

MAJOR IN MIDDLE SCHOOL EDUCATION

Requirements

This is a screened program. Please see the admission requirements for additional information.

Students interested in teaching Middle School students (Grades 4-9) should contact the Department of Secondary & Middle School Education. Middle School Education majors must select two content areas from the following: English, Mathematics, Science, and Social Studies/History, which leads to Maryland State Teacher Certification in Middle School in both of the content areas selected. The Pass (PS) grading option may not be used for any of the courses listed below.

Minimum requirements for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship are outlined on the Standards for Teacher Education page in the Undergraduate Catalog.

Mathematics Content Required Courses

Code	Title	Units
MATH 215	RATIONAL NUMBERS AND PROPORTIONAL REASONING FOR MIDDLE SCHOOL MATHEMATICS TEACHERS	4
MATH 225	ALGEBRA AND NUMBER CONCEPTS FOR MIDDLE SCHOOL TEACHERS	4
MATH 231	BASIC STATISTICS	3
MATH 236	PROBABILITY AND STATISTICS FOR MIDDLE SCHOOL TEACHER PREPARATION	1
MATH 255	GEOMETRY FOR MIDDLE SCHOOL TEACHERS	4
MATH 273	CALCULUS I	4
MATH 325	MATHEMATICAL PROBLEM SOLVING FOR MIDDLE SCHOOL TEACHERS	3
Content Methods		
MATH 425	MATHEMATICS TEACHING IN THE MIDDLE SCHOOL	3
Total Units		26

Science Content Required Courses

Code	Title	Units
BIOL 120 & 120L	PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB]	4
BIOL 301	FIELD AND NATURAL SCIENCE	3
CHEM 121 & 121L	ALLIED HEALTH CHEMISTRY I LECTURE and ALLIED HEALTH CHEMISTRY I LABORATORY	4
GEOG 101	PHYSICAL GEOGRAPHY	3
PHYS 205	PHYSICS FOR MIDDLE SCHOOL TEACHERS	3
PHSC 206	EARTH-SPACE SCIENCE FOR MIDDLE SCHOOL TEACHERS	3
SCIE 355	TEACHING ENGINEERING DESIGN IN SCIENCE EDUCATION	2
Content Methods		

SCIE 381	TEACHING SCIENCE AT THE MIDDLE SCHOOL LEVEL	3
Total Units		25

Social Studies Content Required Courses

Code	Title	Units
ANTH 207 or ANTH 209	CULTURAL ANTHROPOLOGY ANTHROPOLOGY OF AMERICAN CULTURE	3
ECON 201	MICROECONOMIC PRINCIPLES	3
GEOG 102 or GEOG 105	WORLD REGIONAL GEOGRAPHY GEOGRAPHY OF INTERNATIONAL AFFAIRS	3
GEOG 109	INTRODUCTION TO HUMAN GEOGRAPHY	3
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR	3
HIST 146 or HIST 102	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR EUROPE: FROM THE AGE OF CAESAR TO THE AGE OF CALVIN, FIRST TO SEVENTEENTH CENTURY	3
HIST 160	WORLD HISTORY BEFORE 1300	3
HIST 161	WORLD HISTORY SINCE 1300	3
POSC 103	AMERICAN NATIONAL GOVERNMENT	3
SOCI 101	INTRODUCTION TO SOCIOLOGY	3
SOSC 401	TOPICS IN SOCIAL SCIENCE	3
Content Methods		
MSED 365	TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL	3
Total Units		36

English Content Required Courses

Code	Title	Units
American Literature		
ENGL 238	SURVEY OF AMERICAN LITERATURE	3
British Literature		
ENGL 221 or ENGL 222	BRITISH LITERATURE TO 1798 BRITISH LITERATURE SINCE 1798	3
Diversity in American Literature		
Select one of the following:		3
ENGL 233	SURVEY OF AFRICAN-AMERICAN LITERATURE	
ENGL 234	MAJOR WRITERS IN AFRICAN-AMERICAN LITERATURE	
ENGL 235	ETHNIC-AMERICAN LITERATURE	
ENGL 239	MODERN JEWISH LITERATURE	
Linguistics and Grammar		
ENGL 251	APPLIED GRAMMAR	3
World Literature/Non-Western Literature		
Select one of the following:		3
ENGL 243	INTRODUCTION TO CLASSICAL MYTHOLOGY	
ENGL 244	WORLD FOLKLORE	
ENGL 248	LITERATURE OF GLOBAL EXPERIENCE	
ENGL 341	HISTORY AND LITERATURE OF THE OLD TESTAMENT	

