



Constitutional Democracy as Content and Practice
Silver Certified Badge
SYLLABUS

Course Information

Course Name	Guardians of Democracy: Constitutional Democracy as Content and Practice Silver Distinguished 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) constitutional democracy as content and practice. This program is hosted and administered through Canvas, a learning management system.



The Guardians of Democracy Silver Distinguished 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 plan of action to provide standards-based classroom instruction in a summative performance task.

Course Objectives

Module 1: Excellence for All

- Participants identify the objectives and expectations of the course and review the important role educators play in preparing young people to be guardians of democracy.
- Participants engage in an anticipatory set of activities to reflect on their own lived experiences related to providing excellence for all in classroom instruction on constitutional democracy.
- Participants discuss the opportunities and challenges of facilitating excellence for all in classroom instruction on constitutional democracy.

Module 2: Self-Reflection and Growth Mindset

- Participants deconstruct a state standard/learning outcome related to classroom instruction on constitutional democracy to discern core knowledge, skills, and dispositions embedded in the standard aligned to the *EAD Roadmap*.
- Participants explore and utilize strategies and resources to address a design challenge related to classroom instruction on constitutional democracy.
- Participants will 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 an op-ed, “History Isn’t Just for Patriots” with peers as it relates to the design challenges of teaching constitutional democracy as content and practice.
- Participants connect how class contracting facilitates the “student moves” related to creating culture and support before challenging content per the *EAD Pedagogy Companion*.
- 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 four different models of classroom inquiry.
- Participants collaborate with peers to discuss their understanding of inquiry as the primary mode of learning as it pertains to their plan of action.
- Participants analyze and select high-quality resources to implement their plan of action per the teacher moves in the *EAD Pedagogy Companion* related to Inquiry as the Primary Mode of Learning.

Module 5: The Practice of Constitutional Democracy and Student Agency

- Participants analyze examples of the practice of constitutional democracy and student agency to examine the teacher moves in the *EAD Pedagogy Companion*.
- Participants identify a resource in the CAPES to implement the practice of constitutional democracy and student agency in their plan of action.
- Participants will use a Visible Thinking Strategy from Project Zero to reflect on learning and collaborate with peers.

Module 6: Assess, Reflect, and Improve

- Participants identify resources in the CAPES for instructionally embedded assessment in their plan of action, with differentiation to support excellence for all, if needed.
- Participants provide feedback to peers on their Plans of Action to implement constitutional democracy as content and practice.
- Participants reflect on peer and facilitator feedback to improve their plan of action.
- Participants implement their plan of action.
- Participants reflect on the implementation of their Plan of Action using the single-point rubric provided.

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, 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.



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
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: Excellence for ALL

- Create a Portfolio of Practice
- Complete reading selection “Excellence for All” in EAD Pedagogy Companion”
- Complete Values-Identities-Action Chart for “Excellence for All” in Portfolio of Practice
- Complete reading blog “Civic Equity for Students with Disabilities.”
- Complete Values-Identities-Action Chart for “Civic Equity” blog in Portfolio of Practice
- Discussion Board Response and Replies
- Explore the C.A.P.E.S. Resource to Support Excellence for All in Portfolio of Practice
- Complete Class Context and Excellence for All Portion of Plan of Action in Portfolio of Practice



Module 2: Self-Reflection and Growth Mindset

- Identify a content standard for your Plan of Action and its relationship to one of the EAD Themes in your Portfolio of Practice
- Deconstruct a content standard in your Portfolio of Practice
- View the Video and Quiz on a Sample K-2 Plan of Action
- View an Academic Expert video on the Design Challenge related to your Plan of Action
- Analyze the Design Challenge Video in your Portfolio of Practice
- Complete the Claim-Support-Question Discussion Board Postings and Replies
- Identify the Design Challenge in your Portfolio of Practice as well as resources to help your classroom navigate the challenge

Module 3: Creating Culture and Support Before Challenging Content

- Connect, Extend, Challenge close read of “History Isn’t Just for Patriots” in Portfolio
- Discussion Board Posting and replies to “History Isn’t Just for Patriots”
- View Edutopia Class Contracting Video
- Complete Edutopia Class Contracting Video Chart in Portfolio
- View 3rd Grade Socratic Seminar Inclusion Video
- Complete 3rd Grade Inclusion Video Chart in Portfolio
- Complete Creating Culture and Support Before Challenging Content portion of Plan of Action in Portfolio

Module 4: Inquiry as a Process

- Discussion Board Posting and replies to “What do we mean by “Inquiry?”
- Identify High-Quality Instructional Material Related to the “I Can” statement
- Complete the “Inquiry as a Process” portion of the Plan of Action in the Portfolio

Module 5: The Practice of Constitutional Democracy and Student Agency

- Complete Constitutional Democracy and Student Agency Chart in Portfolio
- Read 4 Ways to Integrate Civic Engagement Throughout the Year and view linked video examples
- Review CAPES resources aligned to Constitutional Democracy and Agency and add a resource to chart in Portfolio
- Complete discussion board posting “Connect, Extend, Challenge” and reply to others
- Complete the Constitutional Democracy and Student Agency section of Portfolio of Practice



Module 6: Assess, Reflect, and Improve

- Complete Constitutional Democracy and Student Agency Chart in Portfolio
- Read *4 Ways to Integrate Civic Engagement Throughout the Year* and view linked video examples
- Review CAPES resources aligned to Constitutional Democracy and Agency and added resources to chart in Portfolio
- Complete discussion board posting “Connect, Extend, Challenge” and replied to others
- Complete Constitutional Democracy and Student Agency section of Portfolio of Practice

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.

