

2025-2026
EC4010
Course Information Sheet

Course Title: Civics

School: Mountain View High School

UC/CSU requirement: Yes/Yes

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Textbook and/or other learning resources: Government Alive! Power, Politics and You – TCI, Actively Learn, Newsela

Student Learning Outcomes:

The purpose of this course is to develop fluency with core democratic and constitutional concepts and events to guide in decision making and meeting responsibilities as participants in our democratic republic and market economy.

Specifically students will be able to:

1. identify and analyze the philosophical roots, and constitutional structure, of U.S. democracy including individual rights. (12.1-12.5 & 12.9)
2. analyze the essential framework and functions of government in the United States. (12.1, 12.4-12.7, 12.9-12.10)
3. analyze forms of civil society that influence participation in U.S. political culture. (12.1-12.3, 12.5-12.6, 12.8 & 12.10)

These three areas of knowledge are divided into content strands which, collectively, make up the content assessment standard. Each content strand, or unit, has a series of essential questions that will form the basis of informal and formal assessment of student mastery of content..

The course also emphasizes the Common Core skills of critical thinking, collaboration and communication. These skills will be practiced using a variety of platforms and in-class activities.

As a result of successful participation in the course, students will improve their:

- **Critical Thinking and Problem Solving** – ability to convey clear and distinct perspectives, provide an informed and logical argument, use of evidence to substantiate claims, including evidence garnered through primary and secondary source analysis
- **Communication** – participate effectively in collaborative discussions; build on others' ideas; express own ideas clearly and persuasively, work with peers to promote civil, democratic discussions both in-class and through a variety of platforms such as Canvas Discussions, PearDeck and Padlet.
- **Knowing How to Learn Skills** – acquire and apply knowledge through reading, note-taking, and studying
- **Understanding Political and Governmental Structures** – identify how the basic principles of U.S. democracy are expressed in individual and societal choices

Assessment and Grading ([BP 5121](#) / [AR 5121](#)): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights:

The course standards, and the weight of each in the calculation of the final semester grade, are as follows:

- Civic Participation = 10%
- Content Strands = 90%

2. Achievement evidence collected within each grading category:

Civic Participation: will constitute 10% of grade. Scores will be based on work completion based on criteria provided with assignments and activities and regular participation in-class activities and discussions.

Content Strands: will constitute the 90% weight of this grading category. Each unit will have approximately 5 assignments that will count towards the semester grade..

- Foundations of US Democracy =15%
- Federalism = 15%
- Separation of Powers, System of Checks and Balances = 22%
- Popular Sovereignty = 22%
- Individual Rights = 16%

As we progress through a unit, students will be given informal formative feedback on their knowledge, understanding and civic participation through various checks of understanding. In contrast, formal summative assessments of a student's ability to demonstrate proficiency in achieving the course standards will be used to determine final grades. These formal assessments will come in two formats:

1. At least once per unit, there will be a more traditional quiz with multiple choice and short answer questions. These quizzes will be constructed based on the essential questions that are provided at the beginning of each unit.
2. Each unit will have a culminating assignment where students will be asked to demonstrate their understanding of content and application of knowledge. These culminating assignments will typically afford students a choice of assignment and will be inquiry based giving them the opportunity to apply their knowledge in response to more open-ended prompts that permit them to express individual informed opinions.
 - a. An example would be: students select a Supreme Court case being argued in the current term, provide a clear explanation of how the case arrived at the Court, the constitutional issues at hand, the arguments from each side and what their individual decision in the case would be if they were sitting on the Court.

3. Grading scales:

Skill Level Name	Letter Mark	Aeries Final Grade Percent Scale
Advanced	A	93.33-100
Advanced -	A-	90-93.32
Proficient +	B+	86.66-89.99
Proficient	B	83.33-86.65
Proficient -	B-	80-83.32
Basic +	C+	76.66-79.99

Basic	C	73.33-76.65
Basic -	C-	70-73.32
Below Basic +	D+	66.66-69.99
Below Basic	D	63.33-66.65
Below Basic -	D-	60-63.32
Far Below Basic	F	50-59.99
Missing Assignment	X	49.99

This scale will also be for:

- initial scores of summative assessments
- when initial scores are scaled into performance levels/letter grades
- performance level/letter grade scores are derived from rubrics

4. **Homework/outside of class practices** ([AR 6154](#)):

Students are expected to participate in the course by completing work on time, participating in structured discussions and activities, completing weekly assessments, completing culminating unit assignments as assigned. Students will have homework assignments that include reading, written applications, and studying for assessments. Students will be provided with a variety of learning resources that will support them in their learning and help them demonstrate mastery of content. Students should use the resources that work best for their learning.

5. **Excused absence make up practices** ([Education Code 48205\(b\)](#)):

It is the student's responsibility to check Canvas and to communicate with their teacher about any absences and schedule time to make up missed assignments as soon as they return.. If a student is unable to complete assignments and assessments on time, they are expected to communicate with their teacher to determine how best to make up missed work.

6. **Academic integrity violation practices** ([MVHS Academic Integrity Policy](#)):

Students will regularly be expected to collaborate in this course to earn full Civic Participation credit. These instances of instructor led collaboration will not be considered violations of Academic Integrity. Teachers will create structured collaboration opportunities both in-class and through various platforms. Assessments and assignments have been created with the understanding that students have access to notes and other resources. Students can expect to use tools, such as Turnitin.com, to demonstrate the integrity of their work. Please see the MVHS Student Handbook for additional information.

7. **Late work practices:**

Completing work on time is highly recommended, as it allows students to reinforce content knowledge and practice skills, and for the teacher to provide better feedback. The result is increased learning and higher grades. Even when students do not complete work on time, they are still expected to complete and turn in that work. All assigned work is expected to be submitted on time and must be completed within two weeks of the original due date to receive credit.

8. **Revision and reassessment practices:**

Students are encouraged to take advantage of revision and reassessment opportunities.

To revise written assignments, the assignment must have been turned in on time and then the student will follow revision criteria provided.

To reassess any summative assessment within two weeks of being scored. Students must first submit written responses to unit essential questions that were assessed, then reassess on or before the deadline. You may only reassess once and the second score will be the final score.

9. **Extra credit practices:**

There is no extra credit in this course.

10. **Additional grading practices:**

Students may do work with a team in a group work assignment, but each student will only be graded for the part of the assignment in which they are able to demonstrate individual work.

11. **LMS Used:** Canvas

Additional information:

Students will find success in the course if they maintain regular communication with the teachers about any extenuating circumstances that may impact their ability to be in-class, to participate and to complete their work successfully. The class is a partnership between students and teachers and communication is key to a successful partnership.

Academic Integrity: Inappropriate use of AI tools will be considered a violation of the academic integrity policy. It is critical for students and parents to understand that AI tools may not be used to complete an assignment unless they are explicitly told to do so.

Citations: Along with other resources, if AI tools are used, they should be cited.

Use of AI Tools: The use of AI tools such as chatGPT is sometimes permitted and at times will be encouraged for certain assignments. In these cases, the teacher will specifically tell students that these tools are permitted and/or encouraged.

All course materials and information will be distributed through [Canvas](#) or Google Classroom. This includes unit calendars with due dates, assignments and activities. In-class activities may be distributed in hard copy form and all quiz type assessments will be in hard copy form. **It is expected that students will access Canvas everyday to stay up to date on the course, particularly when they are absent.** Parents/Guardians may also access Canvas to guide students. Please see information regarding this on the [MVLA website](#).

Students are encouraged to collaborate with each other to support their learning. In addition, they should reach out to their teachers and schedule time to get help as needed.

Instructors' email addresses:

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