Constitutional Democracy as Content and Practice
Bronze Certified Badge
Syllabus

Course Information

Course Name	Guardians of Democracy: Constitutional Democracy as Content and Practice Bronze Certified Badge
Continuing Education Hours	18
Location	Online Canvas Course
Office Hours	Facilitators are available via email and are happy to schedule a video conference as needed.

Guardians of Democracy Program Description

Developed in partnership between the Lou Frey Institute at the University of Central Florida and the Illinois Civics Hub at the DuPage County Regional Office of Education, the Guardians of Democracy Program is an online professional development program with extended learning opportunities for interested educators. Our goal is to support a national professional development program and establish a network of certified educators across disciplines that embrace the proven practices of civic education to empower young people for college, career, and civic life success.

The course series provides instruction on (1) strategies for current and controversial issue discussions in the classroom, (2) the role of simulations of democratic processes in the classroom, (3) informed action through service learning, and (4) classroom instruction on constitutional democracy as content and practice. This program is hosted and administered through Canvas, a learning management system.

The Guardians of Democracy Bronze Certified Educator in Constitutional Democracy as Content and Practice Badge recognizes the successful completion of all course modules. This includes completing required assignments, portfolio entries, and satisfactory performance in the discussions. Participants create a Portfolio of Practice throughout the course in which they reflect on how the course content can enhance their own practice. Participants use their portfolio to create a plan of action to provide standards-based classroom instruction in a summative performance task.

Course Objectives

Module 1: Orientation

- Participants identify the objectives and expectations of the course and are aware of the important role educators play in preparing young people to be guardians of democracy.
- Participants explore the use of the term "constitutional democracy" to connect, extend and puzzle about their prior understanding of the term.
- Participants engage in an anticipatory set of activities to reflect on their lived experiences related to classroom instruction on constitutional democracy as content and practice.
- Participants understand the EAD Roadmap's role in designing classroom instruction on constitutional democracy to facilitate student outcomes related to civic dispositions, skills, and knowledge.
- Participants discuss the opportunities and challenges of facilitating classroom instruction on constitutional democracy as content and practice.

Module 2: What and Why

- Participants examine the research behind classroom instruction on constitutional democracy as content and practice.
- Participants analyze the characteristics of high-quality classroom instruction on constitutional democracy as content and practice.
- Participants cite the opportunities and challenges of engaging students in classroom instruction on constitutional democracy as content and practice.
- Participants identify resources that can enhance their practice in classroom instruction on constitutional democracy as content and practice.

Module 3: How

- Participants will explore the seven themes of classroom instruction on constitutional democracy in the *EAD Roadmap* and align them to current disciplinary content.
- Participants deconstruct a state standard/learning outcome related to classroom instruction on constitutional democracy as content and practice to discern core

knowledge, skills, and dispositions embedded in the standard aligned to the *EAD Roadmap*.
- Participants analyze tools to implement the components of high-quality classroom instruction on constitutional democracy aligned to the themes of the *Educating for American Democracy Roadmap*.
- Participants reflect on their own practice and discuss with peers the EAD Themes related to classroom instruction on constitutional democracy they need to further develop to enhance their classroom practice.

Module 4: So, Why Not?

- Participants examine five design challenges related to classroom instruction on constitutional democracy as content and practice.
- Participants explore and utilize strategies and resources to address the design challenges to classroom instruction on constitutional democracy as content and practice.
- Participants reflect on their lived experiences, perspectives, and course content related to classroom instruction on constitutional democracy and identify best practices to implement in their classroom.

Module 5: Next Steps

- Participants analyze examples of classroom instruction on constitutional democracy as content and practice using a rubric aligned to the *Pedagogy Companion of the Educating for American Democracy (EAD) Roadmap*.
- Participants deconstruct a standard related to classroom instruction on constitutional democracy as content and practice.
- Participants curate materials from the EAD Educators Resources Page and CAPES to create a plan of action for rigorous and relevant standards-based instruction on constitutional democracy as content and practice.
- Participants provide feedback on their peers' plans of action.
- Participants complete a culminating survey reflecting on their professional growth in the course.
- Participants explore opportunities for deeper learning through further badging.

Required Materials

- Google: Free Email and Drive
- Canvas Account

Badging

Digital badges are an important component of the Guardians of Democracy program. Participants have the option to earn three badges for each course. View the Teacher Reflection Rubric to learn more about how evidence for badges will be assessed.

The Guardians of Democracy Bronze Certified Educator in Constitutional Democracy as Content and Practice Badge recognizes the successful completion of all course modules. This includes completing required assignments, portfolio entries, and satisfactory performance in the discussions. Participants create a Portfolio of Practice throughout the course in which they reflect on how the course content can enhance their own practice. Participants curate materials from the Educating for American Democracy Educator Resources to create a plan of action in their portfolio addressing a state standard related to classroom instruction on constitutional democracy in the summative performance task.

