

# COURSE DESCRIPTIONS

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The course weight in units follows the course number preceded by an oblique. For example, CURR 303 Intro to Biology Teaching (IS)/3.0 is a half course; PROF 410 Theory and Professional Practice (PJ)/1.5 is a quarter course. Courses that continue through the Fall/Winter are referred to as multi-term courses. These courses are identified with an "A" and "B" in the course codes; "A" indicating the first term (Fall), and "B" indicating the second term (Winter).

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## Concentration Definition

Concentrations provide pathways for teacher candidates to develop their professional interests. With choices across a wide spectrum of educational topics, the concentrations allow for in-depth, rigorous, and critical examination of a particular field of study. As a result, a candidate will be well-prepared to be a leader in the area and to work within a collaborative teaching team.

A concentration comprises two complementary courses: an Educational Studies (EDST) course and a Focus (FOCI) course. As well, the 3-week alternative practicum is an experience that is directly related to the area, and is approved by the FOCI instructor.

The EDST course will address the breadth of the area while also facilitating a deeper understanding of the relevant issues through discussions, readings, and assignments. Professional knowledge and skills in a specialized area will be developed. This course will have a more theoretical and conceptual orientation than the complementary FOCI course, and will also connect theory to practice through relevant literature, case studies, and implications for practice.

The FOCI course will operationalize the theoretical orientation of the EDST course through the practical application of theory, knowledge, and skills. This understanding will be enhanced through such avenues as discussions, activities, projects, field trips, and interactions with practitioners. It will connect teacher candidates directly to the field through an Alternative Practicum which will involve hands-on, immersive experiences. The FOCI instructor will play a critical role in supporting teacher candidates in identifying and securing appropriate alternative practicum placements.

In addition to the descriptions above, concentrations also share other common features.

- The concentration is open to PJ and IS teacher candidates. Division-exclusive concentrations are created when it can be argued that the two contexts are markedly different.

- Alternative practicum experiences can occur locally, provincially, nationally, or internationally.
- Alternative practicum placements have multiple appropriate locations.
- If an alternative practicum occurs in a school setting, it must be in a specialized setting (e.g., resource room, international school, hospital school, unique programs)

## Concentrations (EDST, FOCI)

Not all concentrations may be offered every year. If you have questions, please contact Student Services: [educstudentservices@queensu.ca](mailto:educstudentservices@queensu.ca)

### Arts and Learning

#### **EDST 215 Arts & Experiential Learning Institutions Units: 3.00**

Introduction to arts based education (including all arts disciplines). In cooperation with several selected institutions, teacher candidates will explore strategies for arts education found in schools and in museums, galleries, outreach and organizations using the arts as a place for the imagination and learning in expected, and unexpected contexts, to be explored. Design of studio/lab-based application activities, and curriculum planning relevant to a variety of institutional settings are emphasized.

**Offering Faculty:** Faculty of Education

#### **FOCI 215 Arts and Learning Units: 3.00**

This course is designed to present a view of schools and industry where imaginative/creative learning is dominant and practice, art activities and art environments form the focus for learning across all academic subjects. Topics may include arts and cognition; how arts programs can induce change in schools; the role of social learning and community knowledge; and arts-centered curriculum planning.

**Offering Faculty:** Faculty of Education



### Assessment and Evaluation (PJ & IS)

#### **EDST 210 Understanding Classroom Assessment and Evaluation Units: 3.00**

With the current accountability framework of K-12 education, teachers are required to use assessments to monitor and inform student learning, guide their instruction, and communicate student achievement. This course explores the complexities of enacting assessment policies and theories within contemporary teaching contexts. Varying philosophies and approaches to classroom assessment are explored with consideration for their pedagogical value. In addition, systemic assessment structures are examined to understand the impact and function of regional and provincial evaluation systems on teaching, learning, and policy decision-making. This course will provide teacher candidates with theoretical and philosophical positions from which to enact sound - reliable, valid, and fair - assessment practices.

**Offering Faculty:** Faculty of Education

#### **FOCI 210 Assessment and Evaluation Practices in the Classroom Units: 3.00**

Assessment is a central component of teaching and learning within elementary and secondary classrooms. Current mandates require teachers to integrate assessment throughout their instruction to support, monitor, and communicate student learning. In this course, teacher candidates will learn how to develop and use assessment to promote student learning within a positive classroom culture. Specifically, candidates will learn about Ministry policies, rubrics, feedback mechanisms, observations, portfolios, testing (i.e., teacher-made and EQAO) as well as peer-, self-, and collaborative-assessment. Throughout the course, candidates will link assessment practices to learning theories and to their evolving pedagogical approach. By the end of the course, candidates should be able to engage in professional discussions and decision-making related to assessment and student learning. This course will fundamentally strengthen the candidates' approach to teaching by connecting together educational and assessment theory, philosophy, and practice.

**Offering Faculty:** Faculty of Education

### At-Risk Adolescents and Young Adults (IS)

#### **EDST 291 Understanding At-Risk Adolescents and Young Adults (IS) Units: 3.00**

This course provides a foundational understanding of the social and psychological basis to the notion of "at risk" and explores various approaches to effect change in adolescents and young adults including cognitive behavioural theory, motivational interviewing, collaborative problem solving, and restorative practice. The impact of socioeconomic status, family dynamics, social factors, and biological markers will be examined.

**Offering Faculty:** Faculty of Education

#### **FOCI 291 Teaching At-Risk Adolescents and Young Adults (IS) Units: 3.00**

Teacher candidates will develop efficacy in applying the theoretical principles taught in EDST 291 to increase their students' success academically, behaviourally, and socially. A wide range of situations that place students at risk including mental health issues, substance use and addictions, LGBT issues, and family dynamics will be explored, along with evidence-based strategies proven to facilitate self-control, motivation, and improved classroom management. Learning will occur through a variety of readings matched with guest presentations from professionals and those with lived experience.

**Offering Faculty:** Faculty of Education

### At-Risk Children (PJ)

#### **EDST 290 Understanding At-Risk Children (PJ) Units: 3.00**

This course provides a foundational understanding of the social and psychological basis to the notion of "at risk" and explores various approaches to effect change in children including cognitive behavioural theory, motivational interviewing, collaborative problem solving, and restorative practice. The impact of socioeconomic status, family dynamics, social factors, and biological markers will be examined.

**Offering Faculty:** Faculty of Education

#### **FOCI 290 Teaching At-Risk Children (PJ) Units: 3.00**

Teacher candidates will develop efficacy in applying the theoretical principles taught in EDST 290 to increase their students' success academically, behaviourally, and socially. A wide range of situations that place students at risk including mental health issues, substance use and addictions, LGBT issues, and family dynamics will be explored, along with evidence-based strategies proven to facilitate self-control, motivation, and improved classroom management. Learning will occur through a variety of readings matched with guest presentations from professionals and those with lived experience.

**Offering Faculty:** Faculty of Education

### Drama in Society (PJ & IS)

#### **EDST 230 Understanding Drama in Society Units: 3.00**

In this course teacher candidates will study the history and practices related to drama in education. This course will introduce students to relevant literature, experiences and resources to better comprehend the connection between drama and education. Conceptual knowledge will be explored through references to specific dramatic texts and theorists. Students will gain a comprehensive understanding of drama methodologies, drama-based pedagogies and creative experiential learning practices.

**Offering Faculty:** Faculty of Education

**FOCI 230 Drama in Society Units: 3.00**

The Drama in Education Focus is an exploration of the exciting possibilities for incorporating dramatic experiences into the school curriculum, including the teaching of drama as an art form, the integration of drama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The PRAC 450/451 placement may be in a regular classroom, a specialized drama education program, or an alternative setting such as museum or theatre outreach program. It is also possible for several members of this focus to work together during the alternative practicum, presenting workshops or performances in schools.

**Requirements:** Restricted to all BEd Plans

**Offering Faculty:** Faculty of Education

**Early Primary Education (PJ)****EDST 238 Understanding Early Primary Education Units: 3.00**

Teacher candidates will study the learning and development of early primary students (Junior Kindergarten to Grade 2). Various aspects of development will be explored, including the social, emotional, and cognitive areas. The course will provide the theoretical foundations of early primary education and introduce candidates to key readings and ideas in the area.

**Offering Faculty:** Faculty of Education

**FOCI 238 Early Primary Education Units: 3.00**

Teacher candidates will examine the practice of early primary education. They will use their emerging theoretical understanding to practice observation and assessment and evaluation of children in the early years. They will learn how to design developmentally appropriate programs that reflect the needs of younger learners.

