

## TWO-YEAR BACHELOR OF EDUCATION PROFESSIONAL PROGRAM COURSE REQUIREMENTS

<u>Concurrent Education Courses (Honours and Non-Honours)</u>	FCE
<b>PreProfessional Year Education courses</b>	
Education 1050 - Introduction to Education	.50
Education 2050 - Introduction to Teaching	.50
Education Elective - see page 3 for listing of electives	.50
<b>Total FCEs</b>	1.50
 <b><u>Two-Year Bachelor of Education (BEd) Professional Program – P/J Specialization</u></b>	
<b>PROFESSIONAL YEAR ONE</b>	<b>FCE</b>
(a) Core:	
Education 4350 - Planning & Evaluation, & Classroom Management Part 1	.50
Education 4351 - Educational Psychology, & Inclusive Education Part 1	.50
Education 4353 - Social Difference in Education	.50
Education 4371 - The Practice of Inclusive Education	.25
Education 4398 - Student Teaching 1	.50
(b) Curriculum and Instruction in Primary-Junior Education:	
Education 4031 - C&I Language (PJ) Part 1	.50
Education 4032 - C&I Mathematics (PJ) Part 1	.50
Education 4035 - C&I Visual Arts (PJ)	.25
Education 4033 - C&I Science & Technology (PJ)	.50
Education 4034 - C&I Social Studies (PJ)	.50
Education 0450 - Mathematics Competency Exam (PJ)	.00
(c) Education 4359 – Aboriginal Education	.50
(Education 4359 can be taken in either Year 1 or Year 2.)	
 <b>PROFESSIONAL YEAR TWO</b>	
(a) Core:	
Education 4370 - Classroom Management Part 2	.25
Education 4373 - Professional Practice	.50
Education 4374 - Environmental Education	.50
Education 4375 - Democracy & Education	.50
Education 4498 - Student Teaching 2	.50
(b) Curriculum and Instruction in Primary-Junior Education:	
Education 4072 - C&I Language (PJ) Part 2	.50
Education 4073 - C&I Mathematics (PJ) Part 2	.50
Education 4074 - C&I Music, Dance and Drama (PJ)	.50
Education 4071 - C&I Health & Physical Education (PJ)	.50
Education 4079 - Teaching Kindergarten	.25
(c) Education elective – see page 3 for listing of electives	.50
(Education elective(s) can be taken in either Year 1 or Year 2)	
<b>Total FCEs</b>	10.00

**Two-Year Bachelor of Education (BEd) Professional Program - I/S Specialization**

<b>PROFESSIONAL YEAR ONE</b>	<b>FCE</b>
<b>(a) Core:</b>	
Education 4350 - Planning & Evaluation, & Classroom Management Part 1	.50
Education 4351 - Educational Psychology, & Inclusive Education Part 1	.50
Education 4354 - Literacy & Learning in the IS Curriculum	.50
Education 4355 - Effective Intermediate Teaching	.50
Education 4398 - Student Teaching 1	.50
 <b>(b) Curriculum and Instruction in Intermediate-Senior Education:</b>	
Education 42XX - C&I 1 <sup>st</sup> Teachable Part 1	1.00
Education 42XX - C&I 2 <sup>nd</sup> Teachable Part 1	1.00
 <b>(c) Education 4359 – Aboriginal Education</b>	
(Education 4359 can be taken in either Year 1 or Year 2.)	.50
 <b>PROFESSIONAL YEAR TWO</b>	
<b>(a) Core:</b>	
Education 4370 - Classroom Management Part 2	.25
Education 4372 - Inclusive Education Part 2	.25
Education 4353 - Social Difference in Education	.50
Education 4374 - Environmental Education	.50
Education 4373 - Professional Practice	.50
Education 4375 - Democracy & Education	.50
Education 4498 - Student Teaching 2	.50
 <b>(b) Curriculum and Instruction in Intermediate-Senior Education:</b>	
Education 42XX - C&I 1 <sup>st</sup> Teachable Part 2	.50
Education 42XX - C&I 2 <sup>nd</sup> Teachable Part 2	.50
 <b>(d) Education elective</b>	
	1.00
<b>Note:</b>	
Intermediate-Senior students may also be permitted to fulfill the program requirement for their one FCE of Education electives over the 2-Year Professional Program by taking any combination of half-courses, or the Special Topics course, Education 3920 (1 FCE).	
<b>Total FCEs</b>	<b>10.00</b>