The Guardians of Democracy Silver Distinguished Educator in Constitutional Democracy as Content and Practice Badge recognizes the successful completion of advanced extension work in a final course demonstrating competency in creating a unit plan aligned with best practices in the Classroom Instruction on Constitutional Democracy as Content and Practice course. This badge certifies that a recipient can successfully create, edit and implement a series of lessons in the unit plan and facilitate student reflection on the process. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the unit planning process.

The Guardians of Democracy Gold Guardian Educator in Constitutional Democracy as Content and Practice Badge recognizes the successful completion of advanced extension work demonstrating competency in teaching Constitutional Democracy as content and practice course. This badge certifies that a recipient can successfully create, edit and implement civic instruction incorporating reflective practice and student feedback. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the lesson planning process.

Discussions

A discussion board is used to discuss and reflect upon the various topics presented in each module. Discussion prompts with specific guidelines and due dates are provided for each module. Participants must submit an original post (response to the discussion prompt) by the deadline and substantive responses (more than yes, no, or I agree) by the end of the following week. Please adhere to the expectations outlined in the Discussion Board Rubric when submitting original posts and responses.

Discussion Board Rubric

CATEGORY	5	4	3	2	0-1
Promotes Discussion	Post thoroughly responds to all elements of the prompts provided in the directions.	Post responds to all elements of the prompts provided in the directions.	Post provides a minimal response to the prompts provided in the directions but does not promote discussion or invite replies.	Post does little to promote discussion as it does not address all elements of the prompt provided in the directions.	Did not respond to prompt provided or reply violates the discussion board norms.
Connections to Content and Lived Experiences	Post makes relevant and insightful references to the module content and classroom experiences (as educator or learner).	Post makes references to the module content and classroom experiences (as educator or learner).	Post mentions the module content and classroom experiences (as educator or learner).	Post mentions the module content and/or classroom experiences (as educator or learner).	Post does not reference either module content or classroom experiences or reply violates discussion board norms.
Responds to First Peer	Participant substantively responds to posts of a peer and/or responds to queries by others on their own posts.	Participant responds to posts of a peer and/or responds to queries by others on their own post.	Participant provides a minimal response to posts of a peer and/or responds to queries by others on their own post.	Participant responds to posts of a peer, but it is not relevant to the module content.	Participant does not respond to a post by a peer, or the response violates the discussion board norms.
Responds to Second Peer	Participant substantively responds to posts of a second peer and/or responds to queries by others on their own posts.	Participant responds to posts of a second peer and/or responds to queries by others on their own post.	Participant provides a minimal response to posts of a second peer and/or responds to queries by others on their own post.	Participant responds to posts of a second peer, but it is not relevant to the module content.	Participant does not respond to a post by a second peer, or the response violates the discussion board norms.

Module Topics and Assignments

Module 1: Orientation

- Pre-survey
- Portfolio of Practice
- Portfolio — SWOT Analysis
- Quiz — EAD Overview Video
- Connect, Extend, Question analysis of Constitutional Democracy excerpt
- Close Read — Introduction to the *Educating for American Democracy Report*
- Portfolio — SWOT Analysis additions
- Discussion Board — SWOT Analysis
- Portfolio — CAPES resources for student reflection

Module 2: What and Why

- Portfolio
  - Guardians of Democracy Report Text Rendering Activity
  - Core EAD Pedagogy Video Analysis Chart
- Completed Reflection Discussion Board post and replies

Module 3: How

- Portfolio
  - Core Disciplinary Content Brainstorm and EAD Theme Alignment
  - EAD Theme Chart
  - Deconstruct a state standard
  - CAPES Resource

Module 4: So, Why Not?

- Survey — Checking in Survey
- Portfolio
  - Design Challenge Overview in Portfolio
  - Academic Experts Design Challenge Chart
- Discussion Board — *Take Note* Posting
- Portfolio — CAPES Resource to Respond Questions

Module 5: Next Steps

- Portfolio — 3-2-1 Reflection
- Portfolio — Plan of Action Part 1
- Assignment — Let's Get Feedback
- Portfolio — Plan of Action

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- Portfolio- Teacher Reflection Rubric
- Closing Survey

Evaluation and Grading

Completion of all modules is required. Completion of the required assignments, Portfolio of Practice activities and satisfactory performance on the discussions is required to receive the Bronze Level Guardians of Democracy Constitutional Democracy as Content and Practice Badge. Grading criteria for the Threaded Discussions and activities are based on rubrics and the professional judgment of the instructor.

Performance	Points
Satisfactory	70-100
Unsatisfactory	69 or below

Professional Integrity Statement

Participants will adhere to the highest standards of professionalism by engaging as a productive member of the learning community, submitting original work and respecting the thoughts and ideas of others.

Accessibility Statement

The course providers are committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the course to discuss needed accommodations.

Copyright

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Third-Party Software and FERPA

During this course, you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

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