthly

Q27: Question #3: List the number and grade levels of students participating in each simulation.

Student Council: 21 students, 9-12
ROTC: 78 students, 9-12
Clubs on Campus: all active club members, 9-12
Criminology 109 students, 10-12
HERO Club: 15 students, 12
Outdoor Student Activities Club: 21 students, 11-12
We the People: 18 students, 11-12
AP US History: 105 students, 11
American History: 469 students, 11
Government: 580 students, 12
World History: 648 students, 9
Freshman/Sophomore English: 1261 students
Junior and Senior English: 1154 students
AP Environmental Science: 18 students, 11-12

PAGE 9: Professional Development

Q28: Question #1: List school-sponsored (e.g., webinars, paid conference registrations, substitute coverage, travel expenses, etc.) civic-related professional development opportunities your faculty attended from August, 2013-April, 2014, that addressed any of the six proven practices in civic learning. Please provide the following information for each professional development opportunity: Title, Date, Organization, Number of Faculty Attended, Number of hours per person

Title: Arizona Council for History Education Conference
Date: Saturday, September 7, 2013
Organization: Arizona Council for History Education
Number of Faculty Attended: 7
Number of hours per person: 6hrs each

Title: Arizona Council for Social Studies Conference
Date: Saturday, November 11, 2013
Organization: Arizona Council for Social Studies
Number of Faculty Attended: 1
Number of hours per person: 6hrs

Title: George Washington and the Constitution at Mount Vernon
Date: February 28-March 2, 2014
Organization: Liberty Fund
Number of Faculty Attended: 1

2013-2014 Excellence in Civic Engagement Program School Application

Number of hours per person: 12hrs

Title: American Presidency II
Date: Fall 2013
Organization: Ashland University
Number of Faculty Attended: 1
Number of hours per person: 2 graduate credit hrs.

Title: CTE Common Core close reading strategies
Date: September 2013
Organization: Mesa Public Schools
Number of Faculty Attended: 5
Number of hours per person: 2hrs

Title: Building Communication and Teamwork in the Classroom
Date: November 1-17, 2013
Organization: Grand Canyon University
Number of Faculty Attended: 2
Number of hours per person: 3 graduate credit hrs

Title: Reading Across the Curriculum
Date: February 7-23, 2014
Organization: Grand Canyon University
Number of Faculty Attended: 1
Number of hours per person: 3 graduate credit hrs

Title: Successful Teaching Accepting of Responsibility
Date: February 28-March 30, 2014
Organization: Grand Canyon University
Number of Faculty Attended: 2
Number of hours per person: 3 graduate credit hrs

Title: Brain based Ways We Think and Learn
Date: October 18-27, 2013
Organization: Grand Canyon University
Number of Faculty Attended: 3
Number of hours per person: 3 graduate credit hrs

Title: Teaching About the Holocaust and Propaganda
Date: March 8, 2014
Organization: United States Holocaust Museum or National Outreach for Teacher Initiatives
Number of Faculty Attended: 1
Number of hours per person: 8hrs

Title: Virtual Economics
Date: August 31, 2013
Organization: Thomas Brown Foundation
Number of Faculty Attended: 1
Number of hours per person: 8hrs

Title: "The Real Ambassadors: Jazz Greats, Jazz Diplomacy and Globalization of Jazz."
Date: January 14, 2014
Organization: Arizona State University of Historical Philosophical and Religious Studies Jazz at Lincoln Center.
Number of Faculty Attended: 3
Number of hours per person: 8hrs

Title: Arizona ELA in History and Social Studies
Date: October 29, 2013
Organization: Mesa Public Schools
Number of Faculty Attended: 1
Number of hours per person: 2hrs

2013-2014 Excellence in Civic Engagement Program School Application
number of hours per person: 3hrs

Title: Using Primary Sources in History and Social Studies
Date: January 14, 2014
Organization: Mesa Public Schools
Number of Faculty Attended: 1
Number of hours per person: 4hrs

Title: Using Primary Sources in History and the Social Studies
Date: February 13, 2014
Organization: Mesa Public Schools
Number of Faculty Attended: 1
Number of hours per person: 4hrs

Title: Close Reading and Text Dependent Questioning in History and the Social Studies
Date: November 4, 2013
Organization: Mesa Public Schools
Number of Faculty Attended: 1
Number of hours per person: 4hrs

Title: Introductory and Intermediate Training: History
Date: September 19-20, 2013
Organization: Cambridge International Examinations
Number of Faculty Attended: 1
Number of hours per person: 16hrs

Title: Stock Market Game and Virtual Economics
Date: September 2013
Organization: Arizona Council for Economic Education
Number of Faculty Attended: 1
Number of hours per person: 2.5hrs

School Application Summary and Feedback for Skyline High School
2013-2014

Proven Practice	1 - Provide instruction in Government, History, Law and Democracy.	2 - Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.	3 - Design and implement academic Service-Learning teaching strategies where students link the formal curriculum and classroom instruction directly to community service project(s).	4 - Offer extracurricular activities that provide opportunities for young people to get involved in their schools and communities.	5 - Encourage student participation in school governance.	6 - Encourage students' participation in simulations of democratic processes and procedures.	SCHOOL DESIGNATION 15-18.5 School of Merit 19-22.5 School of Distinction 23-24 School of Excellence School of Excellence
Score (Points Possible=4)	4	4	3.5	4	3.5		FINAL SCORE 23
Feedback	Excellent description of how civic knowledge is integrated not only throughout the standards-based social studies curriculum but also within	Good representation of incorporating discussion of current events in a variety of courses across the curriculum. Most students are participating at least weekly. Across content	The connection to classroom instruction and academic objectives is vague (meeting community needs, meeting academic standards). Description of reflection is also	A variety of extracurricular activities are available. The school offers a wide variety of extracurricular activities for students. The application explains, in some detail, the	Most opportunities for students to participate exist through school clubs. More explanation of SIAC would provide information on whether there is any opportunity for student-	Good variety of simulations, (mock trials, mock Congress, Socratic Seminars, debates) at some point during most students' course of	

School Application Summary and Feedback for Skyline High School
2013-2014

	<p>currently there is a need to require 10th grade students to engage more directly in civic learning.</p> <p>Applicant did an excellent job in answering this question and demonstrating improvement and growth from 2012-2013 application</p>					<p>and growth in this practice.</p>
<p>Recommendations</p>	<p>Continue to strengthen civic knowledge throughout the school by increasing student-</p>	<p>Look for ways to increase participation beyond weekly for more students and explore further subject areas for inclusion. Also</p>	<p>Provide teachers with training on academic Service-Learning teaching strategies. Connect community service to classroom</p>	<p>Explore ways to involve more students in extracurricular activities and evaluate the possibility of adding activities (particularly</p>	<p>Look for ways to increase the number of students participating in school governance. Also consider ways for more</p>	<p>Look for ways to offer additional opportunity for all students to experience a variety of simulations and role play.</p>

School Application Summary and Feedback for Skyline High School
2013-2014

<p>many other content areas.</p> <p>For each course described, the school explicitly makes a connection to how those courses increase the civic knowledge of students.</p> <p>Implementing the American History and Government Scholars program will be a great addition to the school's civic engagement program, but</p>	<p>areas there is a considerable focus on engaging students in discussions about current events. There is some mention of the resources students use to engage with these topics, but the listing is not comprehensive.</p> <p>Applicant did an excellent job in answering this question and demonstrating improvement and growth from 2012-2013 application</p>	<p>not specific as to what student will do.</p>	<p>content and purpose of the school activities students can get involved with on campus.</p> <p>Applicant did a great job in providing brief descriptions for each activity</p>	<p>initiated participation.</p> <p>Detailed description of ways students participate in school governance. That said, the school should consider adding the percent of students who vote in student body elections.</p>	<p>study. A few students participate in additional simulations and programs through advanced courses.</p> <p>Simulations of democratic processes and procedures are effectively incorporated into classroom instruction.</p> <p>Applicant did a nice job in providing additional examples from 2012-2013 application and demonstrating improvement</p>
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School Application Summary and Feedback for Skyline High School
2013-2014

<p>centered and literary-rich activities in all content areas. Be sure to include a more detailed description of how the school provides literary-rich and standards-based instruction in civics, etc. One possible avenue to meet this requirement would be to describe and list the key reading materials offered in each course and</p>	<p>consider ways to insure that some discussion of events that young people view as important to their lives is included. A description of how the current event discussions are facilitated would have been useful to the application. Some discussion formats, such as the Socratic Seminar, not only allow students to examine topics in depth but they also</p>	<p>instruction and academic objectives. Check the Application Resources available at http://www.azed.gov/civicengagement/application/ Within the application, the connection between service-learning projects and academic objectives was not explicit. With that in mind, it is a good time to examine and make specific the correlation between service-learning programs and academic (and civic</p>	<p>civic-learning based) that may attract students not currently engaged.</p>	<p>opportunities for student-initiated participation. Check the Guidebook for the Six Proven Practices in the Application Resources available at http://www.azed.gov/civicengagement/application/ for more ideas. Implementing simulations across content areas is a positive civic engagement strategy that should be maintained.</p>	<p>Check the Guidebook for the Six Proven Practices in the Application Resources available at http://www.azed.gov/civicengagement/application/ for more ideas. Implementing simulations across content areas is a positive civic engagement strategy that should be maintained.</p>
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School Application Summary and Feedback for Skyline High School
2013-2014

	how they align with the Literacy in History/Social Studies standards.	reinforce students' understanding of civic engagement.	engagement objectives.					
Resources	Helpful resources are available for each of the six proven practices in civic learning located on the Excellence in Civic Engagement website under Resources at http://www.azed.gov/civicingagement/			Contact our office at 602-542-5963 with any questions or if you would like to schedule a site visit, observation, etc.				

APPENDIX H
CODING SUMMARY

Coding Summary By Node

ECEP Application Coding

6/21/2015 8:50 AM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Node

Nodes\\Actors-Parents

Document

Internals\\CCS ECEP application

No	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	0.0089	5	1	TLS	6/14/2015 8:06
parents come in to speak about what they do to help in the community					
			2	TLS	6/16/2015 10:24
The school has even sponsored fees for parents to attend so they can be a part of this learning with their children and be engaged in the campus community at every level.					
			3	TLS	6/16/2015 10:27
the school also has several Family Nights a year that provide time outside of the school day for the development of the school community and the extracurricular involvement of students and their families. Some of the events include Family Game Night, Magic School Bus Night, Science Fair, and Evening of the Arts, Multicultural Unity Day, and community					
			4	TLS	6/16/2015 10:29
Students were invited to attend a day where students and families shared their own customs, traditions, and/or food of their family's culture (Multicultural Day)					
			5	TLS	6/16/2015 10:32
Twinkle Toes Dance Class culminating in an end of the year performance for families					

Internals\\SHS ECEP application

No	Coverage	Number Of Coding References
	0.0170	3

1	TLS	6/20/2015 12:37
Breakfast with Santa Student Council adopts 25 families in need. We organize a school wide Christmas gifts collection. Families are then invited to Skyline for a hot breakfast. Parents then pick up the gifts and have them wrapped while children create crafts and meet and have their picture taken with Santa.		

2	TLS	6/20/2015 9:44
The School Improvement Advisory Council consists of students, faculty, parents, and community members.		

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	TLS	6/20/2015 9:48
As positive role models, Coyote Connection Leaders are motivators, leaders and teachers who guide our new students to discover what it takes to be successful at Skyline High School. CCL plays a central role in many large-scale school and community events. Student ambassadors assist with Freshmen Boot Camp, textbook check-outs and check-ins, local elementary school carnivals, Financial Aid Night, CTE Tours, Parent Boot Camp, Legacy of Excellence Awards, Scholarship						

Nodes\Actors-Students

Document

Internals\CCS ECEP application

No 0.1544 69

1	TLS	6/14/2015 5:50
a way that students can relate to their own lives and perspective.		

2	TLS	6/14/2015 8:02
Students listen to Dr. Martin Luther King Jr.'s, I have a Dream speech followed by provoking discussions and activities to connect it to things relevant to them currently such as inclusive play for all classmates. Students learn and perform songs about their differences and loving themselves and each other.		

3	TLS	6/14/2015 8:02
Kindergartners role play daily how to be good citizens in the classroom and how to problem solve		

4	TLS	6/14/2015 8:08 ---
students build and learn the seven continents on globes contrasted with maps, establishing where they are in the larger spatial concept of the world		
5	TLS	6/14/2015 8:07 ---
students make maps of the changing United States of America		
6	TLS	6/14/2015 8:37 ---
Students come up with an acrostic poem		
7	TLS	6/14/2015 8:35 ---
kids vote- only allowed boys to vote, then all students make picket signs!		
8	TLS	6/14/2015 8:37 ---
Students complete hands on projects which include making maps and models		
9	TLS	6/14/2015 11:52 ---
students compare the different branches of the Ancient Roman Republic to our Government.		
10	TLS	6/14/2015 11:55 ---
Debate, performance		

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				11	TLS	6/14/2015 11:58 ---
				Students role play daily how to be good citizens in their classroom and how to problem solve.		
				12	TLS	6/14/2015 11:59 ---
				Students analyze the reasons for change within our systems of government as minority groups gain a voice and then the right to participate in the running of our government through the ability to vote.		
				13	TLS	6/15/2015 12:01 ---
				List of ways to be a good citizen; Design a game about importance of being good citizens; write an essay explaining how to be a good citizen; Citizenship poetry		
				14	TLS	6/15/2015 12:02 ---
				Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
				15	TLS	6/15/2015 12:03 ---
				students participated in a project called Statue of Liber-Me. The students designed The Statue of Liberty as a self-portrait. The students discussed the history and what the statue stands for.		

16 TLS 6/15/2015 12:04
students "visited" The Statue of Liberty using Google Earth.

17 TLS 6/15/2015 12:05
Students choose a famous American from given list. They decorate paper dolls to look like the person they chose and wrote 3 facts about him/her again integrating across subject areas.

18 TLS 6/15/2015 12:06
The students participate in a role playing discussion of her role and that of the dauphin in the outbreak of the French Revolution.

19 TLS 6/15/2015 12:14
The election process (historically and present), Candidates (compare and contrast them), incorporated the Presidential Seal and Hail to the Chief song, written reports on the candidates, voting booth (students voted for their choice for

20 TLS 6/15/2015 12:16
Write informative/explanatory texts to examine a topic and convey ideas and information clearly

21 TLS 6/15/2015 12:17
Describe the importance of citizens being actively involved in the democratic process.

22 TLS 6/16/2015 9:34
prepare our students to apply their extensive knowledge base to the political, global and social issues of today

23 TLS 6/16/2015 9:37
kids located Russia on a map and we discussed the types of events they were able to participate in because of the winter season in which they were participating. The kids compared the weather in Sochi to the weather in Arizona at the time.

24 TLS 6/16/2015 9:37
held our own Olympics and the kids talked about and how the events of our Olympics would have to be different than in Sochi and why.

