



**Constitutional Democracy as Content and Practice**  
**Gold Certified Badge**  
**SYLLABUS**

**Course Information**

<b>Course Name</b>	Guardians of Democracy: Constitutional Democracy as Content and Practice Gold Guardians Badge
<b>Continuing Education Hours</b>	15
<b>Location</b>	Online Canvas Course
<b>Office Hours</b>	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) constitutional democracy as content and practice. This program is hosted and administered through Canvas, a learning management system.

**The Guardians of Democracy Gold Guardians Educator in Constitutional Democracy as Content and Practice Badge** recognizes the successful completion of all classroom instruction



on constitutional democracy course modules. This includes the completion of 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 unit plan of action to plan for standards-based classroom instruction.

## Course Objectives

### Module 1: Choosing a Priority Standard for Unit Planning

- Participants identify the role of priority standards in unit design.
- Participants identify a priority standard related to the teaching of constitutional democracy as content and practice.
- Participants provide feedback to peers on the selection of priority standards using the criteria of endurance, leverage, readiness, and external exams.
- Participants deconstruct a priority standard to create learning targets for unit design.

### Module 2: Self-Reflection and Growth Mindset

- Participants review previously examined design challenges related to identify connections to selected priority standard.
- Participants analyze a third design challenge related to constitutional democracy as content and practice.
- Participants collaborate with peers in addressing design challenges related to implementing constitutional democracy as content and practice in a plan of action.

### Module 3: Creating Culture and Support Before Challenging Content

- Participants analyze and discuss “Untitled Poem” with peers as it relates to the design challenges of teaching constitutional democracy as content and practice.
- Participants will identify a resource in the CAPES to implement one of the teacher moves related to creating culture and support before challenging content per the *EAD Pedagogy Companion*.

### Module 4: Inquiry as the Primary Mode of Learning

- Participants examine the Educating for American Democracy Roadmap themes and associated driving questions to frame inquiry as the primary mode of learning.
- Participants review and revise possible driving questions to create essential questions for inquiry design.
- Participants create supporting questions that reflect the disciplinary content of the deconstructed standards to guide daily lesson planning.
- Participants collaborate with peers to provide feedback on essential and supporting questions to drive and guide inquiry as the primary mode of learning within their unit plans.



## Module 5: Assess, Reflect, Improve

- Participants identify a staging activity that engages student voice to assess prior knowledge and lived experiences with the disciplinary content of their unit plan.
- Participants identify how students will practice constitutional democracy and student agency in a performance assessment aligned with the essential question of the unit.
- Participants curate instructionally embedded (formative) assessments aligned to unit “I Can” statements to facilitate student growth throughout the inquiry process.
- Participants identify differentiation strategies to scaffold excellence for all students throughout the unit design.
- Participants cite supporting standards address in the unit plan.
- Participants use a rubric to reflect on completed unit plan and make revisions as necessary.
- Participants provide feedback to peers on completed unit plans.
- Participants reflect on personal growth in their understanding of constitutional democracy as content and practice as a result of the Gold badge course.

### Required Materials

- [Canvas Account](#)
- [Google: Free Email and Drive](#)

## 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 the completion of 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 extension work in a second course to demonstrate competency in creating a lesson plan aligned with best practices in the Classroom Instruction on Constitutional Democracy course. This badge certifies that a recipient can successfully create, edit and implement a lesson plan and facilitate student reflection on the process. This badge also certifies that a participant engaged in an instructional coaching cycle and reflective practice.



**The Guardians of Democracy Gold Guardian 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 course. This badge certifies that a recipient can successfully create and a unit plan and facilitate student reflection throughout process. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the unit 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 are expected to 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
<b>Promotes Discussion</b>	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.
<b>Connections to Content and Lived Experiences</b>	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.
<b>Responds to First Peer</b>	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.
<b>Responds to Second Peer</b>	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: Choosing a Priority Standard for Unit Planning

- Create a Portfolio of Practice
- Read and highlight Priority Standards: the Power of Focus
- Complete Priority Standard Analysis Chart in Portfolio
- Complete Priority Standard Discussion Board Posting and Replies
- Deconstruct Priority Standard in Your Portfolio of Practice

### Module 2: Self-Reflection and Growth Mindset

- Review the Design Challenges examined in your Bronze and Silver Courses in your Portfolio of Practice
- View an Academic Expert video on the Design Challenge related to your Plan of Action
  - NOTE: You cannot select the same Design Challenge that you analyzed in your Bronze and Silver Badge courses.
- Analyze a Design Challenge Video in your Portfolio of Practice
- Complete the Compass Point Reflection Discussion Board Posting
- Return to the Module 1 Discussion board and replied to peers.

### Module 3: Creating Culture and Support Before Challenging Content

- Read *Untitled Poem* by Beth Strano
- Complete Discussion Board Posting and Bounce Card replies to *Untitled Poem*
- Complete Creating Culture and Support Before Challenging Content portion of Plan of Action in Portfolio
- Return to Module 2 Discussion Board and reply to postings of your peers

### Module 4: Inquiry as a Process

- Complete “Planning for Inquiry as the Primary Mode of Learning” Chart
  - Curate possible Driving Questions from EAD Roadmap aligned with theme
  - Revise/Create Essential Questions to drive inquiry
  - Create Supporting Questions to guide inquiry aligned with “I Can” statements
- Complete Plan of Action
  - Essential Question to drive inquiry
  - Supporting Questions to guide inquiry
  - Identify resources for Inquiry as the Primary Mode of Learning
- Solicit feedback on Discussion Board on Plan of Action
- Return to Module Three Discussion Board to reply to others





## Module 5: Assess, Reflect, and Improve

- Complete Unit Plan of Action in Portfolio of Practice with
  - Staging Activity to engage student voice
  - Performance assessments aligned to essential question of unit where students practice constitutional democracy and student agency.
  - Instructionally embedded assessments aligned to “I Can statements”
  - Opportunities for differentiation to support excellence for all students.
  - Supporting Standards
- Reflect on Unit Plan using Teacher Reflection Rubric
- Revise Unit Plan using Teacher Reflection Rubric
- Solicit feedback from peers on Unit Plan in Discussion Board
- Complete Discussion Board Reflection Activity

## Evaluation and Grading

Completion of all modules is required. Completion of the required assignments, Portfolio of Practice activities, and satisfactory performance on the discussions are required to receive the Silver Level Guardians of Democracy Classroom Instruction on Constitutional Democracy 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

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## 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.

