

# Middle Grades & Secondary Education (MGSE)

---

Course information contained within the Bulletin is accurate at the time of publication in June 2025 but is subject to change. For the most up-to-date course information, please refer to the Course Catalog.

## **MGSE 2111. Applications of Teaching and Learning Theories to Classroom Practice (grades 4-12). 3 Credit Hours.**

This course will introduce students to the structure and philosophy of middle level schools, curriculum, and instruction by examining their relationship to aspects of young adolescent development and theories of learning. Emphasis will be placed on current understandings of how early adolescents learn and how these understandings inform instructional practices. The class will explore issues of motivating, engaging, and managing diverse, early adolescent students. NOTE: Background clearances are required.

**Co-requisites:** EDUC 2296.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** Minimum grade of C- in EDUC 2109 (may be taken concurrently)

## **MGSE 2189. Classroom Interactions. 3 Credit Hours.**

This course continues the process of preparing students to teach mathematics and science in upper elementary and secondary settings. The specific objectives of this course are to: 1) demonstrate to students how learning theories (from the "Knowing and Learning" course) manifest themselves in instructional settings (usually classrooms), allow students to design and implement instructional activities from their own understanding of knowing and learning mathematics and science, and evaluate the outcomes of those activities based on evidence from student artifacts, and 2) provide students with frameworks for thinking about equity issues in the classroom and larger school setting and their effects on learning and provide students with strategies for teaching diverse students equitably. The culminating activities of the course are the opportunities for students to teach in a high school and to learn whether they enjoy and are good at it. While in "Knowing and Learning" students study the meaning behind understanding a particular content area from an individual perspective, in "Classroom Interactions" the perspective shifts to studying how classroom events might promote or discourage learning mathematics and science and student equity. A major component of the "Classroom Interactions" course is the opportunity for students to reflect on and evaluate their own work as teachers.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** Minimum grade of C- in EDUC 2179 (may be taken concurrently) and (SCTC 1289 or SCTC 1389)

## **MGSE 3196. Teaching and Learning Literacy in the Middle Grades. 3 Credit Hours.**

The purpose of this writing intensive course is to prepare pre-service students to teach reading and English/language arts in the upper elementary and middle level settings. Students will be introduced to theories and current views of practice in the literacy field. The areas of language, listening, reading and writing are presented throughout this course as interrelated and integrated processes. Emphasis will be on providing pre-service teachers with the competencies to implement engaging literacy instructional practices while providing ongoing assessment for a diverse middle grades population.

**Co-requisites:** SPED 3187.

**Course Attributes:** WI

**Repeatability:** This course may not be repeated for additional credits.

## **MGSE 3404. Teaching and Learning Math in the Middle Grades. 3 Credit Hours.**

This course examines methods of teaching and assessing mathematics in the middle grades. Special attention is paid to understanding the conceptual difficulties students have in moving from whole numbers to rational numbers, additive thinking to multiplicative thinking, and arithmetic to algebra. Problem-solving, connections, and concrete models are emphasized.

**Repeatability:** This course may not be repeated for additional credits.

## **MGSE 3405. Teaching and Learning Science in the Middle Grades. 3 Credit Hours.**

The purpose of this course is to prepare pre-service teachers to teach science in the upper elementary and middle-level settings. The course will be based on the "Big Ideas" in the field of science and science education and will focus heavily on scientific inquiry as a pedagogical approach and a learning goal. The Big Ideas in Biology, Chemistry, Physics and Earth/Space Sciences will be integrated into the various classes along with themes, such as motivating students, assessing and moving student's ideas toward science conceptions through inquiry, using questioning and flexible teaching methods (based on how children learn), and integrating science with other disciplines. Students will apply, evaluate, and reflect upon science teaching methods through class and lab activities, case studies, field experience assignments, and instructional technology (e.g., science web sites and videos). Assignments for the course will use the foundation fostered in the course to examine (a) science content, (b) student conceptions, (c) the meeting of theory and practice, (d) instructional resources (e.g., websites), and (e) lesson planning.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 3466. Methods and Materials in Secondary Social Studies. 3 Credit Hours.**

This course focuses on applied social studies methods; the course objectives are (1) that pre-service social studies teachers will learn about the rich resources found at museums, archives, and historic sites and (2) that they will have an opportunity to apply what they have learned in the program to developing curricular materials. There is a required field experience for which students are placed at Philadelphia area cultural institutions. Students will be developing collections and curriculum materials for schools and teachers in general and for National History Day. Class time will be devoted to strengthening and supporting the field experience.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 3796. Differentiated Literacy Instruction in the Disciplines (grades 7-12). 3 Credit Hours.**

This course examines ways in which secondary teachers can support students' struggles with reading and writing in the disciplines, including Mathematics, History (Social Studies), the Sciences, Foreign Language, and English. How can we teach all students the concepts, facts, and skills that they need to do well in our discipline? What kinds of reading and writing issues can inhibit students' progress? How do we identify the kinds of difficulties that different text organizations may pose for students? What must a high school student learn to do to read and write appropriately in English, History, Science, and so on? How can we address these issues without taking time away from teaching our discipline? What kinds of reading and writing tasks can we use as resources for helping students to learn in our discipline? How do the current state and national emphases on standards and teacher accountability affect our responsibilities in the classroom? The answers to these questions have deep implications for the instructional activities that we will develop to enable all children to use reading and writing as tools for learning in our fields. This is also the Capstone Writing-Intensive Course in the Major. The course immerses you in the kinds of literate activities practiced in our profession. It examines the ways that reading and writing vary across the disciplines included in this course.