**Offering Faculty:** Faculty of Education

**Educational Leadership (PJ & IS)****EDST 275 Understanding Leadership in School Organizations Units: 3.00**

Intended to provide candidates with a comprehensive understanding of leadership concepts by integrating theory, research, philosophy, and practice in school organizational and social structures. Candidates will explore the roles that organizations play in society; critically analyze traditional and contemporary models of organizations; develop an understanding of organizational structures and leadership; examine the nature and effects of group behaviour and dynamics on individuals in organizations; and, consider some common relational problems that members of organizations experience and how they should be addressed.

**Offering Faculty:** Faculty of Education

**FOCI 275 Leadership in Schools Units: 3.00**

Intended for teacher candidates interested in working toward positions of added responsibility, such as team leader, department head, vice principal, principal, consultant, coordinator and supervisory officer. The course will prepare candidates for working in diverse organizational environments through an evidence-based approach to examining trends and issues regarding organizational development and transformation. Candidates will discuss the practical ways in which leadership concepts apply to schools; examine the tasks, contexts, attributes, and powers associated with leadership in school organizations; explore the related roles of professionals and individuals assuming leadership responsibilities in school organizations; and, build awareness of their own leadership skills and styles.

**Offering Faculty:** Faculty of Education

**Educational Technology (PJ & IS)****EDST 218 Understanding Educational Technology Units: 3.00**

This course examines issues related to the augmentative and transformational uses of educational technology in K-12 classrooms. The goal of the course will be for teacher candidates to build an intelligent and thoughtful disposition towards the use of educational technology in K-12 classrooms. Focus will be placed on the current array of educational technologies and how these should be used by teachers to support student learning. Through engagement in demonstrations and the development of curricular projects candidates will develop a deeper understanding of how educational technology can improve and potentially transform education for students. Candidates will develop a critical perspective on the use of computers and related educational technologies that are intended to address issues of teaching and learning.

**Offering Faculty:** Faculty of Education



### **FOCI 218 Educational Technology by Design Units: 3.00**

This course engages teacher candidates in designing ways of using educational technology that address authentic teaching and learning problems. Emphasis is on the creative repurposing of educational technology to respond to substantive teaching and learning problems derived from sources in the field. Issues associated with using educational technology will be addressed through face-to-face seminars, workshops and group design projects. The goal of this course will be for candidates to develop a deep appreciation for the complexity of designing viable solutions to educational problems that utilize educational technology. Prototyped designs will be piloted in practice-based settings and final reports will be shared with educators via webpages and during an end of year Educational Technology Showcase that will be open to local teachers.

**Requirements:** Restricted to all BEd Plans

**Offering Faculty:** Faculty of Education

### **Environmental Education (PJ & IS)**

#### **EDST 243 Understanding Environmental Education Units: 3.00**

The term 'environmental education' means many things to many people. In this course teacher candidates will have the opportunity to explore various issues and practices related to environmental education. This course will be one of questions: What is the historical context of our relationship with the environment and hence the need for environmental education? What is, and what shapes the social and /or political views our society has about the environment? What is the role of education in the context of knowing about and solving environmental issues?

**Offering Faculty:** Faculty of Education

#### **FOCI 243 Environmental Education Units: 3.00**

This course focuses on enhancing teacher candidate's understanding and appreciation of the natural environment as a classroom, increasing their knowledge of environmental issues, and learning how to teach about them. Ways to integrate environmental studies across the curriculum both inside and outside the classroom will be investigated, and environmental programs and resources will be explored using hands on approaches.

**Offering Faculty:** Faculty of Education

### **Exceptional Learners (PJ & IS)**

#### **EDST 295 Understanding Exceptional Learners Units: 3.00**

This course addresses understanding research, resources, and practices relevant to teaching exceptional children and adolescents in the regular classroom. A range of exceptionalities are considered including students with learning disabilities, chronic health conditions, Autism Spectrum Disorders (ASD), mental health concerns, developmental delays, giftedness, and behaviour and emotional difficulties. Teacher candidates consider how students learn, how to help exceptional students achieve success, and how to collaborate with parents and other professionals. The course emphasizes creating a classroom context where each student is valued.

**Offering Faculty:** Faculty of Education

#### **FOCI 295 Teaching Exceptional Learners Units: 3.00**

This course addresses teaching exceptional children and adolescents in an inclusive classroom. Exceptional learners include, among others, those with learning disabilities, chronic health conditions, Autism Spectrum Disorders (ASD), mental health concerns, developmental delays, giftedness, and behaviour and emotional difficulties. The course offers opportunities to learn from: experience, workshops, reading, and peers; to differentiate instruction to meet the needs of all learners; to develop competence and confidence in teaching exceptional learners; and to provide leadership in this area. The organization is experiential, self-directed, and collaborative, within a group that shares an interest in working with exceptional learners.

**Offering Faculty:** Faculty of Education

### **Indigenous Teacher Education (PJ & IS)**

#### **EDST 201 Theory of Indigenous Education Units: 3.00**

This course provides a background into the history and theory of Indigenous Education. It will commence with a discussion of Indigenous identities and approaches to education from the pre-contact era into the present, as well as Western approaches to education through the lens of Critical Race Theory. The course will then move to Indigenous educational theory, including such topics as Indigenous concepts of the person and the learner; teaching as ceremony; Indigenous differentiated instruction; holistic learning; global Indigenous identities; language and education; and education for decolonization.

**Offering Faculty:** Faculty of Education

**FOCI 201 Indigenous Teacher Education Units: 3.00**

Prepares Indigenous Teacher Education candidates to include Indigenous curriculum as part of their classroom teaching. Explores Indigenous community based curriculum development; a review of current Indigenous curriculum packages and other resources; curriculum planning and evaluation. An experiential learning approach with aspects of the course applied during the candidates' practice teaching rounds. Practicum experiences are explored during class sessions with such reflections providing the basis for further learning in the areas of curriculum planning and evaluation.

**Offering Faculty:** Faculty of Education

**International Education (PJ & IS)****EDST 255 Understanding Teaching and Learning Abroad Units: 3.00**

This course supports scholarly and personal understanding of teaching and learning abroad as teacher candidates prepare for professional practice in international settings. The focus will be on theories that support teachers in their understanding of the complexities associated with teaching in cross-cultural contexts, such as cultural variables, "third culture kids", service learning, professional development and diversity consciousness. These will be discussed by drawing on current literature in the field of overseas teaching and cross-cultural teaching and learning. Candidates will learn through structured classes, group discussions, guest speakers and personal research of topics specifically applicable to individual interests. This course helps candidates understand teaching and learning in ELL, multicultural, and diverse contexts in Canada or abroad.

**Offering Faculty:** Faculty of Education

**FOCI 255 Educators Abroad Units: 3.00**

This program focus supports teacher candidates' scholarly and personal development as they prepare for professional practice in international schools, including candidates considering international teaching after gaining full-time teaching experience in Canada. Learning in this course occurs through a combination of structured classes, contact with professors, a self-directed independent study, and an alternative practicum. While an international alternative practicum placement is supported, it is not a requirement. Candidates are required to link their alternative practicum to their Educators Abroad independent study. This course helps candidates address the complexities of teaching and learning in ELL, multicultural and diverse contexts in Canada or abroad.

**Offering Faculty:** Faculty of Education

**Literacy in the Elementary School (PJ)****EDST 227 Understanding Literacy in the Elementary School Units: 3.00**

This course will examine how literacy learning is supported by the use of traditional and multimodal texts with children. It will explore the integration of children's literature across curricular areas for all students. Teacher candidates will read and discuss the major genres of literature used in elementary schools and develop criteria for judging the quality of children's literature.

**Offering Faculty:** Faculty of Education

**FOCI 227 Literacy in the Elementary School Units: 3.00**

This course will extend topics in reading and writing at the elementary level and provide teacher candidates with opportunities to examine word recognition skills and processes, comprehension strategies and theories, reading and motivation, issues of assessment, and current trends in literacy research. Teacher candidates will have opportunities to explore specific literacy programs and interventions, and consider various roles in literacy education across schools, school boards, and organizations that support reading and writing development.

**Offering Faculty:** Faculty of Education

**Science, Technology, Engineering, and Mathematics (STEM) (PJ & IS)****EDST 206 Understanding STEM Education Units: 3.00**

Humanity faces various challenges, problems, and opportunities that require diverse disciplines and ways of knowing. Science, Technology, Engineering, and Mathematics (STEM) education is one such approach. However, teaching STEM in an integrative and inclusive way to all students across all grade levels remains a crucial educational challenge. In this course, teacher candidates will examine a range of issues and practices related to STEM education. They will explore STEM education's constitutive elements and how they can integrate with each other and other disciplines (e.g., social studies, languages, and the arts) while using interdisciplinary and transdisciplinary lenses. Additionally, teacher candidates will investigate the connections between STEM education and other educational issues, including Indigenous education, sustainability, equity, diversity, and inclusion.