ENGL 343	MYTH AND LITERATURE	
ENGL 347	CITIES IN WORLD LITERATURE WRITTEN IN ENGLISH	
Advanced Writing		
Select one of the following:		3
ENGL 310	WRITING ARGUMENT	
ENGL 313	ACADEMIC ESSAY	
ENGL 316	WRITING ABOUT LITERATURE	
WMST 333	WOMEN'S WORDS, WOMEN'S LIVES	
Adolescent Literature		
SCED 419	YOUNG ADULT LITERATURE	3
Content Methods		
MSED 367	TEACHING LANGUAGE ARTS IN THE MIDDLE SCHOOL	3
Total Units		24

Required Professional Education Courses for Middle School Education

Code	Title	Units
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY	3
SCED 304	EDUCATION, ETHICS AND CHANGE	3
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (Prerequisite: PSYC 101)	3
ISTC 301	INTEGRATING INSTRUCTIONAL TECHNOLOGY	3
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
MSED 342	PRINCIPLES OF MIDDLE LEVEL EDUCATION	4
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS ¹	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499)	3
SCED 499	INTERNSHIP IN EDUCATION ²	6
Internship (Taken in 2 Content Areas for 6 units each)		12
MSED 383	INTERNSHIP IN MIDDLE SCHOOL EDUCATION IN ENGLISH	
MSED 389	INTERNSHIP IN MIDDLE SCHOOL EDUCATION IN HISTORY	
MSED 393	INTERNSHIP IN MIDDLE SCHOOL EDUCATION IN SCIENCE	
MSED 426	INTERNSHIP IN MIDDLE SCHOOL EDUCATION IN MATH	
SCED 401	ANALYZING THE INTERNSHIP EXPERIENCE (taken concurrently with Student Teaching or the Full-Time Internship)	3
Total Units		49

¹ Taken concurrently with MSED 342 and shares a required field experience

² Taken at a professional development school in the fall term. Taken concurrently with Methods of Teaching in the content areas. (See Content Areas in the above listings.)

The Professional Year and Full Time Internship

All teacher candidates conduct their internship in Professional Development Schools (PDS). These are schools in which there is a partnership between the schools and the College of Education (COE). All students wishing to enroll in their internship courses must meet with their Middle School adviser to receive permission to register. Students will not be admitted to the internship without prior approval of an adviser.

Four-Year Plan of Study English / Science Content Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
ENGL 221 or 222 (Core 5)	3	BIOL 120 & 120L (Core 7)	4
Core 1 (or Core 2)	3	EDUC 202 (Core 10)	3
Core 3	3	GEOG 101 (Core 8)	3
Core 4	3	Core 1 (or Core 2)	3
Core 6 (PSYC 101 Recommended)	3		
15		13	

Sophomore

Term 1	Units	Term 2	Units
CHEM 121 & 121L	4	ENGL 233, 234, 235, or 239	3
EDUC 203 (Core 13)	3	ENGL 251	3
ENGL 238 (Core 11)	3	ISTC 301	3
ENGL 310, 313, 316, or WMST 333 (Core 9)	3	SPED 301	3
Core 12	3	SCED 305	3
16		15	

Junior

Term 1	Units	Term 2	Units
BIOL 301	3	MSED 342	4
ENGL 243, 244, 248, 341, 343, or 347	3	PHYS 205	3
SCED 304 (Core 14)	3	PHSC 206	3
SCIE 355	2	SCED 419	3
Elective	4	SCED 460	3
15		16	