25 TLS 6/16/2015 9:38
during our unit on Civil Rights Leaders, we talked about how we can learn from the past. Students talked about their own experiences of having friends that are of a different gender, race or nationality as they are.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				26	TLS	6/16/2015 9:42
				27	TLS	6/16/2015 9:43

students write their own "I have a dream"

28	TLS	6/16/2015 9:43	4th grade students color election results on a map for homework report during relevant elections.
29	TLS	6/16/2015 9:43	Computer Class students in second through sixth grade have discussions and complete lessons about cyber bullying and being a good cyber citizen.
30	TLS	6/16/2015 9:45	Students play games and watch videos on websites called Digital Passport, Woogi World and Professor Garfield.
31	TLS	6/16/2015 9:48	Presidential Debates and platforms. Extensive classroom discussion, periodical research, culminating in Kids Vote.
32	TLS	6/16/2015 9:50	Students display great habits at school on keeping the campus and classrooms clean.
33	TLS	6/16/2015 9:52	(students map "lap" book to explain all concepts and vocab of civil war)
34	TLS	6/16/2015 9:54	When teaching the American Revolution, students get involved in taxation without representation. A student acts as King George and a few other students are tax collectors. King George reads a list of things that students must give up if they have an item on King George's list (example: Give up 2 tokens if you are wearing a red shirt). Afterwards, students discuss how they felt when they were told to do something without having a say in the situation.
35	TLS	6/16/2015 9:56	Students read My Diary from Here to There about a young girl that is moving the US from Mexico. The story explains how her family cannot cross the border until her father (a US citizen) gets the family their green cards. *Sensitivity and local current event. Students get involved in the discussion of how this young girl might feel crossing the border. waiting
36	TLS	6/16/2015 9:57	Abolitionists newspapers created by the students giving different opinions of slavery (slaves side, masters side, Northerners side)
37	TLS	6/16/2015 9:58	Based on a student in the news that created a Buddy Bench at his school, for students who needed help in making friends and / or find someone to play with or talk to, students in our Kids Care Club created posters and wrote announcements and scripts for short skits to introduce our own Buddy Bench at CCS.
38	TLS	6/16/2015 10:00	students are provided choices to engage in meaningful work on issues that matter to them creating positive outcomes academically but also in self-awareness and self-esteem by designing projects through study and collaboration.
39	TLS	6/16/2015 10:02	Students are then guided to ensure the critical reflection necessary to have permanent impacts

6/21/2015 8:50 AM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				40	TLS	6/16/2015 10:03
		Anthem Pets fundraiser. Correlated: Civics government: Strand 3 PO3 discuss the importance of students contributing. Described: Students journal after the pets fundraiser. AZ Humane Society fundraiser: to a community (e.g helping others, working together etc.). Described: Follow up with AZ humane societv leader. came to visit and told the kids how much				
				41	TLS	6/16/2015 10:05
		CCS Community Garden. All students attend weekly gardening class integrating science and service and providing opportunities to give back to other community members through service. Each grade has a raised garden bed they are responsible for that includes vegetables, fruit and flowers. Students nurture their assigned bed throughout the year, watching and recording growth and learning how to tend a garden. As a culminating event, students make salads with vegetables similar to the ones they have grown all year on "Project Salad Day." The gardening program and "Project				
				42	TLS	6/16/2015 10:06
		Throughout the year, students participate in several projects such as a food drive and through box tops, which helps raise money that goes towards the needs of others.				
				43	TLS	6/16/2015 10:07
		Students in the Kids Care Club planned and implemented a "Buddy Bench" on the CCS campus. The students discussed ways to get all other students excited and make them aware of the bench. They came up with announcements to help spread the word to all the students and ensure that the campus knows how to use the bench.				
				44	TLS	6/16/2015 10:08
		The students organized and led a campus wide food drive. The students promoted their core virtue of generosity by raising awareness of the needs of many in our community. This was done by daily announcements on campus, skits put on for each classroom and art work and text throughout the campus.				
				45	TLS	6/16/2015 10:08
		The students created Valentine's kits for the low-income students in our community. The children donated art supplies and prepackaged Valentine's cards to make kits for these students so they are able to participate in their classroom celebrations. The students then boxed the items up and made a handmade card for each child receiving a card to wish them a happy Valentine's day. Students were able to show ownership of this activity by creating their own kits and				
				46	TLS	6/16/2015 10:11
		students run the Scholastic book fair business on campus with correlated lessons on the related skills and concepts. Skills taught and applied: Customer Service, Inventory, Merchandise Management, Marketing, Taxation, and Promoting Literacy with the younger students. Older students serve as "buddies" for younger shoppers. The Book Fair sale culminates with an evening Ice Cream Social in which the 6th graders then also get to serve as readers, personal shoppers, and sales representatives to help earn funds to give back to our school. The money raised from this program puts books on our classroom shelves, technology in our classrooms, and provides new teacher resources to new				
				47	TLS	6/16/2015 10:13
		Students often spend time with our CCS Firepal or School Police Liasion doing service for rewards or also for discipline interventions.				

48 TLS 6/16/2015 10:14
 All CCS classrooms recycle and students lead the effort of collecting and taking out the recycling bins. Students decide the schedule for emptying their recycling bins and also assign the duties.

49 TLS 6/16/2015 10:20
 Students observe the use of the "Buddy Bench" and how it feels to improve friendships and community. Also, how they feel when they use or help those using the "Buddy Bench."

50 TLS 6/16/2015 10:19
 Students reflect through writing assignments and classroom discussion on the different "values" of a business and how "value" is built and maintained. Compare and contrast the business value in community versus financial standing. Papers and journals on all components of business growth, service, and projects. Older students serve as "buddies" for younger shoppers and discuss their needs and interpretation of the experience. Students participate in discussion of those in

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				51	TLS	6/16/2015 10:21
				CCS 4th graders worked in groups to create a commercial to teach others the impacts of the sun learned in SunWise curriculum. Students reflected on how their role to educate others was different as an Arizona resident. They wrote journals about how their commercial would be different in a different region of the country.		
				52	TLS	6/16/2015 10:29
				Students were invited to attend a day where students and families shared their own customs, traditions, and/or food of their family's culture (Multicultural Day)		
				53	TLS	6/16/2015 10:31
				Working in pairs, students follow 2D drawings to build 3D models, use the computer to program electronic parts, think creatively and explore ideas based on trial and error. Students apply what they have learned in class and add their own creativity as well. Models are designed to incorporate science, technology, engineering and mathematics. Chess Club meets on site and students also compete at off campus chess competitions.		
				54	TLS	6/16/2015 10:32
				Twinkle Toes Dance Class culminating in an end of the year performance for families		
				55	TLS	6/16/2015 10:33
				Students decide what service projects would have the most impact in our community and they work together to collect needed items for projects such as getting them donated.		
				56	TLS	6/16/2015 10:35
				Students wrote letters to soldiers to let them know we appreciate them, and to brighten their day		
				57	TLS	6/16/2015 10:39
				Firepal Matt builds relevance and connection with them beyond the classroom curriculum in the importance of fire safety and water safety at home, school, and around pools. The students learn that firemen are our friends and they are here to help us. They learn how to stay safe at home and school.		

58	TLS	6/16/2015 10:40	Evening dinners hosted by CCS students from "Around the World." Three dinners hosted this year: Asian dinner, Italian dinner, and the Latin American Dinner
59	TLS	6/16/2015 10:46	The campus "leaders," our 5th & 6th grade students became especially concerned with the literacy of younger students after they hosted the Book Fair. Reflecting on this, they initiated a "Book Buddy" program. As book buddies and testing buddies, the older students are able to become positive role models and mentors to our younger students. They read, write, and play with one another to form bonds of friendship across the age levels.
60	TLS	6/16/2015 10:52	During community and national elections, kindergarten holds a mock vote to vote for a candidate but also for things such as the "First pet" since this subject has more relevance to younger children than the actual candidates.
61	TLS	6/16/2015 10:53	Students will participate in a mock election in class by voting on a class president for the day.
62	TLS	6/16/2015 10:54	Students learn about and participate in a mock Greek Assembly where citizens have the opportunity to debate about items that will be voted on, and make their opinions known.
63	TLS	6/16/2015 10:54	held a ballot vote to determine the events that we would include in our 2nd grade Greek Olympics so that students could see in action that their voice is important and heard.
64	TLS	6/16/2015 10:55	Students created posters for this year's Law Day theme and competition, "Voting: Every vote counts".

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				65	TLS	6/16/2015 10:56
				66	TLS	6/16/2015 11:12
				67	TLS	6/16/2015 11:13
				68	TLS	6/16/2015 11:15

When teaching Middle Ages, the students traits of conduct (code of chivalry and core virtues) and nominate a person from their "group" family (groups of four) who would make a good knight to slay a dragon.

69 TLS 6/16/2015 11:16

Roman Patrician and Plebeian role play. This simulation is done to create an emotional connection to how the Roman plebeians might have felt. Without looking, the students choose a colored slip of paper from a bag. There are only 5 slips of red paper. The rest are blue. Students that receive a red slip are the Roman Patricians and the students that receive a blue slip are the Roman Plebeians. The five Patricians were asked to leave the room and establish five classroom rules

Internals\NSAA ECEP application

No 0.3305 61

1 TLS 6/16/2015 11:31

Students focus on a third quarter presentation related to the 13 colonies where they engage in in-depth research on an aspect of society, such as religion, medicine, government, etc. and write a research paper as well as provide an oral

2 TLS 6/16/2015 11:32

students study ancient civilizations utilizing the six characteristics of civilization, government, religion, economy/division of labor, resources, social classes, and culture, to analyze these civilizations.

3 TLS 6/16/2015 11:33

They use role-playing and simulations to understand the democratic process as well as compare and contrast different forms of government and economic models throughout history.

4 TLS 6/16/2015 11:34

culminate with a project that requires them to take a step toward fixing an issue in their own community

5 TLS 6/16/2015 11:35

ASA Dig" project in which students produce an ethnographic portfolio of our school's society and culture, additionally engaging in an analysis of their personal role within this larger scheme

6 TLS 6/16/2015 11:36

Many debates and Socratic seminars are conducted throughout the year to analyze and discuss the advantages and disadvantages of each system with students creating their own opinions about each based on numerous primary and

7 TLS 6/16/2015 11:38

students read Nickel and Dime: On (Not) Getting By in America by Barbara Ehrenreich. During their first unit in 10th grade

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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8 TLS 6/16/2015 11:37

the students conduct a case study as to whether or not someone could live on minimum wage in Phoenix, Arizona. Students strengthen their research skills by choosing a minimum wage job in Phoenix and researching their cost of living for a year including food, housing, and insurance costs. The students, during this project, learn more about the thousands of citizens who work these jobs in America and how they try to survive in their own city. Throughout the year,

9	TLS	6/16/2015 11:39	students were challenged with identifying a current issue that they feel needs to be changed and then comparing how Progressive Era reform movement strategies could help their movement. They also engage with primary sources on a daily basis using them to defend conclusions in whole group and small group discussions.
10	TLS	6/16/2015 11:40	Students engage in discussions on the purpose of government and what the ideal governments would be before looking at government through a comparative lens, researching the institutions, policy, public attitudes and stakeholders in
11	TLS	6/16/2015 11:41	students finish the course by researching the citizen's role in democracy and what makes an active and good participant.
12	TLS	6/16/2015 11:43	Students sit at tables with three or four other students in every class and work together in small group and whole group settings to tackle challenging information.
13	TLS	6/16/2015 11:45	students engage in the Biztown simulation where they learn about the economics of business
14	TLS	6/16/2015 11:45	students engage in the ASA mall where they plan, advertise, and staff a business for other ASA students
15	TLS	6/16/2015 11:47	In Spanish, students complete their twelfth grade presentation in Spanish, which is a presentation related to a community issue that they have identified with a solution that they have implemented.
16	TLS	6/16/2015 11:47	students engage in Socratic circles after reading texts throughout the year, engaging in dialogue that fosters collaboration and respect, two important, fundamental aspects of civic education.
17	TLS	6/16/2015 11:48	As teachers, we encourage our students to bring topics into the classroom that they are interested in and passionate about. This allows students to be involved in their learning as well as provides students and teachers with the ability to connect the study of history to what is happening in the world today.
18	TLS	6/16/2015 11:49	students complete weekly current event projects where they identify, summarize, and discuss events that are affecting their world.
19	TLS	6/16/2015 11:50	they bring in outside sources to connect modern issues to historical events that they are studying in every unit.
20	TLS	6/16/2015 11:51	their culminating project requires students to identify a current issue and attempt to solve it using what they have learned throughout the year.

students engage in debates related to current political events in the Middle East, culminating in a discussion on the Israeli/Palestinian peace summit where students use knowledge of an assigned country to debate their current position

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				22	TLS	6/16/2015 11:51
						students are required to discuss how the topic of every paper that they write connects to today using specific examples of current issues.
				23	TLS	6/16/2015 11:51
						students complete multiple research projects that connect the topic that is being discussed with current events or complete papers researching similar events.
				24	TLS	6/16/2015 11:51
						students study the US government, economics, and world governments, bringing in current topics and relating their learning to their lives such as their study of economics and how their daily decision impact economics
				25	TLS	6/16/2015 11:54
						students complete a take action project as the culmination of their year for social studies. During this project, students select a current human rights issue and utilize their knowledge of human rights and social movements to design an appropriate solution for that issue before implementing a meaningful step towards their solution.
				26	TLS	6/16/2015 11:55
						Students also complete a volunteer project in their 8th grade Life Skills class where they design and implement a volunteer project for their community.
				27	TLS	6/16/2015 11:55
						students completed a project in which they attempted to implement a change regarding an issue that they identified in their community. Students started by researching the Progressive Era and then focused on an issue that they felt was a problem in modern society. After writing a paper discussing the methods of the Progressive Era and how their ideals could be applied to a modern movement, students were challenged to implement their change.
				28	TLS	6/16/2015 11:56
						Students created twitter accounts to raise awareness of underage drinking, created presentations that they are scheduled to give at conferences and for younger children, and even put together a review of songs to form an anti-bullying arts project that they pitched to their theater teacher.
				29	TLS	6/16/2015 11:57
						students complete a capstone project in which they work together to identify an issue facing their community, research the issue, create a solution, and then implement their solution. This is a yearlong process in which students build relationships with local organizations and work with their community to improve their issue. Students this year created a community garden for a local YMCA, developed a dance curriculum for students in a homeless shelter, and put on
				30	TLS	6/17/2015 12:01
						Mock Trial - students compete at both a regional and state level in a simulated trial acting as both the lawyers and witnesses for a case. Students are taught by practicing attorneys in collaboration with their teachers. this provides students with a deeper understanding of the legal system and the logic skills necessary to succeed in the legal field.

31 TLS 6/17/2015 12:02
 Students work collaboratively in order to produce a four minute presentation on their questions and answer probing questions from a panel of community volunteers.

