
Course: ED448 T & NT Teaching in Middle & Secondary Schools
Credit: 3 credit hours
Semester: Fall 2026 (Sessions 1 & 2) August 17 – December 11
Date & Time: Tuesdays & Thursdays 11:00 a.m. – 12:20 p.m.
Location: East Education, Room 129
Instructor: Dr. Karen Hange
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I. DESCRIPTION

This course will explore techniques for effective teaching at the middle and secondary school levels. This includes designing effective plans of study that incorporate critical thinking and problem solving for middle/secondary school students as well as literacy skills in the content areas. Differentiated learning plans for exceptional learners and ELL is included. (Prerequisite: ED190 or permission of the Education Department program director; must be officially admitted to the Teacher Education Program)

This course is offered in two formats: in-person and modular. Students registered for in-person attend the classes in person, modular students attend class intensive sessions as scheduled. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Education Department at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES: The student will:

1. Examine **basic concepts and theories** that are essential to effective middle and secondary teaching and learning.
 - a. PLO-1, 2, 4, 5 & 6
 - b. Assignments: A.1, A.2, C.1, C.2
2. Begin to formulate a set of **classroom practices and teaching strategies** which are consistent with a biblical philosophy of education.
 - a. PLO-1, 2, 3, 4 & 5

- b. Assignments: A.1, B.1, B.2, B.3, B.4, B.5, C.2,
- 3. Write **instructional objectives** in the cognitive, affective, and behavioral domains.
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, B.1, B.2, B.4, B.5
- 4. Write **lesson plans** incorporating educational technology.
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, B.1, B.2, B.4
- 5. Design an instructional **Unit Plan**.
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, B.3, B.5
- 6. Discuss approaches to measuring, evaluating, and reporting **student progress**.
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, B.5, C.3
- 7. **Demonstrate effective practices** for teaching at the middle and secondary school levels.
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: B.1, B.2, C.2, C.3
- 8. Discuss the guidelines recommended for teaching **culturally diverse students**.
 - a. PLO-1, 3 & 4
 - b. Assignments: A.1, A.2, B.4, B.5, C.1

IV. MATERIALS

Required Textbooks:

A. Bible (Please refer to Course Policies.)

B. American Psychological Association. (2020). *Concise guide to APA style* (7th ed.).
ISBN-13: 978-1433832734 ISBN10: 1433832739 \$19

C. Carjuzaa, J. & Kellough, R. (2017). *Teaching in the middle and secondary schools*.
(11th ed.) ISBN-13: 9780134069241 Looseleaf version \$133
ISBN-13: 9780137413737 (2020 update) Pearson eText \$64.98

Here is the Pearson link: <https://www.pearson.com/en-us/subject-catalog/p/teaching-in-the-middle-and-secondary-schools/P200000001338/9780137413737>

V. REQUIREMENTS

A. Reading Assignments:

1. **Textbook Reading & Chapter Activities:** Students will read the assigned chapters and complete selected activities for each chapter to demonstrate your level of understanding of textbook and supplemental reading.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned

articles. While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom!

2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Teaching & Classroom Experiences:

1. **Middle School demonstration lesson.** Students will develop a lesson plan aligned with state standards according to the template provided on CANVAS. They will gather supporting materials for all students in the class. Lessons will be recorded for evaluation and self-reflection. Further details will be provided on CANVAS.
2. **Secondary School demonstration lesson.** Students will develop a lesson plan aligned with state standards according to the template provided on CANVAS. They will gather supporting materials for all students in the class. Lessons will be recorded for evaluation and self-reflection. Further details will be provided on CANVAS.
3. **Bulletin Board Display:** Students will create an interactive bulletin board to support understanding of unit plan topic which will be displayed in the classroom.
4. **Lesson Planning:** Students will create 4 lesson plans aligned with state standards using the template provided in CANVAS. The lesson plans will center on the following instructional strategies:
 - Direct Instruction to introduce the unit
 - Discovery Learning lesson to focus on critical thinking and real life application
 - Collaborative learning activity with a formative assessment activity
 - Summative/project-based learning activity
5. **Unit Plan:** Create a 2-week instructional unit based on a content-specific topic. Use the template provided in CANVAS. Include:
 - Scope and Sequence...what will be taught and when it will be taught
 - Standards and Objectives based on Missouri Learning Standards
 - Include support for a variety of differentiated learners including English Language Learners, Learning Challenged, Academically Gifted/Talented, Physically Challenged, etc.
 - Include integration: Biblical principles, reading, math, science, art, music, PE., etc.
 - Include two technology applications or website activities