**Offering Faculty:** Faculty of Education



### **FOCI 206 STEM Education Units: 3.00**

This course is designed to enhance teacher candidates' capacities to create authentic STEM activities using project-based and inquiry-based learning principles. In addition, teacher candidates will learn how to integrate STEM with other disciplines, such as social studies and the arts. Teacher candidates will have opportunities to explore STEM education in various settings and contexts, including nature walks, maker spaces, coding, space exploration, and theatre. Moreover, students will develop the ability to create culturally responsive activities that address various forms of diversity and inclusion, such as cultural and linguistic diversity, Indigenous education, 2SLGBTQ+ issues, and critical disability studies. The course will also explore the creation of authentic assessments within the context of STEM education.

**Offering Faculty:** Faculty of Education

### **Social Justice (PJ & IS)**

#### **EDST 296 Understanding Social Justice Issues in Schools Units: 3.00**

In this course, teacher candidates will develop a critical perspective towards issues of social justice that will enable them to help students prepare to be global citizens and to respond more effectively to a diverse student population. Among the larger issues that configure social relations are: racism, sexism, homophobia, able-ism, classism, ethnocentrism, ageism and intellectualism. Additional issues for examination include the impact of students' cultural context on their school experiences, the impact of the school culture, including teachers' attitudes and expectations, and impact of the hidden curriculum.

**Offering Faculty:** Faculty of Education

#### **FOCI 296 Teaching For Social Justice Units: 3.00**

This course focuses on social justice and inclusionary education and explores what it means to teach for social justice. Teacher candidates will draw on the understandings of practicing teachers who have developed the confidence to question schooling/teaching practices and agendas from a social justice perspective. Additional issues to be considered include: the effects of social class, gender, and race on students' educational experiences. At the centre of this course is the link between theory and practice, what we do and what we think are not separate.

**Offering Faculty:** Faculty of Education

### **Teaching and Learning Outside of Schools (PJ & IS) EDST 285 Understanding Teaching and Learning Outside of Schools Units: 3.00**

This course explores theoretical and conceptual frameworks for school programs such as Open Minds, Beyond Classrooms Kingston, and School in the Park. Around the globe, students and teachers are moving outside the school walls into a variety of real-world settings: natural wetlands, City Hall, an art gallery, a community museum. Teacher candidates examine curricula, programs and educational thinking that challenge students and teachers to engage in authentic inquiry, problem-solving, reflection and community engagement - outside the classroom.

**Offering Faculty:** Faculty of Education

#### **FOCI 285 Teaching and Learning Outside of Schools (PJIS) Units: 3.00**

Direct engagement with places, artifacts, experts and issues combine to support cross-curricular student inquiry. This course will prepare teacher candidates to use the built and natural environments as the foundation for student learning, either as informed classroom teachers or as education officers in museums, galleries, and other institutions that offer out-of-school learning experiences.

**Offering Faculty:** Faculty of Education

### **Technological Education (For candidates enrolled in the Technological Education program)**

#### **EDST 476 Except Children & Adolescents Units: 3.00**

An overview of exceptional children and adolescents in the regular classroom, including their identification, inclusion and teaching. Candidates consider how students learn, how teachers can help exceptional students to learn in the classroom, and how teachers can collaborate with parents and other professionals to enhance learning. A range of exceptionalities are considered including students with giftedness, intellectual disabilities, learning disabilities, and behaviour exceptionalities.

**Requirements:** Restricted to all BEd Plans

**Offering Faculty:** Faculty of Education

#### **FOCI 213 Broad-Based Technological Ed Units: 3.00**

(Technological Education candidates only)The Ontario College of Teachers requires that teachers gaining certification in technological education demonstrate "proof of... competence in the area... of technological studies selected as an option in the program of professional education." Technological competence is demonstrated by completing an individualized program, typically in the form of projects, which permits each candidate to broaden and deepen their range of skills. A Technical Skills profile is used to track the range and level of skills.

**Offering Faculty:** Faculty of Education

## Curriculum, Primary-Junior (CURR)

### **CURR 355 Language and Literacy (PJ) Units: 3.00**

Teacher candidates will be introduced to instructional practice in the language arts. The course will examine instructional principles for the teaching of the following components of literacy: phonemic awareness, phonics, fluency, vocabulary and reading comprehension, the writing process, the use of informational and narrative texts from JK to grade 8. Teacher candidates will be introduced to the Ontario literacy documents and Language curriculum.

**Offering Faculty:** Faculty of Education

### **CURR 383 Elementary Mathematics (PJ) Units: 3.00**

Designed to help beginning teachers to (i) examine how children learn mathematics; (ii) develop a positive attitude toward and an interest in mathematics; (iii) teach mathematics with problem solving as the primary focus; (iv) understand the elements of planning and assessing a comprehensive mathematics curriculum; and (v) establish a classroom environment that supports children's learning of mathematics. Models experiences that help teacher candidates to construct personal knowledge of mathematical techniques, skills and processes through meaningful opportunities to learn (including the application of information technology).

**Offering Faculty:** Faculty of Education

### **CURR 384 Literacy Units: 1.50**

Provides opportunities for teacher candidates to explore some of the topics briefly introduced in CURR 355, but in much more detail. Topics include theoretical and practical issues regarding: i. literacy teaching and learning in Kindergarten classrooms; ii. adolescent literacy; iii. supporting students who struggle with literacy competency and iv. literacy connections that support learning.

**Offering Faculty:** Faculty of Education

### **CURR 385 Social Studies (PJ) Units: 1.50**

Provides teacher candidates with the opportunity to enhance skills, attitudes and understandings to enable them to teach, learn and function as informed citizens in a culturally diverse society and world. Candidates explore ways to study communities, heritage, history, and geography, using the Ontario curriculum documents and a variety of strategies and resources.

**Offering Faculty:** Faculty of Education

### **CURR 386 Numeracy Units: 1.50**

Provides opportunities for teacher candidates to explore some of the topics briefly introduced in CURR 383, but in much more detail. Topics include theoretical and practical issues regarding: i. numeracy teaching and learning in Kindergarten classrooms; ii. adolescent numeracy; iii. supporting students who struggle with numeracy competency and iv. numeracy connections that support learning.

**Offering Faculty:** Faculty of Education

### **CURR 387 Science and Technology (PJ) Units: 3.00**

Learning to teach elementary science and technology and developing a positive attitude toward these subject areas are explored through a variety of approaches including student-centred learning, problem-based learning, hands-on activities, and integrated learning experiences. Teacher candidates begin to become familiar with the science and technology curriculum mandated by the Ontario Ministry of Education through the exploration of content, skills and strategies for effective teaching, and through reflective practice.

**Offering Faculty:** Faculty of Education

### **CURR 389 Art (PJ) Units: 1.50**

An introduction to visual art in the elementary grades. Participants come to understand that visual art is a form of personal expression and that it can be employed to increase visual perception and awareness. Through experimentation with the foundation materials of visual art, and by utilizing their various environments as sources of inspiration, participants will gain confidence in their ability to make artistic choices and to provide meaningful art experiences for their students. Topics include the elements and principles of design, colour theory, drawing, and assessment and evaluation of art.

**Requirements:** Restricted to PJ

**Offering Faculty:** Faculty of Education

### **CURR 390 Dance Units: 1.50**

This course introduces teacher candidates to dance education. Teacher candidates will engage in dance activities and will explore strategies for structuring and engaging learners in dance experiences using the elements and the choreographic forms of the discipline. They will develop an understanding and appreciation of dance.

**Offering Faculty:** Faculty of Education



**CURR 391 Drama (PJ) Units: 1.50**

Introduces drama in the elementary grades, and encourages teachers to apply dramatic and performance skills and techniques to the presentational aspects of their teaching practice. Through a lens of story-telling, various experiential exercises help students acquire basic dramatic skills and techniques to develop strategies and approaches to foster dramatic activity and presentation in their future classrooms. Topics include drama games, story-telling and story-building, character, staging, acting, and thematic and cross-curricular integration. Work in movement, voice and creative play enhance confidence and ability to incorporate dramatic form for the classroom.

**Requirements:** Restricted to PJ

**Offering Faculty:** Faculty of Education

**CURR 393 Music (PJ) Units: 1.50**

An introduction to music in the elementary grades. Focuses on the integrative aspects of music in the classroom and in the curriculum, and introduces effective strategies and materials. Through experiential learning, participants develop their own musical skills and confidence. Various topics relating to arts advocacy, technology and music, music in the early and middle years, instrumental and vocal music, and composition and notation will be addressed.

**Requirements:** Restricted to PJ

**Offering Faculty:** Faculty of Education

**CURR 395 Health & Physical Educ (PJ) Units: 1.50**

Provides teacher candidates with the opportunity to develop understandings, skills and attitudes to effectively teach physical and health education and to help children develop active healthy lifestyles. Candidates become familiar with Ministry of Education curriculum documents and a variety of teaching/learning strategies and resources.