32 TLS 6/17/2015 12:03
 Middle School Assembly is an opportunity for 5th and 6th graders and 7th and 8th graders to get involved in their community and school. Both groups raise and donate money to local charities, work on cleaning the school grounds, and engage in volunteer opportunities throughout the year. These groups also hold elections for officers and are

33 TLS 6/17/2015 12:04
 NHS is a national organization that recognizes outstanding students who have demonstrated excellence in service, leadership, and character. Students are required to be actively involved in school events and community service projects.

34 TLS 6/17/2015 12:06
 Students must apply and interview for their position as ambassador as well as receive recommendations from two of their current teachers.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				35	TLS	6/17/2015 12:06
						Model UN is a nationally recognized club that competes in statewide competitions as representatives of assigned countries in a model United Nations.
				36	TLS	6/17/2015 12:07
						Speech & Debate is a nationally recognized club that prepares students for competitions at multiple levels.
				37	TLS	6/17/2015 12:07
						Student Council represents the student body that work with administration regarding issues concerning the school and student body. They elect officers who then spearhead issues brought up by the student body in order to work with administration to come up with solutions to issues.
				38	TLS	6/17/2015 12:08
						The mission of student government is to design and execute events to promote the community of the school. The events that Student government handles are socials, assemblies, fundraisers, and community service opportunities.
				39	TLS	6/17/2015 12:08
						Key Club is a nationally recognized volunteering club that meets weekly to plan and implement community service opportunities for its members.
				40	TLS	6/17/2015 12:09
						Students in MAT provide tutoring for students of all grades twice a week while officers meet twice a month.
				41	TLS	6/17/2015 12:10
						students with an opportunity to compete in regional, state, and national competitions after designing and programming robots made of legos.

42	TLS	6/17/2015 12:10	The Feminist Alliance is a club that deals with gender issues. They meet once a week and spearheaded a collection of feminine products and underwear for homeless youth in Phoenix.
43	TLS	6/17/2015 12:11	Knitting Club meets weekly and spearheads art and service projects throughout the community. From designing a quilt for an art installation that was then donated to the homeless to knitting socks and scarves for underprivileged members of society. Knitting Club attempts to change its community for the better.
44	TLS	6/17/2015 12:14	A tenth grade student at ASA, who is a member of Inspire Arizona, registered every senior in the 2013-2014 class to vote in the next election as well as obtained pledges from the sophomore class to do the same.
45	TLS	6/17/2015 12:15	students must manage and run a campaign that the entire 5th and 6th grade student body then vote on.
46	TLS	6/17/2015 12:15	Students who are interested in holding office run a campaign and give a speech on their qualifications to the club before every member of the club votes for each office.
47	TLS	6/17/2015 12:16	The Consuls run the meetings with the teachers acting as facilitators
48	TLS	6/17/2015 12:17	Interested students must apply for membership in the club after obtaining letters of recommendations from teachers who will vouch for their leadership abilities. Student Council represents the student body that work with administration regarding issues concerning the school and student body.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				49	TLS	6/17/2015 12:19
						US history students identify the norms for discussions, elect leaders to run class discussions, and have opportunities to lead their small group on a daily basis. As we are a student-centered school, these same techniques apply across grade levels and disciplines. Students are also involved in the creation of rules, have opportunities to perform different functions during group work, and can be peer mentors and tutors. Our eight grade students mentor our fifth grade students, our junior class acts as mentors for our tenth grade class, our seniors plan, fundraise, and execute a junior
				50	TLS	6/17/2015 12:20
						students must plan and teach lessons covering specific content.
				51	TLS	6/17/2015 12:23

Every two years, students from grades 5-12 participate in Kids Voting. Each student learns about the candidates and issues in the current political race and chooses for themselves the issues that relate to them the most. Students discuss and debate the candidates in class and vote either on the internet or through paper ballot.

52 TLS 6/17/2015 12:24

students engage in a "Discovery" simulation where they break up into groups and simulate the colonization of the US. They must work together to choose where they create their colony, reach it by boat, deal with trade, setup governments, and deal with real situations that colonists faced when they landed. This simulation provides students with an opportunity to step into the shoes of early Americans and extremely enhance their understanding of this time period.

53 TLS 6/17/2015 12:26

students participate in a mock assembly to experience the process of direct democracy and throughout the year they participate in other mock governmental systems, including republics, dictatorships, and monarchies; comparing and

54 TLS 6/17/2015 12:27

Students in seventh grade participate in simulations regarding how bills become laws. They work in committees to get bills to the whole House or Senate before starting the process in the opposite chamber. They also participate in an Electoral College simulation, mock trials, and various other simulations, such as how taxation without representation

55 TLS 6/17/2015 12:28

students do an apartheid simulation based on the "Choices Program" in which they develop a solution to apartheid after the Sharpeville massacre. They have three options to choose from and must come up with a solution to how they will

56 TLS 6/17/2015 12:28

students engage in a Peace Summit where they become representatives of a specific country in order to broker a peace agreement regarding the Israeli-Palestinian conflict. Students spend weeks researching their countries so that they can provide an accurate portrayal of that country and how they would argue this complex topic.

57 TLS 6/17/2015 12:29

students engage in simulations from the "Choices Program" related to revolutions (French and Russian)

58 TLS 6/17/2015 12:29

students engage in simulations related to governance, as they take on the role of presidential advisors in key moments in US history.

59 TLS 6/17/2015 12:29

Students also engage in mock trials, such as putting the atomic bomb on trial.

60 TLS 6/17/2015 12:31

Students in the twelfth grade civics class participate in an in depth and rigorous month long project in order to simulate the election of a president. In this project the students are placed into four different groups and given specific roles and responsibilities related to campaigns. Each group independently researched the platforms of their political parties and develops a media strategy, a debate, a stump speech and political advertisements. This simulation allows students to get

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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61 TLS 6/17/2015 12:31
 ...

Students also engage in economic simulations

Internals\\SHS ECEP application

No 0.3951 86

1 TLS 6/19/2015 12:51
 ...

Students are given the opportunity to study the many influences that inspired the Founding Fathers and to evaluate the founding documents setting the foundation for Constitutional and current law.

2 TLS 6/19/2015 12:52
 ...

Simulation of a sit-in at a lunch counter allowing students to role play the actions of civil rights activists.

3 TLS 6/19/2015 12:53
 ...

Students are given the opportunity to study and discuss events and documents throughout history that have shaped the political world that we live in today; they participate in an evaluation of the Constitutional changes and how they impact

4 TLS 6/19/2015 12:55
 ...

(2) Students participate in a mock congress including drafting legislation, committee work, debate on the floor, and the voting process. (3) Students read analysis of the ratification debate and participate in a debate between Federalist and Anti-Federalist views citing evidence for their position. (4) Students read and analyze the Constitution by rewording it

5 TLS 6/19/2015 12:56
 ...

Students participate in a mock Congressional hearing as the culminating evaluation of the Semester's curriculum. Skyline placed 3rd in our district and 4th in the State competition.

6 TLS 6/19/2015 12:57
 ...

Student driven research including court cases, constitutional law, current events, historical events, and personal analysis, in preparation for competition.

7 TLS 6/19/2015 12:58
 ...

Students participate in a stock market simulation utilizing the actual stock market, teaching students about the ups and downs of the market.

8 TLS 6/19/2015 12:59
 ...

Students do several "Social Experiments" throughout the year, one was a social experiment of doing "nothing" students were asked to stand perfectly still in the courtyard during passing periods, and when asked what they were doing were

9 TLS 6/19/2015 1:01
 ...

(1) Students use the Arizona Revised Statutes (State LAW) to prove what someone should be charged with given an actual crime committed. Students must find current events, then research the online ARS codes to figure out what that person should be charged with and then provide evidence to support their claim. (2) Students are asked to examine both fingerprints and blood splatter samples to determine which suspect should be tied to a crime. (3) Students are required

10 TLS 6/19/2015 1:03
 ...

Students create their own research experiment including survey results as data to prove or disprove their hypothesis.

11 TLS 6/19/2015 1:05
 ...

Students will have the opportunity to travel to historical locations as well as attend field trips to government facilities to view our government at work.

12 TLS 6/19/2015 1:29

Students read articles concerning hunting and how gaming effects the environment, and participate in a debate citing evidence from their reading.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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13 TLS 6/19/2015 1:33

Students discuss and analyze the legal issues associated with currently events biweekly. One class discussed the legal issues attached to the standoff in Nevada and what legal issues and constitutional implications were involved in the case. (2) Students complete weekly current events analyzing the relation to the Constitution. (3) Students analyze data from political charts/cartoons to understand the current implications of the information. (4) Students watch CNN, MSNBC, and

14 TLS 6/19/2015 1:35

Students participate in weekly Toastmasters speaking/listening endeavor. Students are allowed to pick controversial topics.

15 TLS 6/19/2015 1:35

students daily discuss current event to analyze importance of being aware of what is happening in the world around them.

16 TLS 6/19/2015 1:36

Students create projects to implement into the community that is relevant to issues in our city and state. For example our recycling program on campus or installing low flow toilets on campus to encourage water conservation.

17 TLS 6/19/2015 1:39

Discusses the Keystone pipeline and how that is affecting the labor force as there is a desperate need for and a shortage of qualified pipe fitters, welders and welder's helpers. (2) This discussion led students to attempt a welding project to

18 TLS 6/20/2015 12:37

Breakfast with Santa Student Council adopts 25 families in need. We organize a school wide Christmas gifts collection. Families are then invited to Skyline for a hot breakfast. Parents then pick up the gifts and have them wrapped while children create crafts and meet and have their picture taken with Santa.

19 TLS 6/20/2015 12:39

Student Council organizes and executes a school wide jean drive for the national Teens for Jean campaign. Jeans are then donated to nationwide teen homeless shelters

20 TLS 6/20/2015 12:41

Student Council organizes and executes a school wide item collection for the Packages from Home campaign. Items are then boxed up and shipped to U.S. military currently serving overseas.

21 TLS 6/20/2015 12:42

Basketball game that is dedicated to raising money for Cancer research. Students can purchase shirts, basketball team wears pink on their uniform, they have a walk before the game around the gym, and a silent auction. All parts of the event are to raise money and awareness for cancer research.

22 TLS 6/20/2015 12:43

Pie Day- students raised money to throw a pie at a teacher. All money was donated to Cancer research.

23	TLS	6/20/2015 12:44
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Future Educators of America: Students do tutoring with lessons they have created to meet the needs of all learners.

24	TLS	6/20/2015 12:44
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On site preschool- Students gain experience by working in the onsite preschool one hour a week. They are allowed to implement their activities and interact with the preschool children.

25	TLS	6/20/2015 12:45
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The students have been putting together a garden all year long. They have worked before, during, and after school. They went out and purchased items, planted them, and now are taking care of the items.

26	TLS	6/20/2015 12:46
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UMOM Walk for the Homeless at the Phoenix Zoo- walk to help raise money and awareness for the Homeless

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				27	TLS	6/20/2015 12:47
						Valley of the Sun's Paint-a-thon- Paint houses for the elderly who can't afford or do the work themselves.
				28	TLS	6/20/2015 12:47
						Special Olympics- weekly assistance running field events for contestants
				29	TLS	6/20/2015 12:47
						Aurora House- students went to retirement home to assist members of the home.
				30	TLS	6/20/2015 12:48
						Elementary School Carnival- students assisted with booths for the carnival
				31	TLS	6/20/2015 12:48
						Freshman Boot Camp- 85 members present approximately 350 freshmen. The purpose is to mentor the freshman and create a community at Skyline. It allows the freshman an ability to check out the campus and get prepared for school.
				32	TLS	6/20/2015 12:49
						Club members were a part of the Public Service Announcement created through the Mesa Prevention Alliance - Approx 15 members were in 2 separate PSA's about drug and alcohol abuse, drunk driving (prom) and partying with alcohol. They are currently in local movie theaters before the movie starts.
				33	TLS	6/20/2015 12:50

Mesa Prevention Alliance- 342 students signed the "Too Smart to Start" student pledge!!! Participation from Skyline students was outstanding! We also collected 84 adult pledges, committing to not provide alcohol to anyone under the

34 TLS 6/20/2015 12:52

Blood Drive- They conduct a blood drive every year to increase awareness and support for giving blood. Teachers and students are encouraged to donate blood. It is held in the gym on campus. Helping Hands- The group volunteers their time to help out at events that assists charities such as setting up at for an auction.

35 TLS 6/20/2015 12:52

Approximately 150 students reflected on their hours for Service Learning hours towards their transcript this year

36 TLS 6/20/2015 12:54

Student Council reflects individually and as a group following the project. Students reflect on what they learned, what went well, and what improvements they would like to implement

37 TLS 6/20/2015 12:55

Impact Club Reflection: Members of the group would have to reflect on their service through service learning presentations.

38 TLS 6/20/2015 12:56

National Honor Society reflects on the activities at the end of each semester since members are required to have participated in so many hours to maintain status. The students reflect in small groups and discuss what they gained from

39 TLS 6/20/2015 12:57

Students would submit an application for service learning and log their hours during the course of the year. At the end of the year the students will reflect with the service learning coaches on campus. Once they have reflected in a presentation the hours will be transferred to their transcript

40 TLS 6/20/2015 12:58

The Academic Decathlon program consists of a club, competitive team, as well as a weighted academic course. Students prepare for and compete in a district-wide scrimmage, a district competition, regionals and then the state competition. The Academic Decathlon is a team competition wherein students match their intellects with students from other schools. Students are tested in ten categories: Art, Economics, Essay, Interview, Language and Literature, Mathematics,

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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41 TLS 6/20/2015 12:58

Ascension Dance Company consists of the most elite dancers from Skyline High School. Dancers are placed through an audition process that takes place previous to the working school year. Students focus on dance production by composing choreographic works and facilitating the behind-the-scenes work for stage performance production. Company members serve as the dance club for Skyline High School and facilitate monthly meetings to address funding, spending and other

42 TLS 6/20/2015 1:00

Auto Club: Provide students with career choices, career opportunities, service learning opportunities and fun activities in the field of motor sports

43 TLS 6/20/2015 1:00

Cooking Coyotes: The club's purpose is to instruct and support aspiring young chefs while serving the immediate community through catering.

44 TLS 6/20/2015 1:01

Coyote Connection Leadership (CCL) Program is a high school transition program that welcomes incoming students and orients them to campus facilities and services. Built on the believe that current students are best-equipped to help new arrivals succeed, CCL trains members of the freshmen through senior classes to serve as student ambassadors. As positive role models, Coyote Connection Leaders are motivators, leaders and teachers who guide our new students to

45 TLS 6/20/2015 1:02

Coyote Kidz: The purpose of the club is to provide leadership, fundraising, community service and career experiences in early childhood professions.

46 TLS 6/20/2015 1:03

Coyote TV The purpose of the club is to provide opportunities for students to learn how to make movies and learn the use of video equipment and how to edit.