**Electives (for all Divisions, where room in schedule permits)**

<a href="#"><u>Education 3510: Religious Education in Catholic District School Boards in Ontario</u></a>	.50
<a href="#"><u>Education 3511: Introduction to Teaching French as a Second Language (FSL)</u></a>	.50
<a href="#"><u>Education 3512: Literacy Specialization [PJ only]</u></a>	.50
<a href="#"><u>Education 3513: Teaching Internationally</u></a>	.50
<a href="#"><u>Education 3514: Teaching English Language Learners</u></a>	.50
<a href="#"><u>Education 3515: Teaching in First Nations, Métis and Inuit Communities</u></a>	.50
<a href="#"><u>Education 3516: Critical Digital Literacy</u></a>	.50
<a href="#"><u>Education 3519: Mathematics Curriculum for PJ Teaching</u></a>	.50
<a href="#"><u>Education 3517: Teaching Intermediate Mathematics</u></a>	.50
<a href="#"><u>Education 3518: Teaching Intermediate Language</u></a>	.50
<a href="#"><u>Education 3530: Using the Arts to Enhance Intermediate-Senior Teaching</u></a>	.50
<a href="#"><u>Education 3531: Environmental Science Community Involvement (IS OE3 students only)</u></a>	.50
<a href="#"><u>Education 3920: Special Topics in Education (IS students only)</u></a>	1.00
<a href="#"><u>Education 3910: Special Topics in Education</u></a>	.50

## COURSES WITH ASSOCIATED LEARNING OUTCOMES

### PreProfessional Concurrent Education Courses (Honours and NonHonours):

#### **Educ 1050 Introduction to Education**

A critical introduction to the theory and practice of teaching with a focus on the development of teacher identity. Knowledge about the structure and function of education in Ontario's publicly-funded schools and current trends and issues in education will be examined.

Credit Weight: 0.5

Offering: 3-0; or 3-0

At the end of this course, students will be able to:

- A21. Demonstrate knowledge and understanding of resources that facilitate implementation of culturally responsive and social justice oriented teaching.
- F1. Articulate one's social, cultural and ecological positioning.
- F2. Articulate one's beliefs about teaching and learning.
- F4. Demonstrate an understanding of how personal educational practices and assumptions are informed by past educational experiences; analyze and critique those experiences.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G1. Demonstrate knowledge of the Ontario College of Teachers' 'Standards of Practice for the Teaching Profession' and the 'Ethical Standards for the Teaching Profession.'
- G2. Act according to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

#### *Course Specific Learning Outcomes.*

1. Engage in reflective analysis of their purpose in pursuing this professional practice.
2. Demonstrate an understanding of current educational issues and trends and how they impact the teaching profession.
3. Demonstrate an understanding of the foundations of education essential for teachers to know (e.g., events that have shaped education in Canada; school governance; curriculum development, evaluation and assessment; and creating a community of learners).

#### **Educ 2050 Introduction to Teaching**

A professional seminar addressing pedagogical issues of common concern to classroom teachers K-12, that includes a 40-hour internship in which students have the opportunity to observe, assist and deliver lessons in a school or non-school pedagogic site.

Credit Weight: 0.5

Offering: 3-0; or 3-0 plus 40-hour internship

Prerequisite: Education 1050

Note: A Police Records Check with Vulnerable Sector Screening and tuberculosis documentation are required for registration in the course. See the Department of Undergraduate Studies in Education Academic Regulations for more information.

At the end of this course, students will be able to:

- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.

- A33. Demonstrate awareness of classroom management issues that may vary for diverse or at-risk students (e.g., from high poverty, in foster care, racialized, English Language Learners, LGBTQ, in the justice system, etc.).
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G4. Demonstrate the ability to work collaboratively with colleagues.

*Course Specific Learning Outcomes*

1. Demonstrate the ability to recognize various sites of learning in the community.
2. Apply a variety of strategies to assist them in preparation of this professional practice (e.g., developing a personal Philosophy of Education; participate in professional development opportunities; and volunteering in the classroom).