**Offering Faculty:** Faculty of Education

**Curriculum, Intermediate-Senior (CURR)**

Most curriculum courses are split into two sequential half-courses, with an odd number for the fall term course and an even number for the winter term course, with the exception of CURR 370 Mathematics Teaching and Learning: Curriculum and Practice, which is a multi-term (fall/winter) course. Each subject's fall term course is a prerequisite for the winter term course. The calendar wording for each of the CURR courses (below) indicates that, together, the fall and winter courses complete the content and objectives for each of the teaching subjects, as agreed to by the Ontario College of Teachers.

Teaching Subject	Fall Course	Winter Course	Fall/Winter Course
Dramatic Arts	CURR 311	CURR 312	CURR 611
English	CURR 317	CURR 318	CURR 617

First Nation, Métis and Inuit Studies (Native Studies) CURR 341 CURR 342 CURR 641

Français langue seconde	CURR 321	CURR 322	CURR 621
Geography			CURR 623
History	CURR 335	CURR 336	CURR 635
Mathematics			CURR 643
Music-Instrumental	CURR 365	CURR 366	CURR 665
Music-Vocal	CURR 345	CURR 346	CURR 645
Science-Biology	CURR 303	CURR 304	CURR 603
Science-Chemistry	CURR 305	CURR 306	CURR 605
Science-Physics	CURR 351	CURR 352	CURR 651
Social Science	CURR 381	CURR 382	CURR 681
Visual Arts	CURR 379	CURR 380	CURR 679

**CURR 303 Intro to Biology Teaching (IS) Units: 3.00**

This course provides an introduction to science teaching with a biology focus at the Intermediate-Senior levels. Teacher candidates plan science lessons using a variety of meaningful and relevant learning activities designed to support critical thinking about science and how it is connected to technology, society and the environment. The effectiveness of these lessons will be explored within the context of teacher candidates' practica experiences.

**Offering Faculty:** Faculty of Education

**CURR 304 Biology Teach Theory&Prac (IS) Units: 3.00**

Teacher candidates will connect their practical knowledge and skills to education research to allow them to progress from a concern about teaching to a concern about supporting and judging the quality of student learning. This course provides opportunities for self-directed learning about the nature of science and the preparation of teaching and learning resources.

**Offering Faculty:** Faculty of Education

**CURR 305 Science - Chemistry (IS) Units: 3.00**

Provides an introduction from a chemistry focus to the theoretical concepts and practical skills necessary for successful and effective teaching of Intermediate-Senior science. Course includes an examination of science content and teaching strategies (including laboratory work and demonstrations).

**Offering Faculty:** Faculty of Education



**CURR 306 Science - Chemistry (IS) Units: 3.00**

Utilizing a curriculum framework to explore the nature of science, science teaching and learning, Emphasis is placed upon lesson planning, meta-cognition, evaluation and the interrelationships between science, technology, society and the environment.

**Offering Faculty:** Faculty of Education

**CURR 311 Dramatic Arts (IS) Units: 3.00**

An introduction to the theory and practice of dramatic arts in Intermediate-Senior education. Candidates will explore the elements of dramatic expression and develop an understanding of the intrinsic and extrinsic value of drama/theatre in education. Consideration will be given to the Ontario Curriculum in Dramatic Arts, lesson planning, the assessment of student achievement in dramatic activities, and issues related to the practicum experience.

**Offering Faculty:** Faculty of Education

**CURR 312 Dramatic Arts (IS) Units: 3.00**

Continued study of the theory and practice of dramatic arts education. Candidates will continue to explore the educational value of dramatic expression with a particular focus on long term planning. Consideration will be given to aspects of curriculum design, unit planning and the assessment of student achievement in a unit, topics in drama for unit development, and issues related to the experience of a novice educator.

**Offering Faculty:** Faculty of Education

**CURR 317 Intro to Teaching English (IS) Units: 3.00**

Provides an orientation to the profession of English teaching and develops familiarity with curriculum documents, curriculum development and course planning. Teacher candidates will explore the pragmatic issues of teaching English and learn a variety of teaching approaches. The course emphasizes practice informed by theoretical perspectives.

**Offering Faculty:** Faculty of Education

**CURR 318 Theory Teach&Learn English(IS) Units: 3.00**

Provides opportunities to develop awareness of theoretical perspectives underpinning practice and explores a variety of teaching methodologies. Teacher candidates will learn about theories of curriculum, learning, and English education.

The course emphasizes the movement from experiencing learning events as a student to interpreting those events from the perspective of a teacher.

**Offering Faculty:** Faculty of Education

**CURR 321 Le français, deuxième langue officielle (IS) Units: 3.00**

Dans ce cours on se penche sur les notions pédagogiques en mettant l'accent sur l'enseignement aux niveaux intermédiaire et terminal. On vise à faire un tour d'horizon complet des connaissances et des applications pratiques dans le but d'amener tous les apprenants à développer leur style d'enseignement propre en adéquation avec la situation actuelle dans le domaine des langues. Une connaissance supérieure du français est nécessaire. Toutefois il y a lieu de parfaire ses connaissances durant l'année pour des corrections d'ordre minimal. Un séjour immersif d'une durée de six mois est recommandé. Les sujets abordés se rapportent aux approches, aux démarches, aux directives du ministère (immersion, approche communicative..., restructuration, intégration, interdisciplinaire...), à la gestion du temps (objectifs, progression, planification, les savoirs, la culture et la littérature, le contrôle des connaissances), à la psychopédagogie (rôles, groupements, procédés et moyens, collaboration), et à la psycholinguistique. De nombreuses applications pratiques individuelles et en groupes sont intégrées au programme. Cours donné en français.

**Offering Faculty:** Faculty of Education

**CURR 322 Le français, deuxième langue officielle Units: 3.00**

Suite de CURR 321. Cours donné en français. PREREQUIS: CURR 321

**Offering Faculty:** Faculty of Education

**CURR 325 Geography (IS) Units: 6.00**

Using a Geography context, the program provides instruction in basic lesson planning, short term & long term planning, assessment and evaluation as well as essential classroom management. Participants become familiar with the various Ministry of Education curriculum documents and resources related to teaching IS Geography. In addition, there is a strong focus on exploring supplementary resources related to teaching contemporary Geography.

**Offering Faculty:** Faculty of Education

**CURR 335 Intro to Teaching History (IS) Units: 3.00**

Provides an initial orientation to teaching History through exposure to a variety of teaching approaches, questioning techniques, lesson design and curriculum documents. The course explores engaging methodologies in the art of teaching History and citizenship in national and global contexts.

**Offering Faculty:** Faculty of Education



**CURR 336 History Teach Theory&Prac (IS) Units: 3.00**

Provides candidates with opportunities to deepen their commitment to helping young people appreciate and understand the tragedies and triumphs of the human experience. Recent social and cultural developments in the discipline of History are addressed: the nature of the social sciences, historical and critical thinking, teaching for understanding. Curriculum study is advanced through unit design and subject integration. Print and recent electronic resources are explored.

**Offering Faculty:** Faculty of Education

**CURR 341 First Nations, Métis and Inuit Studies Units: 3.00**

For candidates planning to teach Native Studies at the Intermediate and Senior levels. Integrated with the Ontario Ministry of Education and Training document, "People of Native Ancestry: Curriculum Guideline for the Senior Division", and the sections of the Native Studies Intermediate Curriculum Guideline 1991 focusing specifically on the Ministry credit courses for Grades 9 and 10, "Native Peoples of Canada: Present Realities and Future Directions", and "Native Perspectives on the Changing Global Community". Theories pertaining to curriculum development are examined in conjunction with curriculum models developed and implemented in Aboriginal schools. Reviews and evaluates Native Studies curriculum development for non-Aboriginal and integrated schools and Native Studies curricula developed under Aboriginal control. Provides the candidate with skills to evaluate teaching materials and assess curriculum models, to evaluate theories of curriculum development and to design teaching units based on those theories. Allows both Aboriginal and non-Aboriginal candidates to learn about materials and other resources that are available, and also familiarizes candidates with a variety of approaches for teaching Native Studies in the Intermediate and Senior divisions.

**Offering Faculty:** Faculty of Education

**CURR 342 First Nations, Métis and Inuit Studies Units: 3.00**

Continuation of CURR 341.

**Offering Faculty:** Faculty of Education

**CURR 345 Intro Teach Choral Music (IS) Units: 3.00**

(CURR 345 Music-Vocal candidates only, CURR 365 Music-Instrumental candidates only; both are combined in one class.) Provides an initial orientation to music teaching at the secondary level with emphasis on both choral and instrumental music. Lesson and unit planning are practiced in the context of exploring teaching and authentic assessment strategies that meet Ontario curriculum requirements.