47 TLS 6/20/2015 1:04

Deca is an organization to build leadership skills and explore careers in marketing, finance, hospitality, management, and business. Elements n Motion: The purpose of the club is to promote students to go out into their community and perform community service. We hope this club teaches students that it's fun to help out your community.

48 TLS 6/20/2015 1:05

Engineering Club: To provide students with career choices, career opportunities, service learning opportunities and fun activities in the various fields of Engineering Sciences.

49 TLS 6/20/2015 1:05

AP Club: The purpose of the club is to encourage students to succeed academically and assist them in preparing for college.

50 TLS 6/20/2015 1:05

The HERO Club connects career exploration, job experiences, and practicing lifetime skills with education. While having fun, we work together to enhance these abilities in our school, community and in the workplace. We pride ourselves on serious activities as well as celebrating respectable events. We participate in school functions, learn responsibility and inspire in ourselves and others the importance of serving others.

51 TLS 6/20/2015 1:06

HIP HOP: A club to allow students to express, and show different and new style of dance.

52 TLS 6/20/2015 1:06

JROTC: The mission of JROTC is to motivate young people to be better citizens through community activities.

53 TLS 6/20/2015 9:03

Key Club International is the oldest and largest program for high school students. It is a student-led organization whose goal is to teach leadership through serving others.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				54	TLS	6/20/2015 9:05
		National Honor Society To create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership and to develop character. More than just an honor roll, NHS serves to honor those students who demonstrate excellence in the areas of scholarship, leadership, service, and character.				
				55	TLS	6/20/2015 9:10
		Outdoor Student Activities Students in the club participate in outdoors to the power of R. The power of R means: Respect for others and the Environment, Responsibility to take action and make positive change, do Research in the field. Learn about Reliance all through outdoor Recreation.				
				56	TLS	6/20/2015 9:11
		The mission of Paw Pals is to enhance the lives of people with disabilities by providing opportunities for life-long friendships and integrated school activities.				
				57	TLS	6/20/2015 9:13
		Club Focus: To foster teamwork, creativity and social interaction through gaming. And to offer a place to interact with other students who share the same interests.				
				58	TLS	6/20/2015 9:15
		Robotics Club: Our mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership." As part of our team, students will get to apply math and science knowledge, solve problems, make decisions, communicate complex ideas, collaborate				
				59	TLS	6/20/2015 9:16
		Skybound is the official student yearbook. They work all year to put together the yearbook				
				60	TLS	6/20/2015 9:16
		A journaling club with artists and authors to release their artistic creativity.				
				61	TLS	6/20/2015 9:16
		Sports Medicine: Assists head athletic trainer with providing sports medicine coverage of Skyline athletic teams				
				62	TLS	6/20/2015 9:16
		Stage Krew: Tech Krew members work closely with our stage manger for this production. Tech Krew is in charge of building the set, gathering props, helping out with costumes, setting lights, and running the light and sound boards.				
				63	TLS	6/20/2015 9:18
		Each year Student Council participates in meaningful service projects. We would like to invite all Skyline students to participate in these wonderful service events.				
				64	TLS	6/20/2015 9:20
		We the People is a competitive government team. It has been competing for the past several years at both the Congressional District and State level. The school that finishes first at States competition then represents the entire state at a national competition in Washington DC in May. The competition is set up as a simulated congressional hearing with the students serving as the experts on the Constitution, our nation's history and laws.				
				65	TLS	6/20/2015 9:39

Sophisticated Coyotes (Transition) The club is designed to assist students in finding jobs; allowing them to transition from school to work. The students have a gardening project that they have worked on all year long.

66 TLS 6/20/2015 9:39

Gay Straight Alliance- The purpose of the club is to build and foster community among all students.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				67	TLS	6/20/2015 9:40
				Tutoring Club: The purpose of the club is to work with and assist students who need to improve their grades.		
				68	TLS	6/20/2015 9:40
				Theater Club: The purpose of the club is to promote confidence and feeling safe in an outgoing environment. The goal is to improve one's basic acting skills.		
				69	TLS	6/20/2015 9:40
				Sport Clubs: badminton, baseball, basketball, cross country, football, golf, pom, soccer, softball, spiritline, swim/dive, tennis, track, volleyball, wrestling		
				70	TLS	6/20/2015 9:43
				Student Council: A student governing body of the school including representatives from grades 9-12. Students plan and execute school wide fundraisers, events, and service projects. They also oversee business requests from all students clubs and sports teams. The Council meets as a class daily during school time. Members also put in numerous out of school hours to execute activities. To become a member of the Student Council students must run in a school wide		
				71	TLS	6/20/2015 9:44
				The School Improvement Advisory Council consists of students, faculty, parents, and community members.		
				72	TLS	6/20/2015 9:45
				Skyline offers approximately 60 clubs on campus all of which have elected officers. Included among the many agenda items during club meetings are fundraising and spending funds. Clubs must vote on these items and provide club minutes to the student council in order to be approved.		
				73	TLS	6/20/2015 9:46
				Officers are elected and are in the advanced marketing program. Leadership opportunities exist and allow officers to rise to the occasion of managing and leading other DECA members through organized meetings using Roberts Rules of Order.		
				74	TLS	6/20/2015 9:46
				HERO club: Run weekly meetings using parliamentary procedure- Roberts Rules of Order- includes voting, discussion, tabling a motion and following an agenda.		
				75	TLS	6/20/2015 9:47
				Officers meet and conduct meetings using Roberts Rules.		

76 TLS 6/20/2015 9:47
 As positive role models, Coyote Connection Leaders are motivators, leaders and teachers who guide our new students to discover what it takes to be successful at Skyline High School. CCL plays a central role in many large-scale school and community events. Student ambassadors assist with Freshmen Boot Camp, textbook check-outs and check-ins, local elementary school carnivals, Financial Aid Night, CTE Tours, Parent Boot Camp, Legacy of Excellence Awards, Scholarship

77 TLS 6/20/2015 9:50
 Student Council: Members conduct and participate in business meetings twice a week. They process purchase orders, fundraising requests, and any other business requests concerning all clubs and sports groups on campus. ROTC: Presentation of the colors at school home football and basketball games as well as communities events such as the

78 TLS 6/20/2015 9:51
 Criminology – Students participate in mock trials (given roles and must come up with questions and procedures to find the defendant guilty or innocent, trials can go either way and its the hard work of the students that determines the verdict and sometimes the actions of the students themselves)

79 TLS 6/20/2015 9:53
 The cooperative education class studies a whole unit on Parliamentary Procedure. They learn and practice conducting meetings where students make a motion, second that motion, discuss and vote. An agenda is developed each Thursday, with the meeting following on Friday. Meetings are student led and must follow all the formal rules of Robert’s Rules of Order. Officers are elected, minutes taken, treasurer’s report read, and committee reports, old and new business are

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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80 TLS 6/20/2015 9:54
 We the People: (1) Competition is a mock congressional hearing enacting expert testimony on a given subject presenting a prepared statement and answering follow-up questions. (2) Students participate in a ratification debate representing Federalist and Anti-Federalist ideas judged by a panel of students who prepare questions and lead the debate. (3) Students analyze the impeachment of Andrew Johnson and participate in an evaluation committee determining the

81 TLS 6/20/2015 9:55
 Students participate in a collective bargaining simulation designed to demonstrate labor/management relations during the second industrial revolution and simulate a citizen’s right to belong to a union and to negotiate for benefits. (2) Students participate in an immigrant simulation experiencing processing through Ellis Island, choosing a job, living in a tenement, interacting with political machines, and the process of becoming a citizen. (3) Students evaluate the testimony of EXCOMM during the Cuban Missile Crisis and decide what their recommendation to the President would be. (4)

82 TLS 6/20/2015 9:56
 Students participate in a recreation of the sit-in movement during the civil rights era demonstrating the idea of civil disobedience and the first amendment right to protest.

83 TLS 6/20/2015 9:57
 Students participate in a mock Congress creating and passing bills through the process. (2) Students participate in a number of debates including Federalist v. Anti-Federalists and controversial court cases.

84 TLS 6/20/2015 9:57

Students participate in a variety of debates including debating the economic systems of different countries and an evaluation of which system is superior, as well as the different types of government systems.

85 TLS 6/20/2015 9:58

Students participate in Socratic Seminars at least once every quarter; topics relate to novels read in class. Example: The theme of animal farm and how it is relevant in today's society. (2) Students participate in debates linked to literature

86 TLS 6/20/2015 9:58

Students write letters to their Arizona Congressmen concerning state issues. (2) Students participate in a mock trial relating to the Crucible. (3) Students participate in Socratic Seminars with a variety of topics including affirmative action, college for all, foreign aid, and military intervention AP Environmental Science: Debates over environmental issues such

Nodes\\Actors-Surrounding Community

Document

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No 0.0810 29

1 TLS 6/16/2015 9:40

Joe Foss Institute veteran visit, video, and question/answer period. Write thank you notes to veterans explaining why we are thankful for their services.

2 TLS 6/16/2015 10:03

Anthem Pets fundraiser. Correlated: Civics government: Strand 3 PO3 discuss the importance of students contributing. Described: Students journal after the pets fundraiser. AZ Humane Society fundraiser: to a community (e.g helping others, working together etc.) Described: Follow up with AZ humane society leader, came to visit and told the kids how much

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	TLS	6/16/2015 10:05
				4	TLS	6/16/2015 10:06
				5	TLS	6/16/2015 10:08

The students organized and led a campus wide food drive. The students promoted their core virtue of generosity by raising awareness of the needs of many in our community. This was done by daily announcements on campus, skits put on for each classroom and art work and text throughout the campus.

6 TLS 6/16/2015 10:08

The students created Valentine's kits for the low-income students in our community. The children donated art supplies and prepackaged Valentine's cards to make kits for these students so they are able to participate in their classroom celebrations. The students then boxed the items up and made a handmade card for each child receiving a card to wish them a happy Valentine's day. Students were able to show ownership of this activity by creating their own kits and

7 TLS 6/16/2015 10:11

During the Book Fair, there is also a fundraiser, "One for Books" hosted by our sixth grade students to purchase books for those less fortunate that lack access to books.

8 TLS 6/16/2015 10:13

The school actively seeks authorities and professionals of all kinds to role play, discuss their lives/careers, and be present on campus serving as readers, judges for school events, and just as special visitors modeling an active and responsible adult life. These relationships provide important reinforcement and allow students to envision their own future role in society. Students often spend time with our CCS Fire or School Police Liaison doing service for rewards or also for

9 TLS 6/16/2015 10:22

Challenge Charter School provides each student access to engaging and integrated extracurricular activities. Each CCS class experiences off-site learning with between 5 – 10 field trips a year. These trips include museums, concerts, art venues, civic venues such including the State Capital, service learning, speakers, and many others.

10 TLS 6/16/2015 10:23

CCS partnered with the Arizona Department of Weights and Measures to participate in a field trip to a Sprouts Marketplace store for hands-on lessons in the processing of meats and produce, related regulations, ethical and environmental responsibilities, and business practices and considerations.

11 TLS 6/16/2015 10:25

see the political process in action and attend a Glendale City neighborhood meeting held on the school campus to increase access.

12 TLS 6/16/2015 10:28

the school also has several Family Nights a year that provide time outside of the school day for the development of the school community and the extracurricular involvement of students and their families. Some of the events include Family Game Night, Magic School Bus Night, Science Fair, and Evening of the Arts, Multicultural Unity Day, and community

13 TLS 6/16/2015 10:28

lessons were correlated with the Saturday Multicultural Unity Day and other cultural site visits and guest speakers throughout the year

14 TLS 6/16/2015 10:33

Students decide what service projects would have the most impact in our community and they work together to collect needed items for projects such as getting them donated.

15 TLS 6/16/2015 10:35

Collected coats and put together birthday party boxes with treats, games, and gifts for the Vista Colina Family shelter

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				16	TLS	6/16/2015 10:35

						Put together bunny gift craft with a note to brighten the day of patients at the Glendale Care Center
				17	TLS	6/16/2015 10:35

						Students wrote letters to soldiers to let them know we appreciate them, and to brighten their day
				18	TLS	6/16/2015 10:36

						Campaign to promote humane treatment of dogs; Sought and secured grant for breakfast boxes for hungry AZ children; Valentines art kit for other local kids in need.
				19	TLS	6/16/2015 10:37

						Fuel Up To Play 60 is both an extracurricular and a student governance activity.
				20	TLS	6/16/2015 10:38

						students are given healthy eating and physical activity "play" ideas. Each play is a challenge that helps get students at the school to eat healthy and get active. The club members must review the plays, provide input to adapt the plays to work for our school environment, vote on the best choice and execute the play. When a play is complete, our school receives recognition from the Fuel Up program online and small rewards such as motivational posters of NFL players
				21	TLS	6/16/2015 10:39

						Firepal Matt builds relevance and connection with them beyond the classroom curriculum in the importance of fire safety and water safety at home, school, and around pools. The students learn that firemen are our friends and they are here to help us. They learn how to stay safe at home and school.
				22	TLS	6/16/2015 10:40

						Evening dinners hosted by CCS students from "Around the World." Three dinners hosted this year: Asian dinner, Italian dinner, and the Latin American Dinner
				23	TLS	6/16/2015 10:43

						The Challenge Charter School family remains a vital part of all our students' lives, even our alumni. Students often come back to the campus once they are in middle school, high school, and even college and share with us all of their successes. Frequently, our students become student government/council presidents in their secondary schools and serve in
				24	TLS	6/16/2015 10:47

						Kids Care is a National organization that began in 1990 and encourages and unites individual schools in an effort to empower "children to make a better world through hands-on service projects." Students govern this club and campus-wide initiatives by initiating projects that are important to them and they vote on those that will have the most impact in our community and then work together to collect needed items for projects such as getting them donated
				25	TLS	6/16/2015 11:18

						CCS 4th graders annually visit the Capitol for Hands-on instruction to include: Past AZ governors, how legislative process works in Arizona and more...This year, they had the chance to go down on to the representative floor at State Congress where they drafted and dropped a mock bill on "Floaties or No Floaties" at the pool to make the process engaging and relevant to our students. The Speaker of the House led a debate and discussion including the input of constituents and
				26	TLS	6/16/2015 11:20

All CCS Leadership is engaged in the larger community and sets an example of the value of civic responsibility, service learning, and civic engagement for our students.

27 TLS 6/16/2015 11:23

Through outside community involvement, the Principal maintains a high commitment to staying current on events, community needs & situations, and makes connections between these commitments and involvement to the proven

28 TLS 6/16/2015 11:23

An update was given by the Principal during this team sharing for those unable to attend, as well as updates from the Phoenicians, a sub-committee of the Chamber of Commerce and all other state and national sources used by the

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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29 TLS 6/16/2015 11:24

The City of Glendale Title Glendale University: City Government "101" Faculty participating: School Registrar with team sharing to follow for all faculty Duration: 3 hour sessions each Monday night for a total of 10 classes. Content: Classes to include: Managing a Public Organization; Community Services; City Court; Development, Growth, and Transportation; Public Works and Water Services; Financial Services & Marketing; Public Safety Services; Community Volunteerism

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No 0.0899 16

1 TLS 6/16/2015 11:34

culminate with a project that requires them to take a step toward fixing an issue in their own community

2 TLS 6/16/2015 11:47

In Spanish, students complete their twelfth grade presentation in Spanish, which is a presentation related to a community issue that they have identified with a solution that they have implemented.

