

Developed in collaboration with Rita Marie Benoit, Duxbury Public Schools

Title: Massachusetts cities and towns today and in history

Description: Educators will gain foundational knowledge in local government as well as create & administer an active learning project for 3-5th grade students aligned with content standards addressing the purpose of governments, what governments do, and how people participate and contribute to their communities.

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

About this Micro-credential	<p><u>Key Outcomes for Participants:</u> (Alignment with Curriculum Frameworks: Grade 3 Topic 1)</p> <p>Successful completion of this micro-credential means that educators provided evidence that they:</p> <ul style="list-style-type: none">● Gain foundational knowledge about local government and how people participate in and contribute to their communities:<ul style="list-style-type: none">■ Describe why classrooms, schools, towns, and cities have governments■ Describe what governments do■ Describe how local governments are organized in Massachusetts■ Describe how people participate in and contribute to their communities.■ Utilize key vocabulary in written work● Create an action research project for your students such as volunteering in the community or develop an argument for making a change in a community and present their ideas
Supporting Research	<p>Guardian of Democracy: The Civic Mission of Schools https://www.carnegie.org/media/filer_public/ab/dd/abdda62e-6e84-47a4-a043-348d2f2085ae/ccny_grantee_2011_guardian.pdf</p> <p>Massachusetts Definition of College and Career Readiness in Civics Education http://www.doe.mass.edu/ccr/</p> <p>Mutto, Elizabeth C. Alison Rios Millett McCarthy, Elizabeth Bennion, Dick Simpson, eds. (2017) <i>Teaching Civic Engagement Across the Curriculum</i>. Washington DC: The American Political Science Association. Retrieved December 9, 2017</p> <p><i>Social Studies and the Young Learner</i>, periodical of the National Council for the Social Studies Retrieved November 1, 2017. https://www.socialstudies.org/publications/ssyl/march-april2018/learning-service-and-caring-an-application-in-the-first-grade</p>

<p>Resources</p>	<p>MA Citizen Information Services http://www.sec.state.ma.us/cis/cisidx.htm</p> <p>Citizen’s Guide to Town Meeting https://www.sec.state.ma.us/cis/cistwn/twnidx.htm</p> <p>Citizen’s Telephone Listing for MA city/town halls http://www.sec.state.ma.us/cis/cistel/telidx.htm</p> <p>Citizens Information Service Info for teachers and students http://www.sec.state.ma.us/cis/cisteachers.htm</p> <p>CIS City and Town Governments http://www.sec.state.ma.us/cis/cislevelsofgov/ciscitytown.htm</p> <p>Education.com Grade 3 civics resources (signing up is free) https://www.education.com/worksheets/third-grade/civics-government/</p> <p>Newsela Text Set: Why does local government matter? https://newsela.com/text-sets/281856 (joining is free for a temporary account)</p> <p>JFK Library lesson: Making Your Voice Heard https://www.jfklibrary.org/learn/education/teachers/curricular-resources/elementary-school-curricular-resources/making-your-voice-heard</p>
<p>Submission Requirements (assessments)</p>	<ol style="list-style-type: none"> 1. Narration to address the Essential Question: How can people get involved in their local government? 2. Designing Instructional Plans for Active Learning/Engaging students in civics through: <ol style="list-style-type: none"> a. participating in making decisions about school activities and rules b. investigating how city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety c. Identifying their Massachusetts community’s form of government d. Analyzing an example of and/or participating in and influencing their local government by reading and responding to news about local issues, voting, running for office, serving on boards or committees, attending hearings, or committee meetings e. Understanding and planning for volunteering to the community and neighborhood (opportunity for action project?) f. Research recent ways that people who own property, such as a house, condominium or commercial building, in their city or town contributed to community services by paying taxes, which fund services such as public schools

	<p>and libraries, city/town/regional planning, street maintenance.</p> <p>3. Evidence of student engagement with teacher reflection</p>
<p>Submission Guidelines</p>	<p>Part 1</p> <ol style="list-style-type: none"> 1. Briefly summarize your prior knowledge of local government and how people participate in and contribute to their communities. Describe how you have addressed this topic in your class. 2. Narrative identifying the structure of local government in your school's town and how people contribute to their community. <ol style="list-style-type: none"> a. using the resources listed above and others you find, read about the structure of local town government. Identify the key components that students should know. b. using the resources listed above and others you find, read about the ways people participate in their communities and government thereof. Identify some key ways that students should know and be able to describe. c. using the resources listed above and others you find, read about the ways people make contributions to their communities. Identify some key ways that students should know and be able to describe. d. Write a narrative about these elements of local government and community participation, especially those that your students should know and understand. <p>Part 2</p> <ol style="list-style-type: none"> 3. Instructional Plan relevant to learning in action <ol style="list-style-type: none"> a. create an instructional plan for an active learning project appropriate to your grade level. Include the following: <ol style="list-style-type: none"> i. purpose of the project in terms of student learning ii. purpose of the project from a community involvement perspective - How will it benefit the community? iii. Identify state standards that the project addresses - across content areas, as appropriate iv. time for project completion, in and out of class if appropriate v. materials and needs with regards to access to the project for all learners vi. lesson breakdown by day/unit of time for students. For example, introduction might take two class periods, guest speaker might take one day, work in the school/community might be one week of classes. Performance assessment might be 1-2 classes. b. create a rubric for the performance assessment c. create self-reflection criteria 4. Artifacts and student work samples of student engagement with the learning <ol style="list-style-type: none"> a. these might be individual student responses and reflections to the lessons, photos, video clips, performance assessment rubric results.

	<p>5. Activities and assignments that students have completed with assessment results a. see #4 - activities and assignments would include anything not submitted above as artifact evidence</p> <p>Part 3 6. Teacher Reflection</p>												
<p>Evaluation Criteria</p>	<p>PART 1: Contextual Narrative</p> <p>YES – The narrative sufficiently and thoughtfully addresses the prompts</p> <p>NO – The narrative does not sufficiently and thoughtfully address the prompts</p> <p>PART 2: Performance Task</p> <p>Must demonstrate proficiency on all elements of the rubric:</p> <table border="1" data-bbox="386 793 1497 1125"> <thead> <tr> <th></th> <th>Proficient</th> <th>Approaching Proficient</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>Performance task sufficiently engages students in the state & local content outlined in the 2018 Massachusetts History & Social Science Framework</td> <td>Performance task insufficiently engages students in the state & local content outlined in the 2018 Massachusetts History & Social Science Framework</td> </tr> <tr> <td>History & Social Science Practice Standards</td> <td>Performance task sufficiently engages students in the History & Social Science Practice Standards outlined in the 2018 Massachusetts History & Social Science Framework</td> <td>Performance task insufficiently engages students in the History & Social Science Practice Standards outlined in the 2018 Massachusetts History & Social Science Framework</td> </tr> <tr> <td>Supporting Materials</td> <td>Supporting materials are sufficient in giving the assessor a clear understanding of the task and its intended learning outcomes</td> <td>Supporting materials are not sufficient in giving the assessor a clear understanding of the task and its intended learning outcomes</td> </tr> </tbody> </table> <p>PART 3: Reflection</p> <p>YES – Student evidence is present and sufficient AND reflective narrative sufficiently addresses the prompts</p> <p>NO – Student evidence is absent/insufficient AND/OR reflective narrative insufficiently addresses the prompts</p>		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
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