



Simulations of Democratic Processes
GOLD GUARDIAN BADGE
SYLLABUS

Course Information

Course Name	Guardians of Democracy: Simulations of Democratic Processes Gold Guardian Badge
Continuing Education Hours	15
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 IllinoisCivics.org, the Guardians of Democracy Program is an online professional development program with extended learning opportunities for interested 6-12 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, and (3) informed action through service learning. This program is hosted and administered through Free for Teachers Canvas, an open learning management system.

The Guardians of Democracy Gold Guardian Educator in Simulations of Democratic Processes Badge recognizes the successful completion of advanced extension work in a final course demonstrating competency in teaching all three strategies included in the Simulations of Democratic Processes course. This badge certifies that a recipient can successfully create, edit and implement a lesson 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 lesson planning process.



Course Objectives

Module 1: Reflecting on Best Practices in Simulations of Democratic Processes

- 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 will reflect on past practice of implementing the components of effective simulations of democratic processes.
- Participants will provide feedback and resources to peers to support their growth of student-centered classroom discussions.

Module 2: Engaging Student Voice in Creating a Climate for Growth

- Participants will review the proven practices of civic education; focusing on the relationship between simulations of democratic processes and student voice in classroom governance.
- Participants will engage student voice to identify areas students would like to see the class and themselves collectively improve upon.
- Participants will provide feedback and resources to peers to support their growth of student-centered classroom discussions.

Module 3: Planning for Success

- Participants will select a strategy guide and text to create an original lesson plan to implement in their given context for the democratic process performance task.
- Participants will review the three classroom strategies used to engage students in a simulation of a democratic process, comparing and contrasting the classroom outcomes and protocol for each.
- Participants will select an open issue for their simulation aligned to their selected strategy.
- Participants will frame a simulation prompt to facilitate student participation and mastery of content.
- Participants will provide feedback to their peers on their simulation task plan.
- Participants will modify their simulation task plan based on peer feedback and explicit coaching from course facilitators.
- Participants will respond to feedback given from course facilitators to revise and implement an original lesson plan for the simulation of democratic process performance task.

• Module 4: Drafting Your Lesson Plan

- Participants will select a strategy guide and text to create an original lesson plan to implement in their given context for the simulation of a democratic process performance task.
- Participants will respond to feedback given from course facilitators to revise and implement an original lesson plan for the simulation of a democratic process performance task.

• Module 5: Next Steps

- Participants will engage in a reflective exercise and discuss their lesson implementation with other course participants.
- Participants will complete a culminating survey reflecting on their professional growth in the course.
- Participants will explore opportunities for deeper learning through further badging.

Required Materials



- [Canvas: Free for Teacher 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 Simulations of Democratic Processes Badge recognizes the successful completion of all Simulations of Democratic Processes course modules. This includes the completion of required assignments, portfolio entries and satisfactory performance on 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 implement one strategy to support simulations of democratic processes in the summative performance task.



The Guardians of Democracy Silver Distinguished Educator in Simulations of Democratic Processes Badge recognizes the successful completion of extension work in a second course to demonstrate competency in teaching two of the strategies included in the Simulations of Democratic Processes 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 Simulations of Democratic Processes Badge recognizes the successful completion of advanced extension work in a final course demonstrating competency in teaching all three strategies included in the Simulations of Democratic Processes course. This badge certifies that a recipient can successfully create, edit and implement a lesson 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 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 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
Demonstrates Understanding of the Module Content	Post makes 3 or more relevant and insightful references to the module content	Post makes 2 relevant and insightful references to the module content	Post makes 1 relevant and insightful reference to the module content	Post makes 1 reference but it is not from the module content, relevant or insightful	Post does not reference or quote from the module content and shows a lack of understanding
Promotes discussion	Post includes original ideas, poses questions and invites responses	Post poses questions, invites responses	Post is thoughtful enough to promote some discussion	Post does little to promote discussion	Post does not encourage discussion
Connections	Post makes 3 or more clear connections to student learning and/or classroom experiences	Post makes 2 clear connections to student learning and/or classroom experiences	Post makes 1 clear connection to student learning and/or classroom experiences	Post attempts to connect to student learning and/or classroom experiences	Post makes no connections to student learning and/or classroom experiences
Responds	Participant substantively responds to posts of others and responds to queries by others on own posts	Participant substantively responds to posts of others	Participant substantively responds to posts of 1 other participant	Participant responds to posts of others but are not substantive	Participant does not respond to posts of others

Module Topics and Assignments

Module 1: Reflecting on Best Practices in Simulations of Democratic Processes

- Create a Portfolio of Practice
- Portfolio – Reflection on Past Practice
- Discussion Board – Reflection on Past Practice

Module 2: Engaging Student Voice in Creating a Climate for Growth

- Portfolio – Simulations of Democratic Processes Student Reflection
- Discussion Board – Student Reflection Takeaways

Module 3: Planning for Success

- Portfolio – Issue & Simulation Strategy Planning Guide
- Portfolio – Strategy Review
- Portfolio – Crafting Your Prompt
- Discussion Board – Let's Get Feedback

Module 4: Drafting Your Lesson Plan

- Assignment – Draft Lesson Plan Submission
- Assignment – Revised Lesson Plan Submission



Module 5: Next Steps

- Portfolio – Teacher Reflection Rubric
- Discussion Board – Share Your Work
- 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 Simulations of Democratic Processes 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.

