

Seal of Civics Literacy (Verification Form)

Student eligibility:

1. Students must complete all requirements during grades 9-12 (passage of the Arizona Civics Exam can occur grades 7/8).
2. Students must complete all **social studies courses** with an overall grade point average (GPA) of 3.0 out of a 4.0 scale. (Weighted Grades Count)
3. Students must pass the Arizona State Civics Exam.
4. Students must complete activities from each of the 4 categories (listed below).
 1. Category 1 - Civic Learning Program (Select any **3 activities**)
 2. Category 2 - Civic Engagement Activities
 3. Category 3 - Written Reflection of Program
5. Students must complete [Seal of Civic Literacy Google Form](#)

Category 1: Civic Learning Program

Participating students must complete 3 civic learning activities.

These activities can be any combination of the programs listed to the right and may be all from one type of category or from different categories. Students do not have to pass the AP exam to earn the seal nor do they have to attend a summer institute or intensive, these are only options.

For example, a student could meet this requirement by participating in three school-sponsored extra-curricular activities such as Mock Trial, Model UN, and Law Day.

Please indicate the 3 activities in which the student participated

Other Programs listed on ADE Website

[ADE Website](#)

Student Signature

Sponsor Signature

1. Passage of the Advanced Placement (AP) Government exam with a score of 3 or better.
2. Participation in civic summer institutes or intensive programs, examples are:
 - a. Civic Leadership Institute - ASU School of Civic and Economic Thought and Leadership
 - b. Cesar Chavez Leadership Institute - ASU
 - c. Other University-based programs
 - d. Senate Youth Program
 - e. Boys and Girls State
 - f. Junior Statesman
 - g. National Student Leadership Conference Programs in Government and Law
 - h. Close-Up
 - i. YMCA Youth and Government Program
3. Participation in school-sponsored extracurricular activities, examples are:
 - a. Mock Trial
 - b. Model UN
 - c. Speech and Debate
 - d. Law Day
 - e. National History Day
 - f. We the People
 - g. Project Citizen
 - h. Participatory Budgeting
 - i. Interact, Key Club, or any other service-based club
 - j. DemocraSeed
 - k. Teen Court
4. 2 years of participation in a JROTC program

	<ul style="list-style-type: none"> 5. JROTC Summer Leadership School 6. Adopt a Veteran Program 7. Other _____
<p>Category 2: Civic Engagement</p> <p>Participating students must complete at least 30 hours of civic engagement activities.</p> <p>Check the ADE Website for specific Category 2 Requirements</p> <hr/> <p style="text-align: center;">Student Signature</p> <hr/> <p style="text-align: center;">Sponsor Signature</p>	<ul style="list-style-type: none"> 1. Serving on a site council 2. Member of a commission or Youth Advisory Board, i.e. JROTC Advisory 3. Tribal Council 4. Boy Scouts/Girl Scouts 5. Attend at least two public government or school board meetings 6. Volunteering for a political campaign 7. Attend a protest, march, parades or demonstration or event 8. Participation in a voter registration, voter education, or a get-out-the-vote campaign 9. Memorial/Veterans Day Events 10. Flag Raising/Folding Ceremonies 11. Honor Guard 12. Other _____
<p>Category 3: Written Reflection</p> <p>Participating students must complete a 2-3 paragraph written reflection on their experiences earning the Arizona State Seal of Civics Literacy. Basic Rubric is attached for sponsor use.</p> <hr/> <p style="text-align: center;">Sponsor Signature</p>	<ul style="list-style-type: none"> 1. This written reflection should demonstrate a student's civic knowledge as a culminating activity of their learning. 2. Local districts/schools will determine the reflection criteria.

Other programs not listed may be used if approved by the Arizona Department of Education, please contact your GPS Social Studies Coordinator to begin the approval process.

Reference for School Sponsored Extracurricular Activity

(Make extra copies as necessary)

Student Name: _____

Club Name: _____

To Whom It May Concern:

The student named above has actively participated in _____
club/activity on campus, from _____ to _____.

MM/YR

MM/YR

Club Sponsor Name: _____

Club Sponsor Signature: _____

Seal of Civic Literacy: Reflection Rubric

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

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