Senior

Term 1	Units	Term 2	Units
MSED 367	3	MSED Student Teaching	12

SCED 461	3	SCED 401	3
SCED 499	6		
SCIE 381	3		
	15		15

Total Units 120

English / Math Content Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
ENGL 221 or 222 (Core 5)	3	EDUC 202 (Core 10)	3
MATH 273 (Core 3)	4	MATH 215	4
Core 1 (or Core 2)	3	Core 2 (or Core 1)	3
Core 4	3	Core 7	3
Core 6 (PSYC 101 Recommended)	3	Core 12	3
	16		16

Sophomore

Term 1	Units	Term 2	Units
EDUC 203 (Core 13)	3	ENGL 233, 234, 235, or 239	3
ENGL 238 (Core 11)	3	ENGL 251	3
MATH 225	4	ISTC 301	3
Core 8	3	MATH 231	3
		MATH 236	1
		SPED 301	3
	13		16

Junior

Term 1	Units	Term 2	Units
ENGL 243, 244, 248, 341, 343, or 347	3	MATH 325	3
ENGL 310, 313, 316, or WMST 333 (Core 9)	4	MSED 342	3
MATH 255	4	SCED 305	3
SCED 304 (Core 14)	3	SCED 419	3
		SCED 460	3
	13		16

Senior

Term 1	Units	Term 2	Units
MATH 425	3	MSED Student Teaching	12
MSED 367	3	SCED 401	3
SCED 461	3		
SCED 499	6		
	15		15

Total Units 120

English / Social Studies Content Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
ENGL 221 or 222 (Core 5)	3	GEOG 102 or 105 (Core 12)	3
ENGL 238 (Core 11)	3	HIST 145	3
Core 1 (or Core 2)	3	SOCI 101 (Core 6)	3
Core 3	3	Core 2 (or Core 1)	3
Core 4	3	Core 8	3
	15		15

Sophomore

Term 1	Units	Term 2	Units
ANTH 207	3	EDUC 202 (Core 10)	3
ECON 201	3	ENGL 233, 234, 235, or 239	3
EDUC 203 (Core 13)	3	ENGL 310, 313, 316, or WMST 333 (Core 9)	3
HIST 146 or 102	3	GEOG 109	3
POSC 103	3	ISTC 301	3
		HIST 160	3
	15		18

Junior

Term 1	Units	Term 2	Units
ENGL 243, 244, 248, 341, 343, or 347	3	MSED 342	4
ENGL 251	3	SCED 304 (Core 14)	3
HIST 161	3	SCED 419	3
SCED 305	3	SCED 460	3
SPED 301	3	SOSC 401	3
Core 7	4		
	19		16

Senior

Term 1	Units	Term 2	Units
MSED 365	3	MSED Student Teaching	12
MSED 367	3	SCED 401	3
SCED 461	3		
SCED 499	6		
	15		15

Total Units 128

Science / Math Content Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units Term 2	Units
MATH 273 (Core 3)	4 BIOL 120 & 120L (Core 7)	4
Core 1 (or Core 2)	3 EDUC 202 (Core 10)	3
Core 4	3 MATH 215	4
Core 5	3 Core 2 (or Core 1)	3
Core 6 (PSYC 101 Recommended)	3 Core 11	3
	16	17

Sophomore

Term 1	Units Term 2	Units
CHEM 121 or 121L	3 ISTC 301	3
EDUC 203 (Core 13)	3 MATH 231	3
GEOG 101 (Core 8)	3 MATH 236	1
MATH 225	4 SCED 305	3
Core 12	3 SPED 301	3
	16	13

Junior

Term 1	Units Term 2	Units
BIOL 301	3 MATH 325	3
MATH 255	4 MSED 342	4
SCED 304 (Core 14)	3 PHSC 206	3
SCIE 355	2 PHYS 205	3
Core 9	3 SCED 460	3
	15	16

Senior

Term 1	Units Term 2	Units
MATH 425	3 MSED Student Teaching	12
SCED 461	3 SCED 401	3
SCED 499	6	
SCIE 381	3	
	15	15

