

MAJOR IN HISTORY- SECONDARY EDUCATION

History majors with a Secondary Education concentration may wish to obtain certification to teach history/social studies at the secondary level. Upon graduation and completion of Maryland State Department of Education content test requirements, students in the Secondary Education Program are eligible to apply for certification by the Maryland State Department of Education. Please visit the Department of Secondary and Middle School Education catalog page for admission requirements.

Students who decide not to complete all secondary education requirements must select and complete a different major in order to graduate.

In addition to the Core Curriculum requirements, and the requirements specified by the Department of Secondary Education, students must complete 54 units with a grade equivalent of 2.00 or higher in each course taken from among the courses listed below. Of the 54 units, 21 must be completed in the required History courses, 24 in social sciences courses, and 9 units in History electives before completing the capstone internship. All History majors may transfer up to 18 units toward the major.

| Code | Title | Units |
|---|---|-------|
| Required Courses | | |
| HIST 102 | EUROPE: FROM THE AGE OF CAESAR TO THE AGE OF CALVIN, FIRST TO SEVENTEENTH CENTURY | 3 |
| HIST 103 | HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY | 3 |
| HIST 145 | HISTORY OF THE UNITED STATES TO THE CIVIL WAR ¹ | 3 |
| HIST 146 | HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR ¹ | 3 |
| HIST 300 | INTRODUCTION TO HISTORICAL STUDY ² | 3 |
| Select two of the following lower-level global survey courses in History: | | 6 |
| HIST 110 | EAST ASIAN CIVILIZATION TO THE 19TH CENTURY | |
| HIST 111 | MODERN EAST ASIA SINCE THE 19TH CENTURY | |
| HIST 117 | ISLAMIC HISTORY: FROM THE RISE OF ISLAM TO THE RISE OF THE OTTOMANS | |
| HIST 118 | MODERN MIDDLE EAST HISTORY | |
| HIST 121 | LATIN AMERICA: COLONIAL PERIOD | |
| HIST 122 | LATIN AMERICA: NATIONAL PERIOD | |
| HIST 135 | HISTORY OF AFRICA TO 1900 | |
| HIST 136 | AFRICA SINCE 1900 | |
| HIST 160 | WORLD HISTORY BEFORE 1300 | |
| HIST 161 | WORLD HISTORY SINCE 1300 | |
| HIST 202 | CITIES OF THE ANCIENT WORLD | |
| HIST 275 | HISTORY OF ANCIENT ISRAEL | |
| HIST 277 | A SURVEY OF JEWISH HISTORY | |

History Electives

Select three upper-level survey courses in History (HIST), including a minimum of two different geographic categories (U.S., Europe, global) ³ 9

Required Social Sciences Courses

| | | |
|--|--|---|
| ANTH 207 or ANTH 209 | CULTURAL ANTHROPOLOGY ¹ ANTHROPOLOGY OF AMERICAN CULTURE | 3 |
| ECON 201 | MICROECONOMIC PRINCIPLES ¹ | 3 |
| ECON 202 | MACROECONOMIC PRINCIPLES ¹ | 3 |
| POSC 103 | AMERICAN NATIONAL GOVERNMENT | 3 |
| SOCI 101 | INTRODUCTION TO SOCIOLOGY ¹ | 3 |
| SOSC 401 | TOPICS IN SOCIAL SCIENCE | 3 |
| Select one of the following Geography courses: | | 3 |
| GEOG 101 | PHYSICAL GEOGRAPHY | |
| GEOG 102 | WORLD REGIONAL GEOGRAPHY ¹ | |
| GEOG 105 | GEOGRAPHY OF INTERNATIONAL AFFAIRS | |
| GEOG 109 | INTRODUCTION TO HUMAN GEOGRAPHY ¹ | |
| Select one of the following Political Science courses: | | 3 |
| POSC 101 | INTRODUCTION TO POLITICAL SCIENCE ¹ | |
| POSC 105 | GOVERNMENTS OF THE WORLD | |
| POSC 107 | INTRODUCTION TO INTERNATIONAL RELATIONS ¹ | |
| POSC 207 | STATE GOVERNMENT | |

Total Units 54

¹ Courses have an honors equivalent version. Honors students should consult the course schedule to check for availability.

² HIST 300 must be taken during the junior year or equivalent.

³ Transferred lower-level History (HIST) courses do not fulfill upper (300-400) level electives.