3 TLS 6/16/2015 11:55

Students also complete a volunteer project in their 8th grade Life Skills class where they design and implement a volunteer project for their community.

4 TLS 6/16/2015 11:55

students completed a project in which they attempted to implement a change regarding an issue that they identified in their community. Students started by researching the Progressive Era and then focused on an issue that they felt was a problem in modern society. After writing a paper discussing the methods of the Progressive Era and how their ideals could be applied to a modern movement, students were challenged to implement their change

5 TLS 6/16/2015 11:57

students complete a capstone project in which they work together to identify an issue facing their community, research the issue, create a solution, and then implement their solution. This is a yearlong process in which students build relationships with local organizations and work with their community to improve their issue. Students this year created a community garden for a local YMCA, developed a dance curriculum for students in a homeless shelter, and put on

6 TLS 6/16/2015 11:58
 few clubs that are involved in service learning. Key Club, Interact, Knitting Club, and NHS provide service throughout our community and provide reflection opportunities and all of our students a chance to connect service with the community.

7 TLS 6/17/2015 12:01
 Mock Trial - students compete at both a regional and state level in a simulated trial acting as both the lawyers and witnesses for a case. Students are taught by practicing attorneys in collaboration with their teachers. this provides students with a deeper understanding of the legal system and the logic skills necessary to succeed in the legal field.

8 TLS 6/17/2015 12:02
 Students work collaboratively in order to produce a four minute presentation on their questions and answer probing questions from a panel of community volunteers.

9 TLS 6/17/2015 12:02
 Community service groups which gives the students and opportunity to become involved in the community through events such as book drives and volunteering at the food bank

10 TLS 6/17/2015 12:03
 Middle School Assembly is an opportunity for 5th and 6th graders and 7th and 8th graders to get involved in their community and school. Both groups raise and donate money to local charities, work on cleaning the school grounds, and engage in volunteer opportunities throughout the year. These groups also hold elections for officers and are

11 TLS 6/17/2015 12:04
 NHS is a national organization that recognizes outstanding students who have demonstrated excellence in service, leadership, and character. Students are required to be actively involved in school events and community service projects.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				12	TLS	6/17/2015 12:05
						raises money for Free Arts Arizona through a fashion show fundraiser
				13	TLS	6/17/2015 12:08
						The mission of student government is to design and execute events to promote the community of the school. The events that Student government handles are socials, assemblies, fundraisers, and community service opportunities.
				14	TLS	6/17/2015 12:08
						Key Club is a nationally recognized volunteering club that meets weekly to plan and implement community service opportunities for its members.
				15	TLS	6/17/2015 12:10
						The Feminist Alliance is a club that deals with gender issues. They meet once a week and spearheaded a collection of feminine products and underwear for homeless youth in Phoenix.
				16	TLS	6/17/2015 12:11
						Knitting Club meets weekly and spearheads art and service projects throughout the community. From designing a quilt for an art installation that was then donated to the homeless to knitting socks and scarves for underprivileged members of society. Knitting Club attempts to changes its community for the better

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No 0.1352 35

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				1	TLS	6/19/2015 12:56
Government students participated in a field trip to the Maricopa County Courthouse to tour the criminal court proceedings and to witness the adjudication of criminal courts. They were escorted in small groups, each accompanied						
				2	TLS	6/19/2015 1:05
The curriculum is designed around primary sources and hands on learning activities and will be supplemented with guest lectures and seminars from college professors as well as elected officials. Students will have the opportunity to travel to historical locations as well as attend field trips to government facilities to view our government at work.						
				3	TLS	6/19/2015 1:36
Students create projects to implement into the community that is relevant to issues in our city and state. For example our recycling program on campus or installing low flow toilets on campus to encourage water conservation.						
				4	TLS	6/20/2015 12:37
Breakfast with Santa Student Council adopts 25 families in need. We organize a school wide Christmas gifts collection. Families are then invited to Skyline for a hot breakfast. Parents then pick up the gifts and have them wrapped while children create crafts and meet and have their picture taken with Santa.						
				5	TLS	6/20/2015 12:39
Student Council organizes and executes a school wide jean drive for the national Teens for Jean campaign. Jeans are then donated to nationwide teen homeless shelters						
				6	TLS	6/20/2015 12:41
Student Council organizes and executes a school wide item collection for the Packages from Home campaign. Items are then boxed up and shipped to U.S. military currently serving overseas.						
				7	TLS	6/20/2015 12:41
Relay for Life- Walk to raise money for Cancer Research						
				8	TLS	6/20/2015 12:42
Basketball game that is dedicated to raising money for Cancer research. Students can purchase shirts, basketball team wears pink on their uniform, the have a walk before the game around the gym, and a silent auction. All parts of the event are to raise money and awareness for cancer research.						
				9	TLS	6/20/2015 12:43
Pie Day- students raised money to throw a pie at a teacher. All money was donated to Cancer research.						
				10	TLS	6/20/2015 12:43
Future Educators of America: Students do tutoring with lessons they have created to meet the needs of all learners.						
				11	TLS	6/20/2015 12:44

On site preschool- Students gain experience by working in the onsite preschool one hour a week. They are allowed to implement their activities and interact with the preschool children.	12	TLS	6/20/2015 12:46
UMOM Walk for the Homeless at the Phoenix Zoo- walk to help raise money and awareness for the Homeless	13	TLS	6/20/2015 12:47
Valley of the Sun's Paint-a-thon- Paint houses for the elderly who can't afford or do the work themselves.	14	TLS	6/20/2015 12:47
Special Olympics- weekly assistance running field events for contestants	15	TLS	6/20/2015 12:48
Aurora House- students went to retirement home to assist members of the home.	16	TLS	6/20/2015 12:48
Elementary School Carnival- students assisted with booths for the carnival	17	TLS	6/20/2015 12:49
Club members were a part of the Public Service Announcement created through the Mesa Prevention Alliance - Approx 15 members were in 2 separate PSA's about drug and alcohol abuse, drunk driving (prom) and partying with alcohol. They are currently in local movie theaters before the movie starts.	18	TLS	6/20/2015 12:50
Mesa Prevention Alliance- 342 students signed the "Too Smart to Start" student pledge!!! Participation from Skyline students was outstanding! We also collected 84 adult pledges, committing to not provide alcohol to anyone under the	19	TLS	6/20/2015 12:51
Blood Drive- They conduct a blood drive every year to increase awareness and support for giving blood. Teachers and students are encouraged to donate blood. It is held in the gym on campus. Helping Hands- The group volunteers their time to help out at events that assists charities such as setting up at for an auction.	20	TLS	6/20/2015 12:52
Approximately 150 students reflected on their hours for Service Learning hours towards their transcript this year	21	TLS	6/20/2015 12:53
In Class service learning: Teachers who complete service with their classes: Approximately 5 teachers filled out paperwork to complete the service hours for the in class option. However, many teachers do service on campus but do not complete the necessary paperwork to get the hours.	22	TLS	6/20/2015 12:59
Dancers explore more complex skills in modern/contemporary, ballet and jazz while enhancing artistic expression. They are given many performance opportunities serving the school and community.			

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				23	TLS	6/20/2015 1:00 ---
						Cooking Coyotes: The club's purpose is to instruct and support aspiring young chefs while serving the immediate community through catering.
				24	TLS	6/20/2015 1:02 ---
						Coyote Kidz: The purpose of the club is to provide leadership, fundraising, community service and career experiences in early childhood professions.
				25	TLS	6/20/2015 1:04 ---
						Elements n Motion: The purpose of the club is to promote students to go out into their community and perform community service. We hope this club teaches students that it's fun to help out your community.
				26	TLS	6/20/2015 1:05 ---
						The HERO Club connects career exploration, job experiences, and practicing lifetime skills with education. While having fun, we work together to enhance these abilities in our school, community and in the workplace. We pride ourselves on serious activities as well as celebrating respectable events. We participate in school functions, learn responsibility and inspire in ourselves and others the importance of serving others.
				27	TLS	6/20/2015 1:06 ---
						JROTC: The mission of JROTC is to motivate young people to be better citizens through community activities.
				28	TLS	6/20/2015 9:03 ---
						Key Club International is the oldest and largest program for high school students. It is a student-led organization whose goal is to teach leadership through serving others.
				29	TLS	6/20/2015 9:18 ---
						Each year Student Council participates in meaningful service projects. We would like to invite all Skyline students to participate in these wonderful service events.
				30	TLS	6/20/2015 9:26 ---
						We the People is a competitive government team. It has been competing for the past several years at both the Congressional District and State level. The school that finishes first at States competition then represents the entire state at a national competition in Washington DC in May. The competition is set up as a simulated congressional hearing with the students serving as the experts on the Constitution, our nation's history and laws.
				31	TLS	6/20/2015 9:39 ---
						Gay Straight Alliance- The purpose of the club is to build and foster community among all students.
				32	TLS	6/20/2015 9:44 ---
						The School Improvement Advisory Council consists of students, faculty, parents, and community members.
				33	TLS	6/20/2015 9:48 ---
						As positive role models, Coyote Connection Leaders are motivators, leaders and teachers who guide our new students to discover what it takes to be successful at Skyline High School. CCL plays a central role in many large-scale school and community events. Student ambassadors assist with Freshmen Boot Camp, textbook check-outs and check-ins, local elementary school carnivals, Financial Aid Night, CTE Tours, Parent Boot Camp, Legacy of Excellence Awards, Scholarship

ROTC: Presentation of the colors at school home football and basketball games as well as communities events such as the Veterans Day celebration at the neighborhood retirement community.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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35 TLS 6/20/2015 9:59

Students write letters to their Arizona Congressmen concerning state issues. (2) Students participate in a mock trial relating to the Crucible. (3) Students participate in Socratic Seminars with a variety of topics including affirmative action, college for all, foreign aid, and military intervention AP Environmental Science: Debates over environmental issues such

Nodes\Actors-Teachers

Document

Internals\CCS ECEP application

No 0.0400 18

1 TLS 6/14/2015 7:59

Sustained professional development for staff is also aligned to academic and civic learning goals for students.

2 TLS 6/14/2015 11:56

Teaching the challenges of "an eye for an eye" philosophy within a government and within a classroom.

3 TLS 6/16/2015 9:33

prepare our students to apply their extensive knowledge base to the political, global and social issues of today

4 TLS 6/16/2015 9:39

teachers align and incorporate past and present issues and events

5	TLS	6/16/2015 9:59
we teach all of Kindergartners about all the different holidays celebrated in the season during a hands on rotation day. We cover Christmas, Hanukkah, La Florde Nochbuna and Holland.		
6	TLS	6/16/2015 10:02
Students are then guided to ensure the critical reflection necessary to have permanent impacts		
7	TLS	6/16/2015 10:16
Teach students the meaning of the core virtue respect (meaning: treating others with high regard regardless of their race, their place, or the color of their face) Instruction: Students are given the word Respect and what the teacher guides them as they brainstorm words that show respect		
8	TLS	6/16/2015 10:17
Reflection is encouraged not just in those areas taught or included in activities but in questions to solicit though beyond the classroom and activity.... Questions posed to students, how could we have impacted more people? What people were NOT served by our efforts or the efforts of those we are learning about? Teachers make daily connections for students as they pertain to CCS's aligned and integrated character education curriculum, Core Virtues® and examples of		
9	TLS	6/16/2015 10:21
Teachers make constant connections for students to reflect on the meaning of Respect as it pertains to service as Americans such as putting our hand on our heart as we recite the Pledge of Allegiance and taking care of our Veterans		

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				10	TLS	6/16/2015 10:26
Staff diligence and professional development are committed to making extracurricular opportunities relevant to the classroom instruction and aligning them to compliment the culture of civic learning engagement and service that is						
				11	TLS	6/16/2015 10:29
teachers review the seven continents and talk about the physical and human characteristics of each continents and specific countries.						
				12	TLS	6/16/2015 10:34
Several CCS teachers volunteer their time to supervise the club and help them in their mission to serve others.						
				13	TLS	6/16/2015 10:41
Students are taught the geography (Gulf of Mexico, Rio Grande) and culture of Mexico (Indian and Spanish heritage). The teacher will use maps and pictures to show different landforms and teach about specific traditions such as; fiestas,						
				14	TLS	6/16/2015 10:53
Students will be taught the roles of the President and Governor. Students will be taught how they are put into office by voting.						
				15	TLS	6/16/2015 10:57

Students are taught and have modeled for them the way to vote on a decision or outcome when playing a competitive sport to remove hurt feelings and proceed with the game.

16 TLS 6/16/2015 11:10

Teacher also explains what a majority vote is and explains that in a democratic environment the people make the choices.

17 TLS 6/16/2015 11:21

Sustained and high quality professional development is prioritized and invested in at CCS. CCS teachers receive at least 10 full professional development days within their contract. Teachers new to CCS receive an additional three days for a thorough introduction to our school. Professional Development occurs both on and off-site, always paid for by the school to ensure that all related staff can attend and not be limited by costs.

18 TLS 6/16/2015 11:22

Over 6 hours weekly of planning time has been embedded within the contract day for teachers to collaborate with their PLC's and plan individually through a unique scheduling accommodation. Our CCS Faculty truly values time to reflect, collaborate, share ideas, innovate, and conduct research and have had the opportunity to see the benefit this brings to

Internals\NSAA ECEP application

No 0.0635 10

1 TLS 6/16/2015 11:30

Students at ASA receive 65 minutes of social studies instruction four days week in grades five through twelve. We also use Arizona's College and Career Ready Standards in all classes to foster the skills that our students need to not only meet 21st century challenges but to also instill in them virtues that are required of citizens in the United States such as community service, volunteering, and voting. As we do not have textbooks, teachers at all levels require students to read

2 TLS 6/16/2015 11:42

social studies department as implemented rubrics for writing across grade levels that match the Arizona standards for writing in social studies as well as provide our students with effective rubrics that will make them better writers.

3 TLS 6/16/2015 11:43

we have implemented geography units as this an area that we identified could use improvement. Teachers at all levels are using maps, charts, and graphs to teach the importance of geography and how it can impact society.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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4 TLS 6/16/2015 11:45

we foster their ability to present in public and work together to complete projects and assignments. The students at ASA are presented with a rigorous, civics based social studies education every year that allows them to develop critical thinking and analytical skills as well as work towards exceeding the Arizona College and Career Readiness Standards

5 TLS 6/16/2015 11:46

teachers use economics to bring math to the real world in terms of budgeting and currency.