Total Units 123**Science / Social Studies Content Sample Four-Year Plan**

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units Term 2	Units
GEOG 101 (Core 8)	3 BIOL 120 & 120L (Core 7)	4
HIST 145	3 GEOG 102 or 105 (Core 12)	3
POSC 103 (Core 11)	3 GEOG 109	3
SOCI 101 (Core 6)	3 HIST 146 or 102	3
Core 1 (or Core 2)	3 Core 2 (or Core 1)	3
Core 3	3	
	18	16

Sophomore

Term 1	Units Term 2	Units
ANTH 207	3 ECON 201	3
CHEM 121 & 121L	4 EDUC 203 (Core 13)	3
EDUC 202 (Core 10)	3 HIST 161	3
HIST 160	3 ISTC 301	3
Core 4	3 SCED 305	3
	16	15

Junior

Term 1	Units Term 2	Units
BIOL 301	3 MSED 342	4
SCED 304 (Core 14)	3 PHSC 206	3
SCIE 355	2 PHYS 205	3
SPED 301	3 SCED 460	3
SOSC 401	3 Core 9	3
Core 5	3	
	17	16

Senior

Term 1	Units Term 2	Units
MSED 365	3 MSED Student Teaching	12
SCIE 381	3 SCED 401	3
SCED 461	3	
SCED 499	6	
	15	15

Total Units 128**Social Studies / Math Content Sample Four-Year Plan**

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units Term 2	Units
HIST 145	3 GEOG 102 or 105 (Core 12)	3
MATH 273 (Core 3)	4 GEOG 109	3
POSC 103 (Core 11)	3 HIST 102 (Core 5)	3
SOCI 101 (Core 6)	3 MATH 215	4
Core 1 (or Core 2)	3 Core 2 (or Core 1)	3
	16	16

Sophomore

Term 1	Units Term 2	Units
ANTH 207	3 ECON 201	3
EDUC 202 (Core 10)	3 EDUC 203 (Core 13)	3
HIST 160	3 HIST 161	3
MATH 225	4 ISTC 301	3
Core 4	3 MATH 231	3
	MATH 236	1
	SCED 305	3
	16	19

Junior		
Term 1	Units Term 2	Units
MATH 255	4 MATH 325	3
SCED 304 (Core 14)	3 MSED 342	4
SOSC 401	3 SCED 460	3
SPED 301	3 Core 7	4
Core 8	3-4 Core 9	3
16-17		17
Senior		
Term 1	Units Term 2	Units
MATH 425	3 MSED Student Teaching	12
MSED 365	3 SCED 401	3
SCED 461	3	
SCED 499	6	
15		15
Total Units 130-131		

Learning Outcomes

Standard 1: Middle Level School Philosophy and School Organization:

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Components

Component 1.a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Component 1.b. Middle Level Organization and Practices: Middle level teacher candidates use their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students. They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time).

Standard 2: Young Adolescent Development

Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.

Components

Component 2.a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and

moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives.

Component 2.b. Implications of Young Adolescent Development for Responsive Learning Environments: Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, inclusive, equitable, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and cultures differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology.

Component 2.c. Implications of Diversity for Young Adolescent Development: Middle level teacher candidates demonstrate their knowledge that diversity has implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They successfully model middle level practices that affirm the diversity of all young adolescents.

Standard 3: Middle Level Curriculum:

Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.

Components

Component 3.a. Context for Middle Level Curriculum: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Component 3.b. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.

Component 3.c. Middle Level Curriculum Standards: Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.

Component 3.d. Interdisciplinary Nature of Knowledge and Skills: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections

among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, digital literacy, information literacy, and citizenship

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.

Components

Component 4.a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are effective in the subjects they teach, and understand that instruction and assessment are interrelated.

Component 4.b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective, developmentally and culturally responsive, equitable, and anti-racist teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).

Component 4.c. Middle Level Assessment that Advances Learning: Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair and unbiased.

Standard 5: Middle Level Professional Roles

Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Components

Component 5.a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).

Component 5.b. Advocacy for Young Adolescents and Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable and just opportunities for all young adolescents.

Component 5.c. Engaging with Family and Community Members: Middle level teacher candidates value family and community members as assets. They understand the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.

Component 5.d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.