**Offering Faculty:** Faculty of Education

**CURR 346 Music Teach Theory&Prac(IS) Units: 3.00**

(CURR 346 Music-Vocal candidates only, CURR 366 Music-Instrumental candidates only; both are combined in one class.) Provides opportunities to explore theoretical and practical aspects of teaching and assessing creativity, performance, music theory and analysis. The course includes a focus on developing instrumental and choral music programs, on the development of a career as a music teacher, and on judging the quality of student's learning. The course also provides an opportunity for self-directed learning in the preparation of a teaching resource.

**Offering Faculty:** Faculty of Education

**CURR 351 Intro to Teaching Physics (IS) Units: 3.00**

Provides an initial orientation to science teaching at the secondary level, with particular attention to the teaching of physics. Lesson and unit planning are practiced in the context of exploring teaching procedures that engage students in activities that provide an experiential basis for their learning.

**Offering Faculty:** Faculty of Education

**CURR 352 Physics Teach Theory&Prac (IS) Units: 3.00**

Provides opportunities to consider the theoretical bases of engaging teaching practices and the practical implications of research on the teaching of physics. The course includes a focus on planning for the first days of teaching, for the development of a career as a science teacher, and for judging the quality of students' learning. The course also provides an opportunity for self-directed learning in the preparation of a teaching resource.

**Offering Faculty:** Faculty of Education

**CURR 365 Intro Teach Instrum Music (IS) Units: 3.00**

(Music-Instrumental candidates only). See course description for CURR 345. CURR 345 and CURR 365 are combined in one class.

**Offering Faculty:** Faculty of Education

**CURR 366 Music Teach Theory&Prac(IS) Units: 3.00**

(Music-Instrumental candidates only) See course description for CURR 346. CURR 346 and CURR 366 are combined in one class.

**Offering Faculty:** Faculty of Education

**CURR 370 Mathematics Teaching and Learning:  
Curriculum and Practice Units: 6.00**

This course explores the relationship between theory and practice of teaching mathematics in the Intermediate and Senior levels. Integrating relevant ideas and content from psychology, sociology and mathematics education, the course provides teacher candidates with the opportunities to develop a critical appraisal of curriculum documents and associated professional resources. Teacher candidates will engage in collaborative activities that give them opportunities to move from a concern about teaching into a concern about the impact on students' learning. An integrated approach to the teaching and learning of mathematics considers technology, diverse teaching and learning strategies, the nature of assessment and evaluation of student mathematics achievement, and current trends in classroom practice.

**Offering Faculty:** Faculty of Education

**CURR 379 Visual Arts (IS) Units: 3.00**

Concerned with the theory and practice of art in education. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Candidates have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate educational settings. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice.

**Offering Faculty:** Faculty of Education

**CURR 380 Visual Arts (IS) Units: 3.00**

Continuation of CURR 379.

**Offering Faculty:** Faculty of Education

**CURR 381 Social Science (IS) Units: 3.00**

Building on the introduction to the curriculum and pedagogy for teaching Social Science, Candidates further their understanding of the current Ontario Curriculum for Social Sciences through a detailed analysis of the provincial curriculum and its delivery models in Ontario Secondary Schools. This includes an examination of the program planning considerations highlighted by the Social Science curriculum and the integration of Social Science course / course content in Ministry of Education approved programs, such as the Specialist High Skills Major model and Interdisciplinary Studies. A deeper application of instructional design principles through the development of unit plans and semester plans is a key focus for this course.

**Offering Faculty:** Faculty of Education

**Course Learning Outcomes:**

1. N/A

**CURR 382 Social Science (IS) Units: 3.00**

Provides an introduction to the theory and practice of Social Sciences and Humanities (represented in this curriculum by courses in equity studies, family studies, general social sciences, philosophy, and world religions) as part of the current Ontario Secondary School curriculum. Candidates explore the discipline and philosophy related to Social Science education, using "general social sciences" foundations of the curriculum (defined as anthropology, sociology, and psychology) as its primary focus. Course work emphasizes instructional design related to daily planning, curating suitable content for adolescent learners, assessment and evaluation of student learning in Social Science in accordance with current Ministry of Education practices, and maintaining the learning environment.

**Offering Faculty:** Faculty of Education

**Course Learning Outcomes:**

1. N/A

**CURR 603 Introduction to Biology Teaching in Theory and Practice (IS) Units: 6.00**

Provides an introduction to science teaching with a biology focus at the Intermediate-Senior levels that will allow teacher candidates to explore and experience active, student-centred learning. Meaningful and relevant learning activities will be used to help teacher candidates think metacognitively about how they can help their students understand the nature of science and how it is linked to technology, society and the environment. Teacher candidates will integrate their practical knowledge and skills with research in education in order to progress from a concern about teaching to a concern about supporting and judging the quality of student learning.

**Offering Faculty:** Faculty of Education

**CURR 605 Teaching Chemistry In Theory and Practice (IS) Units: 6.00**

Provides an introduction from a chemistry focus to the theoretical concepts and practical skills necessary for successful and effective teaching of Intermediate-Senior science. Course includes an examination of science content and teaching strategies (including laboratory work and demonstrations). Emphasis is placed upon lesson planning, curriculum design, assessment and evaluation, safety considerations, inquiry-based learning and the interrelationships between science, technology, society and the environment.

**Offering Faculty:** Faculty of Education

**CURR 611 Dramatic Arts (IS) Units: 6.00**

This course serves as an introduction and deeper study into the theory and practice of dramatic arts in Intermediate-Senior education. Candidates will explore the elements of dramatic expression and develop an understanding of the intrinsic and extrinsic value of drama/theatre in education.

Consideration will be given to the Ontario Curriculum in Dramatic Arts, lesson planning, the assessment of student achievement in dramatic activities, aspects of curriculum design, unit planning and issues related to the practicum experience and the experiences of a novice educator.

**Offering Faculty:** Faculty of Education

**CURR 617 Introduction to Theories of Teaching and Learning English (IS) Units: 6.00**

This course provides an orientation to the profession of English Language Arts teaching and develops familiarity with curriculum documents, curriculum development and course planning. Teacher candidates will explore the pragmatic issues of teaching English in terms of equity, access, inclusion and implementation and, as a result, will learn a variety of teaching approaches. The course emphasizes practice informed by theoretical perspectives (e.g. 21st Century skills, digital literacies, etc.).

**Offering Faculty:** Faculty of Education

**CURR 621 Le français, deuxième langue officielle Units: 6.00**

Le contenu de ce cours vise à préparer les futur.e.s enseignant.e.s du français, deuxième langue officielle, dans les programmes de base, enrichis et d'immersion, aux niveaux intermédiaire et secondaire. Il s'agit de se familiariser avec les approches adéquates et de développer son propre style d'enseignement. On explore aussi les stratégies d'enseignement/apprentissage, les guides du ministère de l'éducation, la gestion du temps, la psycho-pédagogie, la psycholinguistique et la prise de conscience sociale et culturelle dans des contextes variés, y compris à travers un nombre d'applications pratiques et par la collaboration en groupes. Cours donné en français.

**Offering Faculty:** Faculty of Education

**CURR 635 History Teaching and Learning: Curriculum and Practice (IS) Units: 6.00**

Engages students in approaches to making meaning from the past, including the discipline of history, citizenship education and narratives emerging from our social, political and cultural contexts. Offers an orientation to curriculum interpretation and delivery, inquiry processes, historical and critical thinking, lesson- or unit-design and a variety of pedagogical approaches in history. The course invites students to explore and evaluate a range of teaching and learning resources including print and electronic.

**Offering Faculty:** Faculty of Education

**CURR 641 Introduction to Teaching First Nations, Métis and Inuit Studies (IS) Units: 6.00**

For candidates planning to teach First Nations, Métis and Inuit Studies at the Intermediate and Senior levels, integrated with the The Ontario Curriculum - Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019) and Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010). Focuses upon developing pedagogical content knowledge, instructional strategies, and professional judgement for teaching First Nations, Métis and Inuit Studies within the context of the relevant Ontario Ministry of Education curriculum and policy documents. Candidates will also review, apply, and evaluate approaches to implementing the First Nations, Métis and Inuit curriculum in different educational settings, including for non - Indigenous and integrated schools, and schools under Indigenous control.

**Offering Faculty:** Faculty of Education

**CURR 645 Teaching IS Music-Vocal (IS) Units: 6.00**

This course addresses theoretical and practical aspects of teaching music at the intermediate and senior levels. Topics include music teacher personal professional learning, leading ensembles, and more. Teacher candidates will engage in collaborative music making, peer teaching, and resource development.

