

Developed in collaboration with Rob Powers, Plymouth Public Schools and Lew Alberti Duxbury Public Schools

Title: Massachusetts State and Local Government

(Approximate length of time to complete – 10 hours = 10 PDP Points)

<p>About this Micro-credential</p>	<p><u>Key Outcomes for Participants:</u> (Alignment with Curriculum Frameworks) The structure of Massachusetts state and local government48 [8.T6]</p> <p>Successful completion of this micro-credential means that educators provided evidence that they created and administered a performance task that employs the History & Social Science Practice Standards and addresses most/all of the following content standards:</p> <ul style="list-style-type: none"> ● Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government. ● Compare and contrast the functions of state government and national government. ● Structure and responsibilities of local government ● Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff’s departments in counties.
<p>Supporting Research</p>	<p>Jonathan, Kathleen Hall Jamieson, Peter Levine, Ted McConnell, and David B. Smith, eds. <i>Guardian of Democracy: The Civic Mission of Schools</i>. Rep. Philadelphia: Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of, 2011. Print.</p>
<p>Resources</p>	<p>Content Resources:</p> <p>U.S. Constitution - National Constitution Center</p> <p>The Massachusetts Constitution - Massachusetts Constitution</p> <p>“Massachusetts State Constitution” by Dr. Robert Allison (Video) https://www.youtube.com/watch?v=O6_d8RrsOIE</p> <p>The Secretary of the Commonwealth - A Citizen's Guide to Massachusetts (Particularly Section C)</p> <p>Mass Bar Association - The Legislative Process</p> <p>“The Massachusetts Legislature: Who, What, Where, Why, and When” by the Massachusetts League of Women Voters (Video) https://www.youtube.com/watch?v=J4XbWIgnPSw</p> <p>Citizen's Guide to Town Meeting http://www.sec.state.ma.us/cis/cistwn/twnidx.htm</p> <p>MA League of Women Voters - Massachusetts Executive Branch https://lwvma.org/your-government/executive-branc/</p> <p>County Government</p>

	<p>http://www.sec.state.ma.us/cis/cislevelsofgov/ciscounty.htm</p> <p>Forms of Municipal Governments - Mass Municipal Association https://www.mma.org/wp-content/uploads/2017/12/muni_forms_of_gov2018.pdf https://www.mma.org/wp-content/uploads/2018/07/forms_of_local_government_0.pdf</p> <p>Municipal Government Flowcharts - Mass Municipal Association https://www.mma.org/wp-content/uploads/2018/07/forms_of_gov_charts_0.pdf</p> <p>Facts about Annual Town Meeting - Mass Municipal Association https://www.mma.org/wp-content/uploads/2018/07/facts_about_annual_town_meetings_0.pdf</p> <p>Pedagogy/Performance Task Resources:</p> <p>MA History & Social Science Practice Standards (pp. 23-25): http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</p> <p>“Performance Task Blog Series #1 - What is a Performance Task?” by Jay McTighe https://blog.performancetask.com/what-is-a-performance-task-part-1-9fa0d99ead3b</p> <p>“Steps in Designing a Performance Task” Template by Jay McTighe https://jaymctighe.com/downloads/Steps-in-Designing-a-Performance-Task.pdf</p> <p>Performance Task Template by Jay McTighe (Word Document) https://jaymctighe.com/downloads/Task-Template-WORD.doc</p> <p>“Taking Informed Action” - C3 Teachers (Video) https://www.youtube.com/watch?v=PC6J4tc3_TY</p>
<p>Submission Requirements</p>	<ol style="list-style-type: none"> 1. A 500-word narrative reflecting on the teacher’s existing knowledge and instructional base regarding state and local government 2. The submission of a lesson plan and supporting documents (handouts, rubrics, etc.) for a performance task aligned to the learning standards listed above 3. Evidence of student engagement (work samples) with teacher reflection
<p>Submission Guidelines</p>	<p>Part 1 - Contextual Narrative In approximately 300 words, compose a narrative that addresses the following questions:</p> <ol style="list-style-type: none"> A. How do you currently incorporate the topic of state and local government in your classroom? If you don’t currently address it, what are the barriers to learning about state and local government in your class? B. What is the structure of the municipal government for the community in which you teach? How does this structure relate to the resources within this micro-credential? <p>Part 2 - State & Local Government Performance Task Develop and submit a performance task centered on state & local government topics that engages students in multiple History & Social Science Practice Standards:</p> <ul style="list-style-type: none"> ● Demonstrating civic knowledge, skills, and dispositions ● Conducting inquiries (student-generated or teacher-led)

- Organizing information from a variety of sources, analyzing sources for purpose and/or point of view and fact or opinion
- Evaluating sources for credibility, accuracy, and/or relevance
- Arguing or explaining conclusions, using valid reasoning and evidence
- Determining next steps and, if appropriate, taking informed action

Be sure to include all student handouts and supplemental materials (student handouts, rubrics, etc.) to give the micro-credentialed assessor a complete understanding of the performance task.

Part 3

Submit two examples of student products and associated rubrics/feedback from the teacher and provide a 300- to 500-word reflective narrative that addresses the following:

- What do the student data tell you about their understanding of state & local government relative to the applicable MA Social Science Frameworks? How did you draw this conclusion?
- What were the strengths and successes of this task and the learning that took place? In what ways would you modify this task for the next administration?

Evaluation Criteria

PART 1: Contextual Narrative

YES – The narrative sufficiently and thoughtfully addresses the prompts

NO – The narrative does not sufficiently and thoughtfully address the prompts

PART 2: Performance Task

Must demonstrate proficiency on all elements of the rubric:

	Proficient	Approaching Proficient
Content	Performance task sufficiently engages students in the state & local content outlined in the 2018 Massachusetts History & Social Science Framework	Performance task insufficiently engages students in the state & local content outlined in the 2018 Massachusetts History & Social Science Framework
History & Social Science Practice Standards	Performance task sufficiently engages students in the History & Social Science Practice Standards outlined in the 2018 Massachusetts History & Social Science Framework	Performance task insufficiently engages students in the History & Social Science Practice Standards outlined in the 2018 Massachusetts History & Social Science Framework
Supporting Materials	Supporting materials are sufficient in giving the assessor a clear understanding of the task and its intended learning outcomes	Supporting materials are not sufficient in giving the assessor a clear understanding of the task and its intended learning outcomes

PART 3: Reflection

YES – Student evidence is present and sufficient AND reflective narrative sufficiently addresses the prompts

NO – Student evidence is absent/insufficient AND/OR reflective narrative insufficiently addresses the prompts