**Course Attributes:** WI

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4189. Project-Based Instruction. 3 Credit Hours.**

Project-Based Instruction (PBI) engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, students work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Students learn fundamental science and mathematical concepts and principles that they apply to their daily lives. PBI promotes equitable and diverse participation and engages students in learning. The PBI course supports your continued development as a teacher, building on your previous courses. PBI provides opportunities for you to observe and teach in the secondary science or mathematics classroom. This course will also provide opportunities for you to generate artifacts for a professional portfolio to meet requirements for certification. This course aims to help close the research-practice gap by developing your capacity to identify and evaluate best teaching practices as presented in research literature.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** minimum GPA of 3 in: courses numbered 0700 to 4999.

**MGSE 4296. Cultures, Communities, and Families. 3 Credit Hours.**

This writing intensive course seeks to help students answer the following questions: What is social studies and why do we study it? What is my place within history and/or social studies and how does this impact my instruction? How do we facilitate the study of history? When investigating these questions, students will examine how the practices of families, cultures, and communities impact teaching and learning. That is, students will discuss the influence of people, places, events, and ideas, and more specifically, look at race relations, gender, class, citizenship and democratic values, and global interdependence. From there, students will take these issues and develop units of study using the Teaching for Understanding framework.

**Course Attributes:** WI

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4427. Curriculum and Methods of Foreign Language Education. 3 Credit Hours.**

This course is focused on methods of teaching foreign languages to young learners. The course is also focused on the American Council of Foreign Language Teachers (ACTFL) proficiency guidelines and content standards. There will be a theoretical component to the course, investigating issues related to child and adolescent language learning, and how it differs from post-adolescent language learning. There will also be a very practical component to the course, in which students will have numerous opportunities to apply their learning by creating foreign language lesson units, lesson plans, and assessments for in K-8 grade language learners. There will also be a very strong assessment component to the course, focusing on how teachers can integrate authentic, formative assessments to help guide instructional planning. The overall goals of the course are to deepen students' understanding of how foreign language instruction affects child and adolescent language learning.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4428. Innovations in Foreign Language Education. 3 Credit Hours.**

This course seeks to allow foreign language teachers in training to examine methods and techniques of teaching language for communicative competence, and acquire practical knowledge of teaching. Featured are lesson and unit planning, teaching tasks, teaching strategies, materials development, teaching observations, and assessment based upon standards and learner performance guidelines. The course is also focused on the American Council of Foreign Language Teachers proficiency guidelines and Pennsylvania Department of Education World Languages content standards. The Intermediate Performance Assessment is also a focus of the course, and thus the 6 Temple University Teacher Education Program Performance Standards will be examined and applied extensively to foreign language teaching. Finally, a review of second language acquisition in relation to FL pedagogy is given. The goal of the course is to allow students to apply their pedagogical and content knowledge to a middle or high school foreign language teaching context.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4465. Teaching for Understanding in Secondary Social Studies. 3 Credit Hours.**

The purpose of this course is to develop an understanding of teaching the four major content areas of the social studies (history, geography, economics, and civics and government). The goal is to help prepare candidates to teach these areas in terms of designing curriculum and assessment; adapting strategies from the field; and considering innovative ways to teach by drawing on available resources. The course will cover the important theories of social education and the developmental course of learning history, economics, civics, geography, psychology, sociology, and anthropology.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4741. Teaching Literature and Reading: 7-12. 3 Credit Hours.**

An investigation of what texts ought to be taught in secondary schools, of how to teach them most effectively, and of the extent to which different student populations require different approaches. NOTE: As part of the course, students spend 2-3 hours each week assisting in a language arts classroom. Background Clearances are required. Also, prior to Fall 2024, this course was numbered MGSE 4641.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4742. Teaching Written Composition: 7-12. 3 Credit Hours.**

An examination of the knowledge that writers employ when they compose different kinds of texts, of the instructional contexts that are most effective in helping secondary students develop that knowledge, and of the extent to which different student populations require different approaches. NOTE: As part of the course, students spend 2-3 hours each week assisting in a language arts classroom. Background clearances are required. Also, prior to Fall 2024, this course was numbered MGSE 4642.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4801. Senior Seminar and Performance Assessment in Grades 4-12 Education. 3 Credit Hours.**

Students will be involved in experiences that prepare them for making the transition from college to the practice setting, and engage in activities that foster professionalism in school and community settings. The senior performance assessment, a requirement for teacher certification students, is also a part of the course. NOTE: This is a required course for all teacher certification candidates, which is taken during the student teaching semester.

**Co-requisites:** MGSE 4888.

**Repeatability:** This course may not be repeated for additional credits.

**MGSE 4888. Student Teaching in Grades 4-12. 9 Credit Hours.**

The student teaching experience is the last course taken before completion of a teacher preparation program and graduation. Students are provided with an opportunity to be in a classroom for an extended period of time and to put into practice what they have learned in their Middle Grades / Secondary Education Program. Over the course of the semester, students will experience, in depth, the full role and meaning of teaching in a middle or secondary grades classroom. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. NOTE: Background clearances required. All coursework must be completed before taking this course.

**Co-requisites:** MGSE 4801.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** minimum GPA of 3 in: courses numbered 0700 to 4999.