**Offering Faculty:** Faculty of Education

**CURR 651 Physics Teaching in Theory and Practice (IS) Units: 6.00**

Provides an introduction to science and physics teaching at the secondary level. The course focuses on inquiry-based and hands-on learning. Specific topics include; lesson and unit planning, assessment, safety, and online resources. Teacher candidates will develop classroom teaching skills and consider the practical implications of research and social issues on the teaching of physics.

**Offering Faculty:** Faculty of Education

**CURR 665 Teaching IS Music-Instrumental (IS) Units: 6.00**

This course addresses theoretical and practical aspects of teaching music at the intermediate and senior levels. Topics include music teacher personal professional learning, leading ensembles, and more. Teacher candidates will engage in collaborative music making, peer teaching, and resource development.

**Offering Faculty:** Faculty of Education

**CURR 679 Visual Arts (IS) Units: 6.00**

Concerned with the theory and practice of art in education. Candidates explore the discipline and philosophy related to visual education as well as teaching strategies, curriculum planning, classroom management, studio processes and leadership in the visual arts. Candidates have the opportunity to acquire professional skills needed to teach art in traditional schools as well as alternate educational settings. Practical work sessions, in a variety of media, allow the candidates to further experiment with skills methods and materials involved in studio practice.

**Offering Faculty:** Faculty of Education

**CURR 681 Social Science (IS) Units: 6.00**

For candidates planning to teach social science at the Intermediate and Senior levels. Integrated with the current Ontario Curriculum - Grades 9 to 12: Social Sciences and Humanities (represented in this curriculum by courses in equity studies, family studies, general social sciences, philosophy, and world religions) and Ministry of Education practices for assessment, evaluation, and reporting. As a course focusing on teaching methods associated with the successful implementation of the provincial social science curriculum, Candidates will: evaluate teaching materials and assess curriculum models; examine theories of curriculum development, and; design lesson plans and teaching units based on those theories. Given that there are five subject areas that define the current social sciences and humanities curriculum, this course uses the "general social sciences" elements of the curriculum (defined as anthropology, sociology, and psychology) as its primary focus. Opportunities to engage companion components of this curriculum - such as equity studies, family studies, philosophy, and world religions - occurs through the active connection the course makes with community resources and resource people, instructional design activities, and the review of classroom resources.

**Offering Faculty:** Faculty of Education

**Curriculum, Technological Education (CURR)**

All teacher candidates in the Technological Education program option MUST successfully complete each prerequisite Curriculum (CURR) course in Teaching Technological Education and Curriculum Development in Technological Education. Fall-winter Curriculum courses are split into two sequential half-courses, with an odd number for the fall term course and an even number for the winter term course. Each subject's fall term course is a prerequisite to attend the winter term course. Each CURR course is a prerequisite to attend the next course. The calendar wording for each of the CURR courses (below) indicates that, together, the courses complete the content and objectives for the

teaching subjects, as agreed to by the Ontario College of Teachers.

**CURR 360 Teaching Tech Ed, Pt 1 Units: 3.00**

(All Technological Education candidates; offered in Fall for Fall-Winter program, and Summer 1 for Internship program). Provides an introduction to teaching and learning in contemporary technological education. Teacher candidates examine and practice strategies for teaching and learning that enable students to develop capability in the twin contexts of design education and technology education. Lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behaviour will be discussed in the context of the practicum.

**Offering Faculty:** Faculty of Education

**CURR 361 Teaching Tech Ed, Pt 2 Units: 3.00**

(Fall-Winter Technological Education candidates only). Provides an introduction to the theoretical underpinnings of teaching and learning in technological education. Using creative activity to promote high school students' intellectual growth is a particular focus of readings and discussions. Course activities provide opportunities to combine knowledge from educational research with experience in order to promote, and assess, quality student learning and to develop an informed approach to professional practice.

**Offering Faculty:** Faculty of Education

**CURR 368 Curriculum Dev In Tech Ed, Pt1 Units: 3.00**

(Fall-winter program Technological Education candidates only) The ability to teach effectively depends to a large extent on a teacher's ability to act as a curriculum planner for both long and short term planning. Readings, discussions, and activities are used to combine research and teacher candidates' experience in order to become curriculum planners in broad-based technology. Introduction to concepts, practices, and processes of the curriculum field. Teacher candidates use this knowledge, and their professional and school experiences to articulate models of curriculum, assessment, and evaluation that will guide their practice as curriculum planners. CURR 368 gives candidates the opportunity to understand curriculum guidelines and how they are translated into curricular possibilities for Grades 9 to 12. Candidates complete a project and project report for Grade 9, discuss possible curricular approaches for Grade 10, and articulate a proposal for a Grade 11 or 12 community-based project.

**Offering Faculty:** Faculty of Education



**CURR 369 Curriculum Dev in Tech Ed,Pt 2 Units: 3.00**

(Fall-Winter Technological Education candidates only).

Teacher candidates further investigate theory, concepts, practices, and processes of the curriculum field to link the community to school technological education programs. Teacher candidates use this knowledge, and their professional and school experiences to an application of the community-based project curriculum model. Using this curriculum model, teacher candidates plan and write a Grade 11 or 12 course profile.

**Offering Faculty:** Faculty of Education

**CURR 660 Teaching Technological Education Units: 6.00**

Teaching Technological Education provides an introduction to teaching and learning in contemporary technological education. Teacher candidates examine and practice strategies for teaching and learning that enable students to develop capability in the different broad-based technologies that comprise technological education in Ontario. Lesson planning, teaching strategies, workshop and classroom organization, questioning techniques, and responses to student behaviour will be discussed, and also examined in the context of the practicum. The course - Teaching Technological Education to assist you on your path toward becoming an effective teacher of Technological Education. Grounded in the belief that the quality of secondary school education depends first and foremost on the competence of teachers, this course offers an examination of how effective teachers support student learning through the use of teaching methods and activities that inspire interest and facilitate intellectual growth. The objectives for this course reflect the Standards of Practice for the teaching profession described by the College of Teachers. These standards, and this course, are based on the premise that personal and professional growth is a developmental process and that teachers move through a variety of career stages.

**Offering Faculty:** Faculty of Education

**CURR 668 Curriculum Development in Technological Education Units: 6.00**

The ability to teach effectively depends to a large extent on a teacher's ability to act as a curriculum planner for both long and short-term planning. Readings, discussions, and activities are used to combine research and teacher candidates' experience in order to become curriculum planners in broad-based technology through the introduction to concepts, practices, and processes of the curriculum field. Teacher candidates use this knowledge, and their professional and school experiences to articulate models of curriculum, assessment, and evaluation that will guide their practice as curriculum planners. Curriculum Development for Technological Education gives candidates the opportunity to understand curriculum guidelines and how they are translated into curricular possibilities for Grades 9 to 12. Candidates will have an opportunity to explore Activity Based Learning, Authentic Assessment of Technological Education Projects and Safe Operational Procedures in the Technological Education classroom or shop, as well as plan Curriculum Outlines.

**Offering Faculty:** Faculty of Education

## Educational Studies (EDST)

### **EDST 456 Preparing for Teaching in Catholic Schools (PJIS) Units: 3.00**

This course is intended to introduce teacher candidates to professional practice and extend knowledge and skills in the delivery of Ontario Catholic curriculum. This course answers the question, What do I need to know to begin teaching in Ontario Catholic Schools? Consequently, this course: promotes an understanding of teaching as a vocation rooted in the call to Christian ministry, creates an awareness of the context of Ontario Catholic education, develops skills that enhance the integration of Catholic Graduate Expectations in the classroom and throughout the school, fosters professional knowledge of Religious and Family Life Education, assists teachers in the acquisition of the theological background and skills necessary for the implementation of the Religious Education and Family Life curriculum. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership, and ongoing learning. Candidates intending to teach in Ontario Roman Catholic schools should note that a course related to education in Catholic schools is required by most Ontario Catholic boards, and strongly recommended by others. This course is recommended for those who are hoping to teach in either the elementary or secondary panels.

**Requirements:** Restricted to all BEd Plans

**Offering Faculty:** Faculty of Education

#### **Course Learning Outcomes:**

1. This course is intended to introduce teacher candidates to professional practice and extend knowledge and skills in the delivery of Ontario Catholic curriculum

## Experiential Learning Placement (EXLR)

### **Concurrent Education Experiential Learning Placement (Years 1-2)**

#### **EXLR 110 Experiences in Education Year 1 (Concurrent Year 1) (PJIS) Units: 1.50**

The equivalent of two full weeks (minimum 60 hours). The purpose of the first year Experiences in Education placement is to increase the candidate's awareness of broader teaching and learning settings to ensure more opportunities to experience diversity and inclusivity. Candidates in first year must complete 60 hours of educational experience in a non-traditional setting. Candidates can complete the placement(s) in 10 consecutive days, in a combination of full and half days over several weeks, or in shorter sessions throughout the year. The total placement hours must be completed in the same academic year.