Secondary Education Requirements

In addition to majoring in one of the certification subject areas and satisfying the University Core Curriculum requirements, students must complete 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.

| Code | Title | Units |
|--|---|-------|
| Secondary Education General Requirements (12 Units) | | |
| EDUC 202 | HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (Core 10) | 3 |
| EDUC 203 | TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13) | 3 |
| HIST 145 or HIST 146 | HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11) HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR | 3 |
| SCED 304 | EDUCATION, ETHICS AND CHANGE (Core 14) | 3 |

Secondary Education Professional Education Requirements (44-47 Units) ¹

| | | |
|--|--|--------------|
| ISTC 301 | INTEGRATING INSTRUCTIONAL TECHNOLOGY | 3 |
| SCED 305 | ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101) | 3 |
| SCED 341 | PRINCIPLES OF SECONDARY EDUCATION | 4 |
| SCED 401 | ANALYZING THE INTERNSHIP EXPERIENCE | 3 |
| SCED 460 | USING LITERACY IN THE SECONDARY SCHOOLS ² | 4 |
| SCED 461 | TEACHING LITERACY IN THE SECONDARY CONTENT AREAS ³ | 3 |
| SCED 499 | INTERNSHIP IN EDUCATION ⁴ | 6 |
| SPED 301 | INTRODUCTION TO SPECIAL EDUCATION | 3 |
| Methods Requirement | | |
| Select one of the following based on major: ⁵ | | 3-6 |
| SCED 353 | TEACHING MODERN FOREIGN LANGUAGE | |
| SCED 355 | TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL | |
| SCED 357 & SCED 419 | TEACHING ENGLISH IN THE SECONDARY SCHOOL and YOUNG ADULT LITERATURE | |
| Internship Requirement | | |
| Select one of the following based on major: | | 12 |
| SCED 383 | INTERNSHIP IN SECONDARY EDUCATION-ENGLISH | |
| SCED 384 | INTERNSHIP IN FRENCH EDUCATION | |
| SCED 389 | INTERNSHIP IN SECONDARY EDUCATION-HISTORY | |
| SCED 394 | INTERNSHIP IN SPANISH EDUCATION | |
| SCED 396 | INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE | |
| Total Units | | 56-59 |

¹ Students in the English major with a Secondary Education concentration will complete the Secondary Education Requirements with 47 units of professional education courses and 59 units of Secondary Education requirements total.

² Taken concurrently with SCED 341 and shares a required field experience

³ Taken concurrently with SCED 499.

⁴ Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461

⁵ Some methods courses are offered spring or fall only. Check with your adviser.

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 Secondary School adviser to receive permission to register. Students will not be admitted to the internship without prior approval of an adviser.

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 102 or 103 | 3 | COMM 131 (Core 5) | 3 |
| HIST 145 or 146 (Core 11) | 3 | HIST 102 or 103 | 3 |
| POSC 103 or SOCI 101 | 3 | HIST 145 or 146 | 3 |
| PSYC 101 (Core 6) | 3 | POSC 103 or SOCI 101 | 3 |
| Core 1 (or Core 2) | 3 | Core 2 (or Core 1) | 3 |
| Core 3 | 3 | | |
| | 18 | | 15 |

Sophomore

| Term 1 | Units | Term 2 | Units |
|--|-----------|--|--------------|
| ECON 201 or 202 | 3 | ANTH 207 or 209 | 3 |
| EDUC 202 (Core 10) | 3 | ECON 201 or 202 | 3 |
| HIST global survey course ¹ | 3 | EDUC 203 (Core 13) | 3 |
| Select one of the following: | 3 | HIST global survey course ¹ | 3 |
| GEOG 101 (Core 8) | | SOSC 401 | 3 |
| GEOG 102 (Core 12) | | Core 8 or Core 12 (if not already satisfied) | 3-4 |
| GEOG 105 (Core 12) | | | |
| GEOG 109 (Core 12) | | | |
| Core 7 | 4 | | |
| | 16 | | 18-19 |

Junior

| Term 1 | Units | Term 2 | Units |
|--|-----------|--|-----------|
| HIST 300 (Core 9) | 3 | HIST Upper Level Elective ² | 3 |
| HIST Upper-Level Elective ² | 3 | SCED 304 (Core 14) | 3 |
| SCED 305 | 3 | SCED 341 | 4 |
| Select one of the following: | 3 | SCED 460 | 4 |
| POSC 101 | | SPED 301 | 3 |
| POSC 105 | | | |
| POSC 107 | | | |
| POSC 207 | | | |
| Core 4 | 3 | | |
| | 15 | | 17 |

Senior

| Term 1 | Units | Term 2 | Units |
|--|-----------|----------|-----------|
| HIST Upper-Level Elective ² | 3 | SCED 389 | 12 |
| ISTC 301 | 3 | SCED 401 | 3 |
| SCED 355 | 3 | | |
| SCED 461 | 3 | | |
| SCED 499 | 6 | | |
| | 18 | | 15 |

Total Units 132-133

¹ Refer to the list of approved lower-level global survey courses within the requirements.

² Select an upper-level survey course, including a minimum of two different geographic categories (U.S., Europe, Global).

National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers

- **Standard 1. Content Knowledge** Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
- **Standard 2. Application of Content Through Planning** Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- **Standard 3. Design and Implementation of Instruction and Assessment** Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- **Standard 4. Social Studies Learners and Learning** Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- **Standard 5. Professional Responsibility and Informed Action** Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.