

# ECEP School Application Sample #1

## *School of Excellence*

**Q1:** Please provide the following school information:

Name XXXX

Address XXXX

Grade Levels: High School

Number of Students Enrolled: XXXX

Phone Number: XXXX

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

Name: XXXX

Title/Position: Teacher

Phone Number: XXXX

E-mail Address: XXXX

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

Name: XXXX

Phone Number: XXXX

E-mail Address: XXXX

**Q4:** Please provide the following information for a summer contact

Name: XXXX

Title/Position Teacher

Phone Number: XXXX

E-mail Address: XXXX

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

### **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.**

Our school 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 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 our school 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.

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.

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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. Our school 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 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, and 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.

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### **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.

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

Students at our 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.

### **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: 81, Grade Level: 10,11&12 , 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 Number of Students: 580, Grade Level: 12, Frequency: daily

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

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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, 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**

**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.

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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.

### **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

### **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

### **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

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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

Breakfast with Santa- Student Council adopts 25 families in need. We organize a school wide Christmas gifts collection. Families are then invited to the school 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

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

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

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 the school 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

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

#### Gardening Club

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

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.

Relay for Life- Walk to raise money for Cancer Research

Special Olympics- weekly assistance running field events for contestants

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Aurora House- students go 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

### Connection Leaders

Breakfast with Santa- We organize a school wide Christmas gifts collection. Families are then invited to the school 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 our school. 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 the Prevention Alliance, approximately 15 members were in 2 separate PSA's about drug and alcohol abuse, drunk driving (prom) and partying with alcohol. They currently air in local movie theaters before the movie starts.

Prevention Alliance- 342 students signed the "Too Smart to Start" student pledge!!! Participation from our 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

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.

**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.

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### 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.

### Gardening Club 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.

### Connection Leaders Reflection

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.

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

#### Student Council

Teacher:

Grade Level: 9-12

#### Impact Club

Teacher:

Grade Level: 10-12

#### Future Educators of America

Teacher:

Grade Level 10-12

#### Child Development Class

Teacher:

Grade Level: 10-12

#### Gardening Club

Teacher:

Grade level: 10-12

#### National Honor Society

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Teachers:

Grade level: 9-12

Connection Leaders

Teacher:

Grade level: 10-12

JROTC

Teacher:

Grade Level: 9-12

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

34%

**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

Gardening Club- # of Students: 20

National Honor Society- # of Students: 60

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:

The Dance Company consists of the most elite dancers from our 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 our 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

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enhancing artistic expression. They are given many performance opportunities serving the school and community. (daily)

### Auto Club:

It provides students with career choices, career opportunities, service learning opportunities and fun activities in the field of motor sports. (weekly)

### Cooking Club:

The club's purpose is to instruct and support aspiring young chefs while serving the immediate community through catering. (monthly)

### Connection Leaders:

The Connection Leadership 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, the program trains members of the freshmen through senior classes to serve as student ambassadors. As positive role models, Connection Leaders are motivators, leaders and teachers who guide our new students to discover what it takes to be successful at our school. (twice a month)

### Kidz Club:

The purpose of the club is to provide leadership, fundraising, community service and career experiences in early childhood professions. (weekly)

### TV Club:

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:

We want 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 classes)

### 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 styles of dance. (weekly)

### JROTC:

The mission of JROTC is to motivate young people to be better citizens through community activities. (daily)

### Key Club:

Our Key Club has been in existence since the school first opened. 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)

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### National Honor Society:

NHS exists 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:

This club further explores physics and astronomy through various projects, experiments, trips and contests. (weekly)

### RPG Club:

We foster teamwork, creativity and social interaction through gaming. We 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 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:

Members work all year to put together the yearbook. (daily)

### Journaling Club:

A club with artists and authors to release their artistic creativity. (weekly)

### Sports Medicine:

Assists head athletic trainer with providing sports medicine coverage of our school's athletic teams. (daily)

### Stage Krew:

Krew members work closely with our stage manager 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. (daily)

### Student Council:

Each year Student Council participates in meaningful service projects. We would like to invite all 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)

### Gardening Club:

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)

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### 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)

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

Academic Decathlon: 15, Dance Company: 15, Auto Club: 15, Cooking Club: 19, Connection Leaders: 50, Kidz Club: 8, TV Club: 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: 25, National Honor Society: 60, Outdoor Student Activities: 21, Paw Pals: 15, Physics/Astronomy Club: 28, RPG: 5, Robotics Club: 13, Yearbook: 13, Journaling Club: 25, Sports Medicine: 5, Stage Krew: 30, Student Council: 21, We the People: 18, Gardening Club: 20, GSA- Gay Straight Alliance: 20, Tutoring Club: 50, Theater Club: 23

### **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.**

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 Pres., 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: Our school 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 using 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.

Connection Leaders: The Connection Leadership 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, our program trains members of the freshmen through senior classes to serve as student ambassadors. As positive role models, Connection Leaders are motivators, leaders and teachers who guide our new students to discover what it takes to be successful at our school. This program 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.

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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.**

Student Council: daily, SIAC: monthly, Clubs on Campus: weekly, DECA: weekly, HERO: daily, FEA: weekly, 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: # of students: 21, grade level: 9-12

SIAC: # of students: 4, grade level: 9-12

Clubs on Campus: # of students: varies, 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

Connections Leaders: # of students: 85, grade level: 10-12

### **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.**

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: Our school 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

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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

**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, grades 9-12

ROTC: 78 students, grades 9-12

Clubs on Campus: all active club members, grades 9-12

Criminology 109 students, grades 10-12

HERO Club: 15 students, grade 12

Outdoor Student Activities Club: 21 students, grades 11-12

We the People: 18 students, grades 11-12

AP US History: 105 students, grade 11

American History: 469 students, grade 11

Government: 580 students, grade 12

World History: 648 students, grade 9

Freshman/Sophomore English: 1261 students

Junior and Senior English: 1154 students

AP Environmental Science: 18 students, grades 11-12

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### **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: 6 hrs 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: 6 hrs each

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: 12 hrs each

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: School District, Number of Faculty Attended: 5, Number of hours per person: 2 hrs each

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: 8 hrs each

Title: Virtual Economics, Date: August 31, 2013, Organization: Thomas Brown Foundation, Number of Faculty Attended: 1, Number of hours per person: 8 hrs each

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: 8 hrs each

Title: Arizona ELA in History and Social Studies, Date: October 29, 2013, Organization: School District, Number of Faculty Attended: 1, Number of hours per person: 3 hrs each

Title: Using Primary Sources in History and Social Studies, Date: January 14, 2014, Organization: School District, Number of Faculty Attended: 1, Number of hours per person: 4 hrs each

Title: Using Primary Sources in History and the Social Studies, Date: February 13, 2014, Organization: School District, Number of Faculty Attended: 1, Number of hours per person: 4 hrs each

Title: Close Reading and Text Dependent Questioning in History and the Social Studies, Date: November 4, 2013, Organization: School District, Number of Faculty Attended: 1, Number of hours per person: 4 hrs each

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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: 16 hrs each

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