	6	TLS	6/16/2015 11:48
As teachers, we encourage our students to bring topics into the classroom that they are interested in and passionate about. This allows students to be involved in their learning as well as provides students and teachers with the ability to connect the study of history to what is happening in the world today.			
	7	TLS	6/16/2015 11:59
teachers provide their students with written reflections as well as discussions in order to give students a chance to reflect on the process as a whole.			
	8	TLS	6/17/2015 12:00
Mock Trial - students compete at both a regional and state level in a simulated trial acting as both the lawyers and witnesses for a case. Students are taught by practicing attorneys in collaboration with their teachers. this provides students with a deeper understanding of the legal system and the logic skills necessary to succeed in the legal field			
	9	TLS	6/17/2015 12:16
The Consuls run the meetings with the teachers acting as facilitators			
	10	TLS	6/17/2015 12:19
Our eight grade students mentor our fifth grade students, our junior class acts as mentors for our tenth grade class, our seniors plan, fundraise, and execute a junior picnic, and our juniors plan, fundraise, and execute the senior farewell. In all of these cases students plan and lead all aspects of the events as the teachers are just facilitators.			

Internals\\SHS ECEP application

No 0.1038 10

	1	TLS	6/19/2015 12:50
To ensure each class is structured around the standards, teachers meet on a weekly basis in professional learning communities. PLC's provide teachers the outlet to share proven practices and to develop quality activities and			
	2	TLS	6/19/2015 1:30
Teachers stress the throughout the year that one of the rationales for teaching and learning biology and the issues associated with biology, is that in a democracy it is in everyone's best interest to be as informed as possible about the current issues so that votes may be cast in a wise and discerning manner. These issues are often medical and			
	3	TLS	6/19/2015 1:32
Teacher has daily discussion as it applies to the lesson about current event today and how events are similar to time in World History such as Roman Empire, etc. American History/AP American History- (1) Teachers have a daily discussion of current events and how it applies to events similar in American History such as current immigration issues. war related			
	4	TLS	6/19/2015 1:36
Teacher uses this to implement writing strategies and to create writing topics for to match curriculum.			
	5	TLS	6/19/2015 1:39
Teachers incorporate information into daily current events and through discussion how this information applies to their students and the world around them.			

6/21/2015 8:50 AM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				6	TLS	6/20/2015 12:50
				7	TLS	6/20/2015 12:53
				8	TLS	6/20/2015 12:55
				9	TLS	6/20/2015 9:54
				10	TLS	6/20/2015 10:00

Blood Drive- They conduct a blood drive every year to increase awareness and support for giving blood. Teachers and students are encouraged to donate blood. It is held in the gym on campus.

In Class service learning: Teachers who complete service with their classes: Approximately 5 teachers filled out paperwork to complete the service hours for the in class option. However, many teachers do service on campus but do not complete the necessary paperwork to get the hours.

It is an in class service project therefore the service hours are automatically implemented into the student's record. The reflection is based on the fact that they teacher will reflect with the class as a whole during discussion.

Teachers on campus serve as mentors for the six different units during lunch 2-3 times a week.

Title: Arizona Council for History Education Conference Date: Saturday, September 7, 2013 Organization: Arizona Council for History Education Number of Faculty Attended: 7 Number of hours per person: 6hrs each Title: Arizona Council for Social Studies Conference Date: Saturday, November 11, 2013 Organization: Arizona Council for Social Studies Number of Faculty Attended: 1 Number of hours per person: 6hrs Title: George Washington and the Constitution at Mount Vernon Date: February 28-March 2, 2014 Organization: Liberty Fund Number of Faculty Attended: 1 Number of hours per person: 12hrs Title: American Presidency II Date: Fall 2013 Organization: Ashland University Number of Faculty Attended: 1 Number of hours per person: 2 graduate credit hrs. Title: CTE Common Core close reading strategies Date: September 2013 Organization: Mesa Public Schools Number of Faculty Attended: 5 Number of hours per person: 2hrs Title: Building Communication and Teamwork in the Classroom Date: November 1-17, 2013 Organization: Grand Canyon University Number of Faculty Attended: 2 Number of hours per person: 3 graduate credit hrs Title: Reading Across the Curriculum Date: February 7-23, 2014 Organization: Grand Canyon University Number of Faculty Attended: 1 Number of hours per person: 3 graduate credit hrs Title: Successful Teaching Accepting of Responsibility Date: February 28-March 30, 2014 Organization: Grand Canyon University Number of Faculty Attended: 2 Number of hours per person: 3 graduate credit hrs Title: Brain based Ways We Think and Learn Date: October 18-27, 2013 Organization: Grand Canyon University Number of Faculty Attended: 3 Number of hours per person: 3 graduate credit hrs Title: Teaching About the Holocaust and Propaganda Date: March 8, 2014 Organization: United States Holocaust Museum or National Outreach for Teacher Initiatives Number of Faculty Attended: 1 Number of hours per person: 8hrs Title: Virtual Economics Date: August 31, 2013 Organization: Thomas Brown Foundation Number of Faculty Attended: 1 Number of hours per person: 8hrs Title: "The Real Ambassadors: Jazz Greats, Jazz Diplomacy and Globalization of Jazz." Date: January 14, 2014 Organization: Arizona State University of Historical Philosophical and Religious Studies Jazz at Lincoln Center. Number of Faculty Attended: 3 Number of hours per person: 8hrs Title: Arizona ELA in History and Social Studies Date: October 29, 2013 Organization: Mesa Public Schools Number of Faculty Attended: 1 Number of hours per person: 3hrs Title: Using Primary

6/21/2015 8:50 AM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\Issues-Curriculum

Document

Internals\CCS ECEP application

No	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	0.0768	63	1	TLS	6/14/2015 5:49
providing engaging and hands on instruction in Civics, Government, History, Economics, Geography, Law & Democracy					
			2	TLS	6/14/2015 5:50
integrated across subject areas					
			3	TLS	6/14/2015 5:53
engaging, challenging, and content-rich” curriculum at the appropriate developmental levels, and integrated across disciplines for a foundation that prepares students for college, career, and civic engagement.					
			4	TLS	6/14/2015 7:57
civic learning is integrated into multiple content areas					
			5	TLS	6/14/2015 7:58
lessons are student-centered					

6 TLS 6/14/2015 7:58
 include literary-rich activities.

7 TLS 6/14/2015 7:59
 aligned and integrated its character education curriculum, Core Virtues® throughout daily lessons

8 TLS 6/14/2015 8:01
 Students listen to Dr. Martin Luther King Jr.'s, I have a Dream speech followed by provoking discussions and activities to connect it to things relevant to them currently such as inclusive play for all classmates.

9 TLS 6/14/2015 8:09
 classrooms also read stories about citizens and how they help their communities

10 TLS 6/14/2015 8:10
 past presidents.

11 TLS 6/14/2015 8:13
 Age of Exploration, Columbus

12 TLS 6/14/2015 8:13
 American Revolution, Paul Revere, Pocahontas Saves John Smith, Daniel Boone and the Wilderness Road, Thomas Jefferson.

13 TLS 6/14/2015 8:14
 2nd grade: (4 units 5 days each) S2-C2-P01- Civilizations developed in China. India and Japan

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				14	TLS	6/14/2015 8:15
						Greece birth place of democracy.
				15	TLS	6/14/2015 8:26
						Susan B Anthony and right to vote
				16	TLS	6/14/2015 8:36
						focus on the geography of our world – continents and oceans and the geography of our specific continent and country
				17	TLS	6/14/2015 8:37
						changing geography of our country from the original 13 colonies, through the Louisiana Purchase and Westward Expansion

	18	TLS	6/14/2015 8:38 ...
inventions that made the expansion possible, including the Transcontinental Railroad and discuss the impact this movement had on the Native Americans that already lived here.			
	19	TLS	6/14/2015 8:38 ...
James Madison, Dolly Madison, Francis Scott Key, The Erie Canal, Harriet Tubman, Pioneers Heading west.			
	20	TLS	6/14/2015 8:38 ...
All men created equal, Emancipation Proclamation, Susan B. Anthony.			
	21	TLS	6/14/2015 8:38 ...
Eleanor Roosevelt			
	22	TLS	6/14/2015 8:39 ...
Ancient Roman Empire			
	23	TLS	6/14/2015 11:53 ...
Samuel Francis Smith, My Country 'Tis of Thee, William Penn			
	24	TLS	6/14/2015 11:54 ...
Patrick Henry, "Give me Liberty or Give me Death"			
	25	TLS	6/14/2015 11:54 ...
Horace Mann, Amelia Bloomer, Elizabeth Blackwell, Margaret Fuller			
	26	TLS	6/14/2015 11:54 ...
The Giver by Lois Lowery. Discussion of Utopian Societies and restrictions to personal freedoms and liberties.			
	27	TLS	6/14/2015 11:54 ...
Ancient Greece & Rome, Athenians vs. Spartans			
	28	TLS	6/14/2015 11:55 ...
The Code of Hammurabi.			

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				29	TLS	6/14/2015 11:57 ...

The Civil War

	30	TLS	6/14/2015 11:58
Fredrick Douglas, Thomas Jefferson, John Locke, Susan B. Anthony, Lucretia Mott, Cady Stanton, Sojourner Truth, Harriet Tubman, and Martin Luther King Jr.			
	31	TLS	6/15/2015 12:00
Illustrate the three Branches of Government; research state populations and their representation in Congress			
	32	TLS	6/15/2015 12:02
Identify the rights and freedoms supported by the following documents: Preamble of the US Constitution			
	33	TLS	6/15/2015 12:05
Use primary source materials to study people and events.			
	34	TLS	6/15/2015 12:06
French Revolution: "Let them Eat Cake Day with Marie Antoinette." A visit from Marie Antoinette to discuss her choices and role in the ancient regime in 17th century France.			
	35	TLS	6/15/2015 12:07
ensures that civic learning is not limited to the social sciences but rather cross-curricular ties are made frequently and the non-social science standards are also taught using civic learning content.			
	36	TLS	6/15/2015 12:08
integrate literacy standards using text to create related dialogue in multiple formats.			
	37	TLS	6/15/2015 12:13
French Revolution. Johnny Tremain -Discussion of how Enlightenment ideas spurred the revolutionary mentality throughout Europe and the New World. The birth of Democracy in the New World.			
	38	TLS	6/15/2015 12:15
The election process (historically and present), Candidates (compare and contrast them), incorporated the Presidential Seal and Hail to the Chief song, written reports on the candidates, voting booth (students voted for their choice for			
	39	TLS	6/15/2015 12:16
Identify the rights and freedoms supported by the following documents: Preamble of the US Constitution, Bill of Rights S3C4			
	40	TLS	6/16/2015 9:32
Civic Learning is integrated and is a part of the daily, weekly, bi-weekly, monthly, quarterly, and annual instruction, opportunities, and campus activities.			
	41	TLS	6/16/2015 9:33
current issues and events are frequently incorporated into school activities and classroom dialogue, discussion, reflection, and research.			
	42	TLS	6/16/2015 9:34
Comparing and contrasting current controversial or complex events and issues with those in the past creates a constant civic learning culture that is diverse and invites participation by all			
	43	TLS	6/16/2015 9:39

during our unit on Civil Rights Leaders, we talked about how we can learn from the past. Students talked about their own experiences of having friends that are of a different gender, race or nationality as they are.

6/21/2015 8:50 AM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				44	TLS	6/16/2015 9:41
						...
						Identify reason (political/ religious freedom) for immigration to USA
				45	TLS	6/16/2015 9:42
						...
						discuss the effects (e.g loss of land, depletion of buffalo, established reservations / government boarding schools) of Westward Expansion of Native Americans.
				46	TLS	6/16/2015 9:42
						...
						Martin Luther King and the dream of equal rights for all
				47	TLS	6/16/2015 9:47
						...
						Communism and Socialism. Pros and Cons of these government systems and their applications to our world today and in the past.
				48	TLS	6/16/2015 9:49
						...
						Hybrid cars and their connection to green energy. Clean and renewable energy source with a large increase in expense and huge societal changes: i.e. gas stations.
				49	TLS	6/16/2015 9:49
						...
						BP oil spill and effects on ocean life and ecosystems. The fragility of our Earth's many ecosystems and the negative impact that humans can have on their environment while remaining uninformed and passive.
				50	TLS	6/16/2015 9:50
						...
						Earth Day and Why we recognize this holiday. Instruction: We read stories and have class discussions about what it means to be green. There is a discussion of what we can do to help our Earth and what destroys it.
				51	TLS	6/16/2015 9:51
						...
						Emancipation Proclamation and the end of slavery
				52	TLS	6/16/2015 9:52
						...
						Immigration and citizenship
				53	TLS	6/16/2015 9:52
						...
						Susan B Anthony and right to vote
				54	TLS	6/16/2015 9:52
						...
						Eleanor Roosevelt & Civil human rights

Mary McLeod Bethune and educational opportunity	55	TLS	6/16/2015 9:52
Jackie Robinson and the integration of major league baseball	56	TLS	6/16/2015 9:52
Rosa Parks and the bus boycott in Montgomery, Alabama	57	TLS	6/16/2015 9:52
Nuclear Power plants /Safety and Accidents (i.e. Three Mile Island & Chernobyl): Japanese melt-down of nuclear reactor. Connections between atomic energy and catastrophic incidents of misuse and neglect with such a powerful and infinite	58	TLS	6/16/2015 9:53

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				59	TLS	6/16/2015 9:54
				When teaching the American Revolution, students get involved in taxation without representation. A student acts as King George and a few other students are tax collectors. King George reads a list of things that students must give up if they have an item on King George's list (example: Give up 2 tokens if you are wearing a red shirt). Afterwards, students discuss how they felt when they were told to do something without having a say in the situation.		
				60	TLS	6/16/2015 9:56
				Describe the responsibilities of state government (making laws, enforcing, laws, collecting taxes).		
				61	TLS	6/16/2015 10:40
				Students are taught the geography (Gulf of Mexico, Rio Grande) and culture of Mexico (Indian and Spanish heritage). The teacher will use maps and pictures to show different landforms and teach about specific traditions such as; fiestas,		
				62	TLS	6/16/2015 10:53
				Students will be taught the roles of the President and Governor. Students will be taught how they are put into office by voting.		
				63	TLS	6/16/2015 11:16
				Roman Patrician and Plebeian role play. This simulation is done to create an emotional connection to how the Roman plebeians might have felt. Without looking, the students choose a colored slip of paper from a bag. There are only 5 slips of red paper. The rest are blue. Students that receive a red slip are the Roman Patricians and the students that receive a blue slip are the Roman Plebeians. The five Patricians were asked to leave the room and establish five classroom rules		

Internals\NSAA ECEP application

No 0.0810 19

1 TLS 6/16/2015 11:31
study of American history from exploration through the American Revolution.

2 TLS 6/16/2015 11:32
students study ancient civilizations utilizing the six characteristics of civilization, government, religion, economy/division of labor, resources, social classes, and culture, to analyze these civilizations.

