

EDGML 501

Methods of Teaching Mathematics in the Middle School

2 Credit Hours

This course exposes both pre-service and in-service teachers to principles, current issues, materials and methods of teaching mathematics in grades 5-8. A strong mathematical background expected.

EDGML 502

Methods of Teaching English Language Arts in the Middle School

2 Credit Hours

This course covers the theories and practices of teaching English in middle school (grades 5-8) English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units

EDGML 503

Methods of Teaching Science in the Middle School

2 Credit Hours

This course is designed to prepare middle grade (5-8) science teacher candidates to teach science using the complex and scientifically appropriate inquiry model. The Illinois Learning Standards for Science and the Next Generation Science Standards will guide instructional planning activities. Emphasis will be placed upon the nature of science and its instructional methods including: the nature of scientific inquiry, the development of science process skills, integration of subject areas (STEM) and assessment, and using data to improve student achievement.

EDGML 504

Methods of Teaching Social Studies in the Middle School

2 Credit Hours

This course is specifically designed to develop the knowledge, skills and understandings needed to teach social studies at the middle school level (grades 5-8) by providing teacher candidates with a comprehensive overview of the most effective approaches to planning, implementing, managing and assessing successful and effective learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the middle level social studies classroom.

EDGML 505

Young Adolescent Development

2 Credit Hours

This course will address the unique social, emotional, physical and intellectual challenges faced by 10-14 year old children, known as the period of early adolescence. Middle level candidates will examine and reflect on the major concepts, principles, theories, and research related to young adolescent development. The focus will be on building the knowledge needed to provide healthy and effective learning environments for all young adolescents. Candidates will explore the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, including those whose language and cultures are different from their own. Critical understanding of these characteristics and

transformations will be an essential part of the course, along with a review of the important work of Piaget, Erickson and others who have made significant contributions toward our understanding and ability to effectively teach this age group. The vital elements of parental involvement and responsiveness to diversity will also be emphasized. Candidates will be prepared to transition to the middle school classroom through deep appreciation for and understanding of the children they will teach in grades 5-8.

EDGML 506

Data Driven Instruction

3 Credit Hours

This course will provide middle level teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher developed assessments, rubrics, checklists, data literacy and assessment-based grading.

EDGML 507

Historical Trends and Contemporary Issues in Education

3 Credit Hours

This course is designed to engage students in a critical exploration of the social and political history and dynamics of American public schools, as well as the demands of the teaching profession. Central to this study is an exploration of the myth and reality of diversity and equality in our democratic society. Current issues and trends will be dissected and debated to explore multiple perspectives and experiences. Trends and issues may include: standards and standardized testing, multicultural education, critical literacy, parental choice, unionization, school funding, educational reforms, and the legal and ethical rights and responsibilities of teachers and learners in our school communities. The course has a Community Based Learning (CBL) component, which will engage students in the application of learned concepts outside of the classroom. Students will be offered placements for a minimum of 20 hours of mutually beneficial services in various agencies in the community.

EDGML 508

Middle Level Classroom Environment: Supporting College/ Career Readiness

2 Credit Hours

This course is designed to engage students in a critical exploration of the social and political history and dynamics of American public schools, as well as the demands of the

teaching profession. Central to this study is an exploration of the myth and reality of diversity and equality in our democratic society. Current issues and trends will be dissected and debated to explore multiple perspectives and experiences. Trends and issues may include: standards and standardized testing, multicultural education, critical literacy, parental choice, unionization, school funding, educational reforms, and the legal and ethical rights and responsibilities of teachers and learners in our school communities. The course has a Community Based Learning (CBL) component which will engage students in the application of learned concepts outside of the classroom. Students will be offered placements for a minimum of 20 hours of mutually beneficial services in various agencies in the community.