

MAJOR IN MIDDLE SCHOOL EDUCATION

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 236	AMERICAN INDIAN LITERATURE, 1772-PRESENT	
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 342	FOLKLORE AND LITERATURE	
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
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Content Methods

MSED 367	TEACHING LANGUAGE ARTS IN THE MIDDLE SCHOOL	3
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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	4
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
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Total Units 50

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.

English / Science Content Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

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, 236, 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, 342, 343, or 347	3 PHYS 205	3
SCED 304 (Core 14)	3 PHSC 206	3
SCIE 355	2 SCED 419	3

Elective	3 SCED 460	4
	14	17

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 Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

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, 236, 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, 342, 343, or 347	3 MATH 325	3
ENGL 310, 313, 316, or WMST 333 (Core 9)	3 MSED 342	4
MATH 255	4 SCED 305	3
SCED 304 (Core 14)	3 SCED 419	3
	SCED 460	4
	13	17

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 121

English / Social Studies Content Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

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, 236, 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, 342, 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	4
SPED 301	3 SOSOC 401	3
Core 7	4	
	19	17

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 129

Science / Math Content Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented

below. Students should consult with their adviser to make the most appropriate elective choices.

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	4
15		17

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 124

Science / Social Studies Content Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

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	4
SOSC 401	3 Core 9	3
Core 5	3	
17		17

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 129

Social Studies / Math Content Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

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	4
SPED 301	3 Core 7	4
Core 8	3-4 Core 9	3
	16-17	18
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 131-132		

Standard 1: Young Adolescent Development:

Middle level teacher candidates understand, use, 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 making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

- **Element a. Knowledge of Young Adolescent Development:** Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.
- **Element b. Knowledge of the Implications of Diversity on Young Adolescent Development:** Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.
- **Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction:** Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.
- **Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices:** Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective

middle level school organizational practices such as interdisciplinary team organization and advisory programs.

Standard 2: Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- **Element a. Subject Matter Content Knowledge:** Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.
- **Element b. Middle Level Student Standards:** Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.
- **Element c. Interdisciplinary Nature of Knowledge:** 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 relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

Standard 3: Middle Level 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.

- **Element a. Middle Level Philosophical Foundations:** Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
- **Element b. Middle Level Organization and Best Practices:** Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level

programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- **Element a. Content Pedagogy:** Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.
- **Element b. Middle Level Instructional Strategies:** Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
- **Element c. Middle Level Assessment and Data-informed Instruction:** Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.
- **Element d. Young Adolescent Motivation:** Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

- **Element a. Professional Roles of Middle Level Teachers:** Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).
- **Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices:** Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable

opportunities for all young adolescents in order to maximize their students' learning.

- **Element c. Working with Family Members and Community Involvement:** Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
- **Element d. Dispositions and Professional Behaviors:** Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.