3 TLS 6/16/2015 11:33
students focus strongly on civics through the exploration of government and economics.

4 TLS 6/16/2015 11:33
students will also learn about American foreign policy and how past foreign policy decisions have impacted current events.

5 TLS 6/16/2015 11:34
students focus on the ideas of human rights on a global and national scale. They study issues related to the Universal Declaration of Human Rights, the Holocaust, the Civil Rights Movement

6 TLS 6/16/2015 11:35
students work towards understanding culture through anthropology and the study of Eastern culture. They research how religion, government, and culture develop within different societies as well as how geographic forces can impact the

7 TLS 6/16/2015 11:36
students learn about different government systems created and used throughout Western Civilization. This includes the origin of democracy in ancient Greece, the origins of representative republics through ancient Rome, empires in ancient and modern civilizations, monarchies throughout the Middle Ages, absolute monarchies in England and France, and constitutional monarchies in England. Students also learn about the origins of Communism in Russia.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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8 TLS 6/16/2015 11:37
students also learn about the numerous social class systems throughout Western Civilization.

9 TLS 6/16/2015 11:38
students engage in an in-depth look at US history. They examine critical themes related to government, economics, law, and history analyzing how the history of the US influenced as well as shaped these areas.

10 TLS 6/16/2015 11:40
students examine government and economics both at the national and international level.

11 TLS 6/16/2015 11:41
students learn the justifications and reasoning behind the system of government in the United States.

12 TLS 6/16/2015 11:41

students focus on economics

	13	TLS	6/16/2015 11:46
learn about a multitude of economic policies from budgeting money, advertising, and even pricing to earn profits.			
	14	TLS	6/16/2015 11:51
students study the US government, economics, and world governments, bringing in current topics and relating their learning to their lives such as their study of economics and how their daily decision impact economics			
	15	TLS	6/16/2015 11:53
incorporate the election cycle into our curriculum by giving students the ability to get involved in kids voting.			
	16	TLS	6/17/2015 12:24
students engage in a "Discovery" simulation where they break up into groups and simulate the colonization of the US. They must work together to choose where they create their colony, reach it by boat, deal with trade, setup governments, and deal with real situations that colonists faced when they landed. This simulation provides students with an opportunity to step into the shoes of early Americans and supremely enhance their understanding of this time period.			
	17	TLS	6/17/2015 12:26
Students also participate in the mummification of a Cornish game hen, learning the scientific process beyond the ritual as well as the historical precedent for the Egyptian process.			
	18	TLS	6/17/2015 12:27
Students in seventh grade participate in simulations regarding how bills become laws. They work in committees to get bills to the whole House or Senate before starting the process in the opposite chamber. They also participate in an Electoral College simulation, mock trials, and various other simulations, such as how taxation without representation			
	19	TLS	6/17/2015 12:29
students engage in the "Choices Program" related to the American Revolution, the Cold War, and Vietnam.			

Internals\\SHS ECEP application

No 0.1771 31

	1	TLS	6/19/2015 12:51
(1) Analysis and comparison of select laws from Hammurabi's Code and Justinian Code to American law. (2) Connecting literature of the European Enlightenment to American Founding documents. (3) Analysis of the impact of philosophers such as Locke and Voltaire on Constitutional law.			

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	TLS	6/19/2015 12:52

(1) Analysis of primary sources in the Jacksonian era culminating in an impeachment trial for Andrew Jackson deciding the constitutionality of his actions as the president. (2) Analysis of documents from the book Eyewitness to History resulting in collaborative presentations relating student's personal feelings to those of the eyewitness. (3) Simulation of a sit-in at a lunch counter allowing students to role play the actions of civil rights activists. (4) Evaluate documents related

3 TLS 6/19/2015 12:54

(1) Analysis of Federalist 10 and Federalist 51 and collaboratively discuss the significance of each document on the founding of the government. (2) Students participate in a mock congress including drafting legislation, committee work, debate on the floor, and the voting process. (3) Students read analysis of the ratification debate and participate in a debate between Federalist and Anti-Federalist views citing evidence for their position. (4) Students read and analyze the

4 TLS 6/19/2015 12:55

The entire course is designed to provide students with an understanding of the government and to encourage civic participation.

5 TLS 6/19/2015 12:56

Analysis of the War Powers Act culminating in a mock joint session of congress debating presidential action during a fictional act of war. (3) Analysis of primary sources from the Civil War Era culminating in a debate over the constitutionality of secession. (4) Student driven research including court cases, constitutional law, current events.

6 TLS 6/19/2015 12:57

(1) Participation in auctions to demonstrate inflation, money multiplier activities demonstrating monetary policy, and seller and buyer forums demonstrating competition and supply and demand. (2) Analyzing scholarly articles to examine economic issues such as fat tax, "guns v. butter" spending, and monopoly lawsuits. (3) Students participate in a stock market simulation utilizing the actual stock market, teaching students about the ups and downs of the market

7 TLS 6/19/2015 12:59

(1) Students get a weekly "case study" about the topic we are studying. Students are required to apply the concepts we are studying to said case study. The last one they received was about the gendering of childrens' toys in many toy stores.

8 TLS 6/19/2015 1:00

Students were asked if they believed their birth order played a large role in the person they were today. They were give 5 sources, and asked to state a claim and back up that claim with evidence.

9 TLS 6/19/2015 1:01

(1) Students use the Arizona Revised Statutes (State LAW) to prove what someone should be charged with given an actual crime committed. Students must find current events, then research the online ARS codes to figure out what that person should be charged with and then provide evidence to support their claim. (2) Students are asked to examine both fingerprints and blood splatter samples to determine which suspect should be tied to a crime. (3) Students are required

10 TLS 6/19/2015 1:03

Analysis of scholarly articles describing the ever evolving status of the psychological field

11 TLS 6/19/2015 1:03

Analysis of experiments from the book Forty Studies that Changed Psychology. (4) Students participate in experiments demonstrating principles learned in classical conditioning.

12 TLS 6/19/2015 1:04

The curriculum is designed around primary sources and hands on learning activities and will be supplemented with guest lectures and seminars from college professors as well as elected officials. Students will have the opportunity to travel to historical locations as well as attend field trips to government facilities to view our government at work.

13 TLS 6/19/2015 1:28

Art History: Discussion of the political context of different pieces of art. English: (1) Read non-fiction pieces from the Revolutionary and Civil War Eras focusing on the ideas that shaped the nation. (2) Comparing persuasive political speeches from historical figures to contemporary figures. (3) Analysis of the Crucible and its comparison to Cold War hysteria as well as the Arab Spring. (4) Evaluating Fast Food Nation and how it pertains to government relations to the

6/21/2015 8:50 AM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				14	TLS	6/19/2015 1:28

				15	TLS	6/19/2015 1:28

				16	TLS	6/19/2015 1:29

				17	TLS	6/19/2015 1:30

				18	TLS	6/19/2015 1:30

				19	TLS	6/19/2015 1:32

				20	TLS	6/19/2015 1:32

				21	TLS	6/19/2015 1:35

				22	TLS	6/19/2015 1:37

				23	TLS	6/19/2015 1:38

The teacher training program reads article on education, childcare practices, nutrition, teaching standards and how this effects current issues in education. (2) Cooperative Education discusses information and looks at articles related to minimum wage, identity theft, and characteristics of a good employee.

24 TLS 6/19/2015 1:39

Discussion of how art works can be controversial at the time they were created based on content, even though they no longer create controversy.

25 TLS 6/19/2015 1:39

Personal Finance classes do daily current events to see the importance of the world around them.

26 TLS 6/19/2015 1:39

Discusses the Keystone pipeline and how that is affecting the labor force as there is a desperate need for and a shortage of qualified pipe fitters, welders and welder's helpers. (2) This discussion led students to attempt a welding project to

27 TLS 6/20/2015 9:12

Physics/Astronomy Club: To further explore physics and astronomy through various projects, experiments, trips and contests.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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28 TLS 6/20/2015 9:55

Students participate in a collective bargaining simulation designed to demonstrate labor/management relations during the second industrial revolution and simulate a citizen's right to belong to a union and to negotiate for benefits. (2) Students participate in an immigrant simulation experiencing processing through Ellis Island, choosing a job, living in a tenement, interacting with political machines, and the process of becoming a citizen. (3) Students evaluate the testimony of EXCOMM during the Cuban Missile Crisis and decide what their recommendation to the President would be. (4)

29 TLS 6/20/2015 9:57

Students participate in a mock Congress creating and passing bills through the process. (2) Students participate in a number of debates including Federalist v. Anti-Federalists and controversial court cases.

30 TLS 6/20/2015 9:58

Students participate in Socratic Seminars at least once every quarter; topics relate to novels read in class. Example: The theme of animal farm and how it is relevant in today's society. (2) Students participate in debates linked to literature

31 TLS 6/20/2015 9:58

Students write letters to their Arizona Congressmen concerning state issues. (2) Students participate in a mock trial relating to the Crucible. (3) Students participate in Socratic Seminars with a variety of topics including affirmative action, college for all, foreign aid, and military intervention AP Environmental Science: Debates over environmental issues such

Document

Internals\\CCS ECEP application

No	0.0601	25			
			1	TLS	6/14/2015 8:24 ...
class vote for Greek Olympics activities)					
			2	TLS	6/14/2015 8:24 ...
The class writes a classroom constitution and all students sign it					
			3	TLS	6/15/2015 12:14 ...
The election process (historically and present), Candidates (compare and contrast them), incorporated the Presidential Seal and Hail to the Chief song, written reports on the candidates, voting booth (students voted for their choice for					
			4	TLS	6/16/2015 9:48 ...
Presidential Debates and platforms. Extensive classroom discussion, periodical research, culminating in Kids Vote.					
			5	TLS	6/16/2015 10:01 ...
students are provided choices to engage in meaningful work on issues that matter to them creating positive outcomes academically but also in self-awareness and self-esteem by designing projects through study and collaboration.					
			6	TLS	6/16/2015 10:09 ...
Students were able to show ownership of this activity by creating their own kits and choosing the items to donate.					

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				7	TLS	6/16/2015 10:14 ...
All CCS classrooms recycle and students lead the effort of collecting and taking out the recycling bins. Students decide the schedule for emptying their recycling bins and also assign the duties.						
				8	TLS	6/16/2015 10:33 ...
Students decide what service projects would have the most impact in our community and they work together to collect needed items for projects such as getting them donated.						
				9	TLS	6/16/2015 10:37 ...
Fuel Up To Play 60 is both an extracurricular and a student governance activity.						
				10	TLS	6/16/2015 10:37 ...

students are given healthy eating and physical activity “play” ideas. Each play is a challenge that helps get students at the school to eat healthy and get active. The club members must review the plays, provide input to adapt the plays to work for our school environment, vote on the best choice and execute the play. When a play is complete, our school receives recognition from the Fuel Up program online and small rewards such as motivational posters of NFL players.

11 TLS 6/16/2015 10:44

Students at every grade level make classroom rules and contracts together beginning on the first day of school and revising as needed

12 TLS 6/16/2015 10:45

Class decides classroom rules and consequences. All students sign rules poster and post in room.

13 TLS 6/16/2015 10:45

Students work as collective groups at tables. Students take turns as table captains. Do duties for one week. Lead table activities; help solve table problems / issues. Have small scale leadership roles.

14 TLS 6/16/2015 10:46

The campus “leaders,” our 5th & 6th grade students became especially concerned with the literacy of younger students after they hosted the Book Fair. Reflecting on this, they initiated a “Book Buddy” program. As book buddies and testing buddies, the older students are able to become positive role models and mentors to our younger students. They read, write, and play with one another to form bonds of friendship across the age levels.

15 TLS 6/16/2015 10:47

Kids Care is a National organization that began in 1990 and encourages and unites individual schools in an effort to empower “children to make a better world through hands-on service projects.” Students govern this club and campus-wide initiatives by initiating projects that are important to them and they vote on those that will have the most impact in our community and then work together to collect needed items for projects such as getting them donated.

16 TLS 6/16/2015 10:48

Students have been hosting evening dinners for all the CCS families from “Around the World.” Three dinners hosted this year: Asian dinner, Italian dinner, and the Latin American Dinner. Students have had to decide what menu’s would be served, created menus and delegated responsibilities to other students and grade levels to make sure all of the needed

17 TLS 6/16/2015 10:49

5th & 6th graders also govern themselves daily based on a system they create in the first week of school. Students are given a real check register and as a group they set values for certain expenses, such as forgetting to bring in homework, and also earnings for certain activities such as helping in the classroom or using your notes to study. Behavior choices become debits and credits. Students track their accounts to ensure they “save” enough money to buy reward activities.

18 TLS 6/16/2015 10:52

Kindergartner’s off-site learning and connection: For their zoo field trip, the classes vote on the route we will take and which animals we will see.

19 TLS 6/16/2015 10:56

After reading a nonfiction article Animals Come Home to our National Parks, students get involved in the rules and laws created to protect the land and animals of our national parks and why they are important to the preservation of our past and for our future. Students design their own National Park and write the rules/laws for their parks (why the rules are

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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20 TLS 6/16/2015 10:57
Students are taught and have modeled for them the way to vote on a decision or outcome when playing a competitive sport to remove hurt feelings and proceed with the game.

21 TLS 6/16/2015 10:58
All grades have students participate in elections to select classroom rewards such as pizza or ice cream for a party.

22 TLS 6/16/2015 11:12
4th grade students frequently get involved in the voting process by voting anonymously and the use of majority rules. Examples of times used: team colors on field day; picking free choice activities; picking rewards for group.

23 TLS 6/16/2015 11:13
Anonymous/ Majority rule voting in classroom decision making. Daily decisions are made through a system of anonymous voting where majority rule determines decisions within our classroom communities.

24 TLS 6/16/2015 11:13
When learning about the Constitutional Convention, students "elected" representatives from their classrooms which met as a collection of delegates in a mock convention, debating ideas and then creating and signing a classroom / grade constitution. Then they returned to their classrooms and explained the draft and students had the chance to vote and "ratify" the constitution. Students also learned about the Bill of Rights wanted by the anti-federalists and how the

25 TLS 6/16/2015 11:15
Challenge Charter School participates in all available Kids Vote activities during large elections.

Internals\\NSAA ECEP application

No 0.0830 18

1 TLS 6/16/2015 11:44
ensure that the voices of the students are heard and we foster their ability to present in public and work together to complete projects and assignments

2 TLS 6/16/2015 11:48
As teachers, we encourage our students to bring topics into the classroom that they are interested in and passionate about. This allows students to be involved in their learning as well as provides students and teachers with the ability to connect the study of history to what is happening in the world today.

3 TLS 6/16/2015 11:51
students study the US government, economics, and world governments, bringing in current topics and relating their learning to their lives such as their study of economics and how their daily decision impact economics

4 TLS 6/16/2015 11:53
incorporate the election cycle into our curriculum by giving students the ability to get involved in kids voting.