**Offering Faculty:** Faculty of Education

#### **EXLR 210 Experiences in Education Year 1 (Concurrent Year 2) (PJ) Units: 1.50**

The equivalent of three full weeks (minimum 90 hours) working with children from 4 -11, including contact with a child who has an exceptionality, if possible. This placement must be completed in a non-traditional setting, such as at-risk programs, Boys & Girls Clubs, Early Primary programs, Library programs, city or county-run education programs, etc. Candidates may choose to complete their placements in a series of half days, three consecutive full-time weeks, or a combination of full and half days over several weeks. Full-time weeks may take place during the fall or winter reading weeks, or at the end of the winter term in May. The placement must be completed in the same academic year.

**PREREQUISITE:** EXPR 110AB

**Requirements:** (PROF110 AND PRAC111) OR (PROF110 AND PROF115)

**Offering Faculty:** Faculty of Education

#### **EXLR 211 Experiences in Education Year 1 (Concurrent Year 2) (IS) Units: 1.50**

The equivalent of three full weeks (minimum 90 hours) working with youth ages 11-18, including contact with a young person who has an exceptionality, if possible. This placement must be completed in a non-traditional setting, such as at-risk programs, Boys & Girls Clubs, Early Primary programs, Library programs, city or county-run education programs, etc. Candidates may choose to complete their placements in a series of half days, three consecutive full-time weeks, or a combination of full and half days over several weeks. Full-time weeks may take place during the fall or winter reading weeks, or at the end of the winter term in May. The placement must be completed in the same academic year. **PREREQUISITE:** EXPR 110AB

**Requirements:** (PROF110 AND PRAC111) OR (PROF110 AND PROF115)

**Offering Faculty:** Faculty of Education

## Foundational Studies (FOUN)

### **FOUN 100 Psychological Foundations of Education Units: 1.00**

This course introduces teacher candidates to the psychological foundations of education. It involves readings, lectures, group activities and presentations. Topics covered will include theories that relate to classroom teaching and an exploration of mental health issues as well as the role of educators in supporting student's mental health.

**Offering Faculty:** Faculty of Education



**FOUN 101 Foundations of Assessment Units: 1.00**

This course introduces teacher candidates to the foundations of classroom assessment and evaluation. Students will engage in examining assessment theory, policy, and practice in relation to the current context of contemporary schooling. Emphasis will be placed on the intersection of assessment practices and principles of teaching and learning. Specifically, topics related to assessment for learning and assessment of learning will be covered in addition to assessment design and principles for fair student assessment.

**Offering Faculty:** Faculty of Education

**FOUN 102 Historical and Philosophical Foundations of Education Units: 1.00**

This course introduces teacher candidates to the study of history and philosophy of education. Students will have opportunities to interrogate contemporary educational structures and challenges in light of philosophical worldviews and positions, as well as historical continuities and changes. The course offers teacher candidates a space to consider how philosophy is a practical means of informing and guiding educational practice, and how the history of education serves to contextualize and problematize pedagogical practice.

**Offering Faculty:** Faculty of Education

**Practicum (PRAC)**

**Concurrent Education Practicum (Year 3)**

**PRAC 310 Introduction to Schools Year 3 Units: 1.50**

The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. This practicum placement is 15 full days in an Ontario district school board, under the supervision of a teacher, certified by the Ontario College of Teachers, in good standing.

**Requirements:** PRAC116 OR PRAC210

**Offering Faculty:** Faculty of Education

**PRAC 311 Introduction to Schools Year 3 Units: 1.50**

The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. This practicum placement is 15 full days in an Ontario district school board, under the supervision of a teacher, certified by the Ontario College of Teachers, in good standing.

**Requirements:** (PROF211 AND PRAC211) OR (PROF130 AND PRAC131) OR (PROF211 AND PRAC131) OR (PROF130 AND PRAC211)

**Offering Faculty:** Faculty of Education

**BEd/DEd Year Practicum**

The practicum is an integral part of the teacher education program, involving practical experiences in observing and teaching in schools. The duration of practice teaching in schools meets the minimum requirements set by the Ontario College of Teachers. For practicum format and details, please see [educ.queensu.ca/practicum](https://educ.queensu.ca/practicum) (<https://educ.queensu.ca/practicum/>).

**New weighting effective 2019/20**

Primary-Junior	Intermediate-Senior
PRAC 410/1.5 Introduction to Schools (PJ, Summer I)	PRAC 411/1.5 Introduction to Schools (IS, Summer 1)
PRAC 420/1.5 Practicum (PJ, Fall 1)	PRAC 421/1.5 Practicum (IS, Fall 1)
PRAC 430/2.0 Practicum (PJ, Fall 2)	PRAC 431/2.0 Practicum (IS, Fall 2)
PRAC 440/2.0 Practicum (PJ, Winter)	PRAC 441/2.0 Practicum (IS, Winter)
PRAC 450/1.5 Alternative Practicum (PJ)	PRAC 451/1.5 Alternative Practicum (IS)
PRAC 460/2.0 Practicum (PJ, Summer)	PRAC 461/2.0 Practicum (IS, Summer)

Code	Title	Units
<b>FSL Multi-Session</b>		
PRAC 418	Practicum (FSL)	1.50
PRAC 428	Practicum (FSL)	1.50
PRAC 438	Practicum (FSL)	2.00
PRAC 448	Practicum (FSL)	2.00
PRAC 458	Alternative Practicum (FSL)	1.50
PRAC 468	Practicum (FSL)	2.00
<b>ITEP Community-Based</b>		
PRAC 415	Practicum (PJ)	1.50
PRAC 425	Practicum (PJ)	1.50
PRAC 435	Practicum (PJ)	2.00
PRAC 445	Practicum (PJ)	2.00
PRAC 465	Practicum (PJ)	2.00
<b>TEMS</b>		
PRAC 417	Practicum (TE)	1.50
PRAC 427	Practicum (TE)	1.50
PRAC 437	Practicum (TE)	2.00
PRAC 447	Practicum (TE)	2.00
PRAC 457	Alternative Practicum (TE)	1.50
PRAC 467	Practicum (TE)	2.00



## Professional Studies (PROF)

### **PROF 105 Crit Issues & Policies - ATEP Units: 1.50**

(Aboriginal Teacher Education Community-Based students only). This course is an introduction to issues and policies that are critical for beginning and experienced teachers in Aboriginal education. It invites candidates to build on their experiences in classrooms and associate schools, to learn about their legal rights and responsibilities as First Nations teachers, to learn about adapting instruction for exceptional Aboriginal learners, and to learn about equity issues they will face in Provincial and First Nations schools.

**Offering Faculty:** Faculty of Education

### **PROF 110 Self As Teacher Units: 3.00**

Introduction to schools, teaching, and curriculum in their historical, political, social and philosophical context. Exploration of policy, practice and professional portfolios, with an emphasis on reflective and critical thinking.

**Offering Faculty:** Faculty of Education

### **PROF 170 School and Classroom Leadership: In Pursuit of School Effectiveness Units: 3.00**

The purpose of the School and Classroom Leadership course is to provide a platform to examine current initiatives to support the learning and achievement of all students. (e.g. financial literacy)

**Offering Faculty:** Faculty of Education

### **PROF 180 School Law and Policy Units: 1.50**

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, provides an overview of the legal aspects of teaching in Ontario. Attention is focused on the Education Act, R.S.O. 1990 and the Teaching Profession Act, R.S.O. 1990, and selected regulations supporting these statutes. Teacher candidates receive basic information about the legal duties of education personnel; the teacher's contract of employment and related job security procedures; and the purposes, structure and practices of the teacher associations in Ontario.

**Offering Faculty:** Faculty of Education

### **PROF 210 Self as Learner Units: 3.00**

An introduction to planning for learning for Primary-Junior, Intermediate-Senior, and Technological Education candidates. This course explores universal design for learning, literacy, and diversity, with an emphasis on the use of assessment and evaluation as supports for learning. The learning needs of exceptional learners and the use of equitable instruction will be highlighted. The portfolio will be used as an individual documentation of learning.

**Offering Faculty:** Faculty of Education

### **PROF 310 Self as Professional Units: 3.00**

Introduction to professional judgement and decision making as it relates to the beginning teacher. Exploration of legal rights and responsibilities as professionals and reflection on and thinking critically about experiences in classrooms and host schools, adapting practices for exceptional learners and addressing equity issues faced in schools.

