ED 3417: Teaching and Learning in the Middle School

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

Course provides comprehensive preparation for teaching in the middle school. Topics of study include young adolescent development; the family's impact on the middle school learner; middle school philosophy and structures; content, instruction, and assessment at the middle school level; and community engagement and the middle school.

B. COURSE EFFECTIVE DATES: 05/11/2011 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. The Development of Young Adolescents: Physical, Social, Emotional, Moral, & Cognitive
2. The Middle School: What It Is and How It Should Support Young Adolescents
3. The Classroom Environment
4. Interdisciplinary Instruction and Assessment
5. The Middle School and the Community

D. LEARNING OUTCOMES (General)

1. apply the research base and best practices of middle-level education.
2. identify and apply the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents.
3. identify concepts of “belonging” and “family connectedness” and principles of collaboration with families as critical to young adolescents’ development.
4. develop and apply curriculum goals and purposes based on the central concepts of their academic specialty.
5. integrate curriculum across subject areas in developmentally appropriate ways.
6. identify the role and alignment of stakeholder missions and goals in program planning.
7. describe the need to connect schooling experiences with personal, career, and educational needs and how to involve community partners in creating educational opportunities.
8. describe the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus
G. SPECIAL INFORMATION

None noted