C. Written Assignments:

1. **Multicultural Perspective:** Read and report on a novel written from a multicultural perspective about a middle school or high school student experiencing challenges in school. Compare with the current educational settings that you are familiar with and identify 3 “best practices” that you could implement into a classroom that would help support students with similar challenges. Support your ideas with at least 2 academic sources. Further details will be provided in CANVAS.
2. **Book Review:** Select a book about instructional methods that will support your current level of learning and growth. A suggested book list can be found in CANVAS. Students will complete a reading report and prepare a PowerPoint presentation that could be used for future “teacher training” on the book reviewed. Book selection must be approved by the professor prior to reading.
3. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on what you have learned and how you have grown as an educator as a result of completing the week’s assignments.

VI. METHODS

A. Teaching and Learning

1. Research and reading
2. Writing
3. Projects
4. Practicing skills
6. Lectures
7. Discussions
8. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Lesson Plans	200 (50 points x 4 lesson plans)
Unit Plan	200 points
Bulletin Board	50 points
Multicultural Perspective Book review	50 points
Instructional Strategies Book review	75 points
Reading and Chapter Activities	275 (25 points x 11 chapters)
End-of-class Reflection	50 points
Teaching	100 (50 points x 2 sessions)
Participation & Engagement	500 points
Total:	1500 points

2. **Late Assignments**

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. **Letter / Numerical Grade Scale**

The grading scale listed in the current College Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education coursework and a 2.5 GPA in Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. ***All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.***

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, **7th** edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VIII. Tentative Schedule

Week	Dates	Class Topics	Assignments
1	August 18 & 20	Introduction Chapter 1: Overview of Secondary School Education	Activities for Chapter 1
2	August 25 & 27	Chapter 2: Addressing Cultural Diversity	Activities for Chapter 2
3	September 1 & 3	Chapter 3: Cultural Diversity	Activities for Chapter 3

			Multicultural Perspective Book
4	September 8 & 10	Modular classes & Chapter 4: Learning Environments	Activities for Chapter 4 & Student Presentations
5	September 15 & 17	Chapter 5: Instructional Planning Writing Instructional Objectives	Activities for Chapter 5
6	September 22 & 24	Chapter 6: Instructional Planning Syllabi & Curriculum Integration	Activities for Chapter 6 Bulletin Board displays
7	Sept 29 & Oct 1	Chapter 7: Designing Lessons	Activities for Chapter 7 Lesson Plan # 1 Teacher-Directed Lesson
8	October 6 & 8	Teaching Demonstrations for Middle School Instruction	Teaching Experience & Reflection # 1
	FALL BREAK (October 12th – 16th)		
9	October 20 & 22	Chapter 8: Student-Centered Instructional Strategies	Activities for Chapter 8 Lesson Plan # 2 Collaborative based lesson with formative assessment
10	October 27 & 29	Teaching Demonstrations	Lesson Plan # 3 Discovery-based lesson with critical thinking activity
11	November 3 & 5	Chapter 9: Teacher-Centered Instructional Strategies	Activities for Chapter 9
12	November 10 & 12	Instructional Strategies Presentations	Instructional Strategies Book Review Presentations
13	November 17 & 19	Chapter 10: Educational Technology & Other Resources	Activities for Chapter 10
14	Nov 24 Thanksgiving Break	Study Break Thanksgiving Break	Unit Plan Work Session Due Dec 5

15	December 1 & 3	Chapter 11: Assessment & Student Achievement	Activities for Chapter 11 Lesson Plan # 4 Summative activity
16	December 8 & 10	Chapter 12: Reflecting on Teaching Experiences	Class Reflection paper