**Offering Faculty:** Faculty of Education

### **PROF 410 Theory and Professional Practice (PJ) Units: 1.50**

Introduction and extension of learning to connect practicum experiences with on-campus learning and to develop the process of constructing and documenting professional knowledge. This course emphasizes understanding and improving learning and teaching and associated classroom practices.

**Offering Faculty:** Faculty of Education

### **PROF 411 Theory and Professional Practice (IS) Units: 1.50**

Introduction and extension of learning to connect practicum experiences with on-campus learning and to develop the process of constructing and documenting professional knowledge. This course emphasizes understanding and improving learning and teaching and associated classroom practices.

**Offering Faculty:** Faculty of Education

### **PROF 500 Supporting Learning Skills Units: 1.00**

A vital part of student well-being is related to developing learning skills. Teacher candidates will explore practical ways to help students learn how to manage authentic life situations (e.g. mental health and other topics).

**Offering Faculty:** Faculty of Education

### **PROF 501 Building a Professional Career as a Teacher Units: 1.50**

During the final term of the 4-term preservice program, this course identifies the major features and issues of a teacher's professional career. Students will review their development as a teacher through the program and consolidate personal strategies for their on-going professional development. Topics will include teacher-student relationships, pedagogical principles, curriculum change, professional identity, professional collaboration, and school culture and community.

**Offering Faculty:** Faculty of Education



**PROF 502 Introduction to Indigenous Studies for Teachers (PJ & IS) Units: 1.00**

This course will examine the history, culture, and diversity of Indigenous Canadians. It will also introduce teacher candidates to the concept of culture-based education, and will aid them in finding ways to integrate Indigenous perspectives into their classrooms. Finally, it will discuss the realities of life in Northern Canada.

**Offering Faculty:** Faculty of Education

**PROF 503 Integrating Environmental Education in the Classroom Units: 1.00**

Teacher candidates will explore how to integrate environmental education into all subject areas using two approaches: (a) personal awareness of natural history and natural systems and (b) critical analysis of the ways personal perceptions intersect with philosophical and theoretical frameworks of environmental education.

**Offering Faculty:** Faculty of Education

**PROF 504 Educational Technology as a Teaching and Learning Tool Units: 1.50**

This course will explore the integration of educational technology as a tool to support teaching and learning in K-12 classrooms. The range of topics will include Internet literacy and technologies that support student learning in various domains, group collaboration and personal expression. Particular attention will be paid to assistive technology and its use with special needs students. In small groups, participants will design technology-involved solutions to specific teaching and learning problems. Participants' technology-related presentation skills will be expanded through the creation of rich-media presentations of their design solutions.

**Offering Faculty:** Faculty of Education

**PROF 505 Meeting the Needs of Learners Units: 1.50**

This course brings together concepts, ideas and understandings introduced in practicum and on-campus learning, as well as thinking and practices initiated through such Ministry of Education documents as Learning for All; the School Effectiveness Framework; Growing Success; the First Nation, Metis and Inuit Education Policy Framework, and others. Candidates will deepen their understanding of Universal Design for Learning and Differentiated Instruction, as well as other practices, and improve their ability to plan and implement these kinds of approaches in order to respond to all their students and tailor their instruction appropriately.

**Offering Faculty:** Faculty of Education

**PROF 506 English Language Learners Units: 3.00**

The diversity in Ontario's classrooms requires every teacher to know the policy and program implementation in supporting a fast growing student population of English Language Learners - both Canadian-born and newcomers from other countries including international students. This course is designed to explore the relationships between the learning of the English language and the learning of school contents through English in order to maximize learning in the classroom.

**Offering Faculty:** Faculty of Education

**PROF 507 Transitions and Pathways Units: 1.50**

This course will examine the transition process that students undertake, starting from elementary to secondary school, through secondary school, and into the variety of post[1]secondary options currently available. Teacher candidates will explore resources that support a strong commitment to programming that responds to the interests, strengths, needs, and goals of all students. A focus on individual pathways to success will be paramount. This course will also investigate the factors that facilitate or hinder successful transitions and the importance of students, educators, parents/guardians, and the broader community working together to support students in successful career and life planning.

**Offering Faculty:** Faculty of Education

**PROF 508 Teaching Grades 7 and 8 Units: 1.50**

As teachers of Grades 7 and 8, you will be working with students who are going through a period of profound physical, social and intellectual change. The unique context of the Grade 7/8 classroom and the unique characteristics of the adolescent learner require that as a teacher of these grades, you apply specialized instructional content, and, pedagogical and dispositional strategies to achieve success with students. The purpose of the course is to help you to respond to the characteristics of the adolescent learner and provide you with strategies and resources to motivate and actively engage them in learning.

**Offering Faculty:** Faculty of Education

## Program Tracks (EDST, FOCI) (ITEP, ACE, OEE, PJFSL)

### Indigenous Teacher Education (ITEP and ITEP Community-Based)

#### **EDST 201 Theory of Indigenous Education Units: 3.00**

This course provides a background into the history and theory of Indigenous Education. It will commence with a discussion of Indigenous identities and approaches to education from the pre-contact era into the present, as well as Western approaches to education through the lens of Critical Race Theory. The course will then move to Indigenous educational theory, including such topics as Indigenous concepts of the person and the learner; teaching as ceremony; Indigenous differentiated instruction; holistic learning; global Indigenous identities; language and education; and education for decolonization.

**Offering Faculty:** Faculty of Education

#### **FOCI 201 Indigenous Teacher Education Units: 3.00**

Prepares Indigenous Teacher Education candidates to include Indigenous curriculum as part of their classroom teaching. Explores Indigenous community based curriculum development; a review of current Indigenous curriculum packages and other resources; curriculum planning and evaluation. An experiential learning approach with aspects of the course applied during the candidates' practice teaching rounds. Practicum experiences are explored during class sessions with such reflections providing the basis for further learning in the areas of curriculum planning and evaluation.

**Offering Faculty:** Faculty of Education

### Artist in Community Education

#### **EDST 222 The Artist in Society Units: 3.00**

Intended to provide students in the Artist in Community Education track with experiences relevant to the professional practices of artists. Special attention is paid to the practical role that professional artists play in society including the management of their own professional affairs. Stresses broadening student experiences in the arts through exposure to a variety of visiting professionals.

**Offering Faculty:** Faculty of Education

#### **FOCI 222 Artist In Community Education Units: 3.00**

(Artist in Community Education candidates only) Candidates explore the interface between the artist and education. Issues associated with professional practice and the world of education in visual art, creative writing, drama and music are addressed. Investigations will be sufficiently flexible to meet the needs and interests of students in each of their specific disciplines.

**Offering Faculty:** Faculty of Education

### Outdoor and Experiential Experience

#### **EDST 260 Understanding the Principles and Programs in Outdoor and Experiential Education Units: 3.00**

A study of the theories of experience-based education as derived from the literature and tested analyses of experiential practices and programs. A pedagogical understanding of both the theory and practice of designing innovative outdoor programs is explored through field work involving the ideas of ecological literacy. Emphasis is placed upon integrated subject matter. Also considered are the development, organization, operation and evaluation skills required to lead experiential-based programs in school systems.

**Requirements:** OEE

**Offering Faculty:** Faculty of Education

#### **FOCI 260 Outdoor & Experiential Ed Units: 3.00**

Prepares candidates for leading dynamic school and community based outdoor education as found in a variety of environmental contexts in all teaching subjects. All field components include an examination of risk management for specific activities, accommodation for alternative/experiential settings and additional administrative responsibilities involved in offering unique and innovative educational programming. Teacher candidates can tailor their practicum 450/451 to their interests related to the course.

**Requirements:** OEE

**Offering Faculty:** Faculty of Education

### French as a Second Language in the Elementary School (PJ)

#### **EDST 205 Comprendre le français, deuxième langue officielle, à l'école élémentaire Units: 3.00**

Ce cours est offert aux étudiant.e.s qui ont l'intention d'enseigner le français dans les cours de base, enrichis ou en immersion française. Il s'agit de se familiariser avec les approches à l'enseignement/apprentissage du français, passées et de pointe, le matériel couramment utilisé et les techniques pour enseigner et contrôler les connaissances dans des situations variées. Cours donné en français.

**Offering Faculty:** Faculty of Education

#### **Course Learning Outcomes:**

1. Ce cours est offert aux étudiant.e.s qui ont l'intention d'enseigner le français dans les cours de base, enrichis ou en immersion française



**FOCI 205 Enseigner le français dans les cours  
d'immersion Units: 3.00**

Ce cours a été développé pour faire prendre conscience des programmes divers qui existent au Canada et des stratégies pour favoriser l'enseignement/apprentissage dans ces programmes. L'accent est mis sur le développement de la langue dans un programme d'immersion intégrant les matières enseignées. Cours donné en français.

**Offering Faculty:** Faculty of Education