5 TLS 6/17/2015 12:03
Middle School Assembly is an opportunity for 5th and 6th graders and 7th and 8th graders to get involved in their community and school. Both groups raise and donate money to local charities, work on cleaning the school grounds, and engage in volunteer opportunities throughout the year. These groups also hold elections for officers and are

6 TLS 6/17/2015 12:07

Student Council represents the student body that work with administration regarding issues concerning the school and student body. They elect officers who then spearhead issues brought up by the student body in order to work with administration to come up with solutions to issues.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				7	TLS	6/17/2015 12:08 ...
						The mission of student government is to design and execute events to promote the community of the school. The events that Student government handles are socials, assemblies, fundraisers, and community service opportunities.
				8	TLS	6/17/2015 12:10 ...
						Kids voting provides students an opportunity to engage in the electoral process and get a sense of what voting is like for when they turn eighteen.
				9	TLS	6/17/2015 12:13 ...
						Every club elects officers and provides every student with a chance to run for office
				10	TLS	6/17/2015 12:15 ...
						in order to be elected to office, students must manage and run a campaign that the entire 5th and 6th grade student body then vote on.
				11	TLS	6/17/2015 12:14 ...
						If you enter the halls of the 5-6 areas of campus during this time, you will see campaign signs for the various candidates and then you would be able to watch their speeches before casting a vote for the candidate that you prefer.
				12	TLS	6/17/2015 12:15 ...
						Students who are interested in holding office run a campaign and give a speech on their qualifications to the club before every member of the club votes for each office.
				13	TLS	6/17/2015 12:16 ...
						The Consuls run the meetings with the teachers acting as facilitators
				14	TLS	6/17/2015 12:17 ...
						Student Council represents the student body that work with administration regarding issues concerning the school and student body
				15	TLS	6/17/2015 12:18 ...
						Governance also happens on a daily basis in the classroom.
				16	TLS	6/17/2015 12:18 ...
						US history students identify the norms for discussions, elect leaders to run class discussions, and have opportunities to lead their small group on a daily basis. As we are a student-centered school, these same techniques apply across grade levels and disciplines. Students are also involved in the creation of rules. have opportunities to perform different

17 TLS 6/17/2015 12:23

Every two years, students from grades 5-12 participate in Kids Voting. Each student learns about the candidates and issues in the current political race and chooses for themselves the issues that relate to them the most. Students discuss and debate the candidates in class and vote either on the internet or through paper ballot.

18 TLS 6/17/2015 12:29

students engage in simulations related to governance, as they take on the role of presidential advisors in key moments in US history.

Internals\\SHS ECEP application

No 0.0752 15

1 TLS 6/20/2015 12:39

Student Council organizes and executes a school wide jean drive for the national Teens for Jean campaign. Jeans are then donated to nationwide teen homeless shelters

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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2 TLS 6/20/2015 12:40

Student Council organizes and executes a school wide item collection for the Packages from Home campaign. Items are then boxed up and shipped to U.S. military currently serving overseas.

3 TLS 6/20/2015 12:45

The students have been putting together a garden all year long. They have worked before, during, and after school. They went out and purchased items, planted them, and now are taking care of the items.

4 TLS 6/20/2015 12:54

Student Council reflects individually and as a group following the project. Students reflect on what they learned, what went well, and what improvements they would like to implement

5 TLS 6/20/2015 12:56

National Honor Society reflects on the activities at the end of each semester since members are required to have participated in so many hours to maintain status. The students reflect in small groups and discuss what they gained from

6 TLS 6/20/2015 12:59

Company members serve as the dance club for Skyline High School and facilitate monthly meetings to address funding, spending and other dance related issues.

7 TLS 6/20/2015 1:01

Coyote Connection Leadership (CCL) Program is a high school transition program that welcomes incoming students and orients them to campus facilities and services. Built on the believe that current students are best-equipped to help new arrivals succeed, CCL trains members of the freshmen through senior classes to serve as student ambassadors. As positive role models, Coyote Connection Leaders are motivators, leaders and teachers who guide our new students to

8 TLS 6/20/2015 9:03

Key Club International is the oldest and largest program for high school students. It is a student-led organization whose goal is to teach leadership through serving others.

9 TLS 6/20/2015 9:17

Stage Krew: Tech Krew members work closely with our stage manger for this production. Tech Krew is in charge of building the set, gathering props, helping out with costumes, setting lights, and running the light and sound boards.

10 TLS 6/20/2015 9:43

Student Council: A student governing body of the school including representatives from grades 9-12. Students plan and execute school wide fundraisers, events, and service projects. They also oversee business requests from all students clubs and sports teams. The Council meets as a class daily during school time. Members also put in numerous out of school hours to execute activities. To become a member of the Student Council students must run in a school wide

11 TLS 6/20/2015 9:45

Skyline offers approximately 60 clubs on campus all of which have elected officers. Included among the many agenda items during club meetings are fundraising and spending funds. Clubs must vote on these items and provide club minutes to the student council in order to be approved.

12 TLS 6/20/2015 9:46

Officers are elected and are in the advanced marketing program. Leadership opportunities exist and allow officers to rise to the occasion of managing and leading other DECA members through organized meetings using Roberts Rules of Order.

13 TLS 6/20/2015 9:47

Officers meet and conduct meetings using Roberts Rules.

14 TLS 6/20/2015 9:50

Student Council: Members conduct and participate in business meetings twice a week. They process purchase orders, fundraising requests, and any other business requests concerning all clubs and sports groups on campus.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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15 TLS 6/20/2015 9:53

The cooperative education class studies a whole unit on Parliamentary Procedure. They learn and practice conducting meetings where students make a motion, second that motion, discuss and vote. An agenda is developed each Thursday, with the meeting following on Friday. Meetings are student led and must follow all the formal rules of Robert's Rules of Order. Officers are elected, minutes taken, treasurer's report read, and committee reports, old and new business are

Nodes\\Issues-Pedagogical Approach

Document

Internals\\CCS ECEP application

No	0.0510	22			
			1	TLS	6/14/2015 5:51 ***
engaging and hands on					
			2	TLS	6/14/2015 5:52 ***
integrated across subject areas					
			3	TLS	6/14/2015 5:52 ***
students can relate to their own lives and perspective.					
			4	TLS	6/14/2015 5:54 ***
curriculum at the appropriate developmental levels					
			5	TLS	6/14/2015 5:54 ***
integrated across disciplines					
			6	TLS	6/14/2015 5:55 ***
prepares students for college, career, and civic engagement.					
			7	TLS	6/14/2015 11:56 ***
Teaching the challenges of "an eye for an eye" philosophy within a government and within a classroom.					
			8	TLS	6/15/2015 12:07 ***
ensures that civic learning is not limited to the social sciences but rather cross-curricular ties are made frequently and the non-social science standards are also taught using civic learning content.					
			9	TLS	6/15/2015 12:08 ***
integrate literacy standards using text to create related dialogue in multiple formats.					
			10	TLS	6/15/2015 12:11 ***
cross-curricular approach builds relevant connections for every learner and creates a well-rounded picture of civic engagement and personal responsibility in different contexts					

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				11	TLS	6/15/2015 12:12
						recognitions that showcase students that are using the ideal behaviors of good citizens including, fairness, patience, tolerance, respect, and hope.
				12	TLS	6/16/2015 9:34
						Comparing and contrasting current controversial or complex events and issues with those in the past creates a constant civic learning culture that is diverse and invites participation by all
				13	TLS	6/16/2015 10:00
						A school should be a family, a true community of parents, educators, community members, and stakeholders, all working together. These solid partnerships provide the modeling and opportunities needed for children to become active and responsible citizens. These strong adult role models including staff, parents, service men and women, and community leaders demonstrate and engage all CCS students in community service and service learning. School Leadership is
				14	TLS	6/16/2015 10:12
						These relationships provide important reinforcement and allow students to envision their own future role in society.
				15	TLS	6/16/2015 10:17
						Reflection is encouraged not just in those areas taught or included in activities but in questions to solicit thought beyond the classroom and activity.... Questions posed to students, how could we have impacted more people? What people were NOT served by our efforts or the efforts of those we are learning about? Teachers make daily connections for students as they pertain to CCS's aligned and integrated character education curriculum, Core Virtues® and examples of
				16	TLS	6/16/2015 10:22
						rich, extracurricular, off site learning opportunities make connections for students building relevancy and a well-rounded understanding of the framework of civic engagement.
				17	TLS	6/16/2015 10:23
						Barriers to participate in field trips and other extracurricular activities are removed by the school, such as paying the fees of those students whose families cannot pay the fees. The school has even sponsored fees for parents to attend so they can be a part of this learning with their children and be engaged in the campus community at every level. When possible, scholarships are also provided for students to attend before/after school activities
				18	TLS	6/16/2015 10:27
						Staff diligence and professional development are committed to making extracurricular opportunities relevant to the classroom instruction and aligning them to compliment the culture of civic learning engagement and service that is
				19	TLS	6/16/2015 10:32
						Student investment in their own academic success and ultimate responsibility for their own learning.
				20	TLS	6/16/2015 10:42
						Challenge Charter School (CCS) is committed to providing engaging and hands on instruction that has real world applications and outcomes. Opportunities for students to initiate and participate in school governance are frequent, systemic and grow in proportion and impact as students progress through grades with developmentally appropriate
				21	TLS	6/16/2015 10:51

The engaging, integrated, and hands on instructional strategies at CCS across subject areas, naturally lead to frequent participation in simulations of democratic processes as applications of content. The school's emphasis on current events also keeps students and faculty current so that they can align classroom instruction and activities to real life events making them relevant teaching tools. Opportunities for students to participate in simulations of democratic processes

22 TLS 6/16/2015 11:20

"Challenge Charter School is a unique, supportive, and safe learning community where kids come first in all decision making, accountability is embedded in all processes, and academic rigor and citizenship are pillar expectations & motivators for all." – CCS Mission CCS prioritizes and invests in an empowered, engaged team.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\NSAA ECEP application

No 0.0419 7

1 TLS 6/16/2015 11:29

The Arizona School for the Arts Social Studies Department is dedicated to providing students with a rigorous, standards-based, and student centered approach in civics, government, history, economics, geography, law and democracy that uses primary sources and readings to foster critical thinking, analysis, and civic minded skills. We use a philosophy of constructivism in our classrooms, giving students the ability to work collaboratively with documents in order to use

2 TLS 6/16/2015 11:39

The collaborative element and student focused learning is evident as students engaged in multiple group research projects, debates, and presentations throughout the year.

3 TLS 6/16/2015 11:43

student centered

4 TLS 6/16/2015 11:49

The discussion of current events and issues are imperative to the study of history and teachers incorporate this study at all grade levels.

5 TLS 6/16/2015 11:52

By allowing students the freedom to bring in current events as well as planning their use in our units, we are showing students why civic skills are necessary and important for their lives. As we are dedicated to preparing our students for becoming informed and active citizens, the use of current events is imperative for student learning.

6 TLS 6/17/2015 12:13

One of the most important aspects of civics engagement is getting students involved in their school. In order to accomplish this, we have a variety of opportunities for student leadership in the classroom, in clubs, and in our

7 TLS 6/17/2015 12:23

At ASA, we feel that simulations are an incredible way to engage students in learning about civics. We pride ourselves on providing students with numerous opportunities to enhance their understanding of history, civics, government, economics, and law through engaging simulations that help their critical understanding.

Internals\\SHS ECEP application

No	0.0229	8			
			1	TLS	6/19/2015 12:49
Skyline offers a rich variety of social studies courses providing students the opportunity to fulfill both required and elective credit hours for graduation.					
			2	TLS	6/19/2015 12:49
The Social Studies courses at Skyline closely follow the common core standards as well as the Arizona content standards as outlined by the Arizona Board of Education.					
			3	TLS	6/19/2015 12:55
The entire course is designed to provide students with an understanding of the government and to encourage civic participation.					
			4	TLS	6/19/2015 12:58
Through an in-depth study of economic principles students are taught to be responsible citizens by contributing to the economy.					

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	TLS	6/19/2015 1:00
Students are given the opportunity to study human nature and interaction, encouraging them to be positive members of their community and society as a whole.						
				6	TLS	6/19/2015 1:02
Students participate in an in-depth study of the law and how it relates to society as well as their personal lives, encouraging a respect for the law and positive participation in their community.						
				7	TLS	6/19/2015 1:04
Students participate in study of the human psyche allowing them to come to a greater understanding of human interaction and reasoning therefore inspiring positive interaction with society.						
				8	TLS	6/19/2015 1:27
Students at Skyline High School are introduced to civic engagement in many different classes and subject areas.						

Nodes\\Issues-Technology

Document

Internals\\CCS ECEP application

No	0.0094	6			
			1	TLS	6/15/2015 12:04 ---
students "visited" The Statue of Liberty using Google Earth.					
			2	TLS	6/16/2015 9:43 ---
Computer Class students in second through sixth grade have discussions and complete lessons about cyber bullying and being a good cyber citizen.					
			3	TLS	6/16/2015 9:44 ---
leads to the controversial issue of whether certain technology is helping or hindering citizens.					
			4	TLS	6/16/2015 9:45 ---
Students play games and watch videos on websites called Digital Passport, Woogi World and Professor Garfield.					
			5	TLS	6/16/2015 9:46 ---
they learn from Professor Garfield that they should not give out their "YAPPY" which stands for your name, address, phone numbers, passwords and your plans.					
			6	TLS	6/16/2015 10:30 ---
Working in pairs, students follow 2D drawings to build 3D models, use the computer to program electronic parts, think creatively and explore ideas based on trial and error. Students apply what they have learned in class and add their own creativity as well. Models are designed to incorporate science, technology, engineering and mathematics.					

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\NSAA ECEP application

No	0.0121	3			
			1	TLS	6/16/2015 11:42 ---
projects such as using social media and the hashtag #asaecon to discuss and identify economic principals in their own lives.					

	2	TLS	6/16/2015 11:56
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Students created twitter accounts to raise awareness of underage drinking, created presentations that they are scheduled to give at conferences and for younger children, and even put together a review of songs to form an anti-bullying arts project that they pitched to their theater teacher.

	3	TLS	6/17/2015 12:25
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Students discuss and debate the candidates in class and vote either on the internet or through paper ballot.

Internals\\SHS ECEP application

No	0.0108	5
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	1	TLS	6/19/2015 1:29
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Computer Foundations: Analysis of articles on technology ethics and computer viruses.

	2	TLS	6/19/2015 1:34
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Students watch CNN, MSNBC, and Fox News to get a feeling about how current event are portrayed on different media outlets.

	3	TLS	6/19/2015 1:36
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Watching channel one news to help keep the students up on current events.

	4	TLS	6/19/2015 1:38
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Computer Foundations and Web Design classes use article over technology, ethics, and even computer viruses to discuss relevant current topics.

	5	TLS	6/20/2015 1:03
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Coyote TV The purpose of the club is to provide opportunities for students to learn how to make movies and learn the use of video equipment and how to edit.