



MASSACHUSETTS

CERTIFICATION

Massachusetts issues Type A, B, and C certificates according to the state's Title II report. The state offers provisional, temporary, initial, and professional licenses. The following requirements pertain to the initial, Type B license. In general candidates must possess a bachelor's degree from an accredited college or university, have passing scores on required examinations, take courses that address professional standards, and be of sound moral character.

Elementary Certification

For elementary certification in Massachusetts, as part of an undergraduate program, elementary teachers are required to have at least 36 hours in upper- and lower-division arts and sciences course work, including U.S. history from colonial times to the present; world history, including European history, from ancient times to the present; geography; economics; and U.S. government including founding documents. For post-baccalaureate programs, passing the subject matter test is the main requirement. The topics in history and social science that are addressed on subject matter knowledge tests include

- ❖ major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization;
- ❖ basic economic principles and concepts;
- ❖ basic geographical principles and concepts; and
- ❖ U.S. political principles, ideals, institutions, and processes, their history and development.

Middle-Level Certification

For middle level 36 hours in a mathematics/science or English/history program of studies, the subject matter knowledge requirement for 5–8 certification is the same as that for secondary certification in history.

Secondary Certification

Certification in history is available for grades 5–8 and 8–12. The subject matter knowledge required includes:

- ❖ United States history: indigenous people of North America; European settlements and colonies; the American Revolution; expansion, reform, and economic growth of the United States up to the Civil War; the Civil War and Reconstruction; European immigration, industrialization, and scientific and technological progress; the two World Wars; and the United States from 1945 to the present;
- ❖ world history: human beginnings and early civilizations (Africa, Babylonia, Egypt, India, and China); roots of Western civilization (Israel, Greece, Rome); English and Western European history; Renaissance and the age of exploration; development of Asia, Africa, and South America; age of revolutionary change in Europe; the world in the era of two World Wars; and the world from 1945 to the present;
- ❖ geography: major physical features of the world and key concepts of geography and its effects on various peoples;
- ❖ economics: fundamental economic concepts and economic reasoning and American economic history;
- ❖ government: principles of American government and the Founding Documents of the United States and comparative government;
- ❖ history and philosophy of science (not included for middle school); and
- ❖ methods and sources for research in history.

STANDARDS

Standards for Teachers

The state of Massachusetts has professional standards and content standards for teachers. In its Title II report Massachusetts explains that its content standards are found in its licensure regulations in the section pertaining to subject matter knowledge requirements for teachers. Please see the above section for this information.

Standards for Students

The History and Social Science Curriculum Framework in Massachusetts has undergone revision as of late. The new document replaces the 1997 framework. As of this writing, the history standards had been approved by the state Board of Education and copy editing of the final draft was in progress.

In order to promote the teaching of a coherent historical narrative, the four disciplines that comprise the History and Social Science Framework are integrated into the standards. History, geography, economics, and civics and government are not presented as four separate strands. The learning standards, concepts, and skills in the framework are organized by grade level sets in grades pre-K–K through 7. In grades 8–12 courses in world history and U.S. history are outlined, and electives in economics and government are described. Seven themes are pro-

vided that are intended to assist teachers in organizing the curriculum. These themes, which were designed to reflect the 1988 Bradley Commission Report and the National Center for History in Schools' 1992 document "Lessons from History," include

- ❖ the evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity;
- ❖ the growth and impact of centralized state power;
- ❖ the influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries;
- ❖ the effects of geography on the history of civilizations and nations;
- ❖ the growth and spread of free markets and industrial economies;
- ❖ the development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment; and
- ❖ the birth, growth, and decline of civilizations.

The framework at each grade level identifies the main topics covered at that grade level. Then specific standards are written for history and geography, civics and government, and economics. The following are topics for each grade:

- ❖ Pre-K–K: Living, Learning, and Working Together
- ❖ Grade 1: True Stories and Old Tales from America and from Around the World
- ❖ Grade 2: E Pluribus Unum
- ❖ Grade 3: Massachusetts and Its Cities and Towns: Geography and History
- ❖ Grade 4: North American Geography with Optional Standards for One Early Civilization
- ❖ Grade 5: United States History, Geography, Economics, and Government: Early Exploration to Westward Movement
- ❖ Grade 6: World Geography
- ❖ Grade 7: Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History
- ❖ Grades 8–12: World History I: The World from the Fall of Rome through the Enlightenment
- ❖ Grades 8–12: World History II: The Rise of the Nation State to the Present
- ❖ Grades 8–12: U.S. History I: The Revolution through Reconstruction, 1763–1877
- ❖ Grades 8–12: U.S. History II: Reconstruction to the Present, 1877–2001
- ❖ Grade 12 Elective: Economics
- ❖ Grade 12 Elective: American Government

HIGH SCHOOL GRADUATION/EXIT EXAM

Massachusetts does not have statewide graduation requirements. Local committees establish policies for schools. A summary of graduation requirements written in 2001 found that the majority of Massachusetts school districts require their students to take three years of history/social science to graduate from high school.

Exit Exam

A plan is currently being implemented to establish an end-of-course exam to be administered in grades 10 or 11 in U.S. history. The exam is scheduled to be piloted in 2004–05 and operational by 2005–06.

ASSESSMENT

The Massachusetts Comprehensive Assessment System (MCAS) will examine students in history and social science. The tests will be administered to students in grades 5, 7, and 10 or 11. The test for 5th graders will address U.S. history and geography and early settlements through the War of 1812. Seventh graders will be tested in world geography and the history of ancient and classical civilizations. End-of-course assessments will be given to students in either grade 10 or 11 on United States history. These tests are currently in development and will be piloted in 2004–05. The state expects the exams to be operational by 2005–06.