**Education Electives – See offerings beginning on page 84**

Credit Weight: 0.5

Offering: 3-0; or 3-0

**Professional Courses Common to all Divisions (Bachelor of Education):**

**Educ 0498      Enhancing the Practicum (Pass/Fail)**

The focus is on improving classroom teaching performance. A systematic approach to critical reflection on, and inquiry into, the various components of the practicum will be explored: planning, assessment and evaluation, classroom management, differentiated instruction, and establishing a positive classroom environment. Students will learn how to self-assess teaching proficiency, identify their areas for growth, and develop a learning plan that will address those areas that need improvement.

Credit Weight:      0.0

Offering:            2-0; or 2-0

Note:                 May only be taken once and by students in the Professional Program with permission of the Chair.

At the end of this course, students will be able to:

- A2.      Demonstrate knowledge of the Ontario curricula for the appropriate divisions and/or teachable subjects.
- A4.      Demonstrate appropriate pedagogical content knowledge.
- A5.      Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6.      Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7.      Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation, and assessment.
- F3.      Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G4.      Demonstrate the ability to work collaboratively with colleagues.
- G6.      Demonstrate an understanding of, and facility with, reflexive practice.

**Educ 4351      Educational Psychology, and Inclusive Education Part 1**

An introduction to the study of child growth and development, the learning process, and the implications for the work of the classroom teacher. The topic of exceptionalities from a theoretical perspective, including how these impact the learning process and the work of the classroom teacher will be introduced. Higher and lower incidence exceptionalities and controversies in the special needs field are explored.

Credit Weight:      0.5

Offering:            4-0; or 4-0

**Educational Psychology**

At the end of this course, students will be able to:

- A22.     Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- B5.      Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C1.      Demonstrate the ability to define and articulate the need for information and select strategies and tools to find that information.
- D1.      Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- F2.      Articulate one's beliefs about teaching and learning.
- F4.      Demonstrate an understanding of how personal educational practices and assumptions are informed by past educational experiences: analyze and critique those experiences.

At the end of this course, students will begin to:

- A13. Demonstrate knowledge of current Ministry of Education and local school board policies and procedures.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success, and the ways in which factors such as poverty and social disadvantage may place certain children at risk of developmental, health, social, and academic achievement difficulties.
- C2. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems, to locate information through professional and academic literature for use in teaching.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- G8. Demonstrate a tolerance for, and ability to persevere in the face of, ambiguity, uncertainty and adversity.
- G9. Demonstrate integrity, compassion, and patience.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.

#### *Course Specific Learning Outcomes*

1. Demonstrate an understanding of educational theorists (e.g., Piaget, Vygotsky, Erikson & Kohlberg) and theories of education (e.g. dynamic systems theory, cognitive developmental systems theory, ecological theory).
2. Demonstrate an understanding of cultural differences and how information is processed differently based on differences in culture, background knowledge, and experience for major theories and concepts encountered.
3. Demonstrate an ability to use educational psychology research to inform teaching practices particularly in literacy and numeracy.
4. Demonstrate knowledge of the importance of prior knowledge and foundational skills to learning as part of learning theories related to literacy, as well as information processing theory.
5. Demonstrate the ability to search for, evaluate, and synthesize peer-reviewed, primary source, educational psychology papers.
6. Demonstrate an understanding of educational psychology as an empirical discipline and its domains: (Learning and Cognition, Development, Social and Cultural influences, Motivation, Behaviour and Classroom Management, Individual Differences, Assessment and Evaluation, Teaching and Instruction).  
Demonstrate the ability to critically analyze information (current thinking, theory, and research) on the relationship between psychology and education.
7. Demonstrate an understanding of contemporary issues in educational psychology and consideration of these issues from various viewpoints (e.g. teacher, student, parent, administrator).

#### **Inclusive Education Part 1**

At the end of this course, students will be able to:

- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A24. Determine differences in learners on multiple axes, including race, class, age, gender identity, sexual orientation, ability, size, religion and mental health.

- A25. Demonstrate an understanding of child, youth and parent mental health, and the requisite knowledge to link students and families to the necessary services.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.

At the end of this course, students will begin to:

- A20. Understand the principles of culturally responsive teaching within an anti-racist framework.

### *Course Specific Learning Outcomes*

1. Understand appropriate instructional strategies for different exceptionalities.
2. Understand the current policy towards inclusive education in Ontario and the principles of being an inclusive teacher.
3. Demonstrate an understanding of the characteristics and cognitive, social and emotional needs of students with exceptionalities and the knowledge of appropriate interventions that are consistent with the child's best interests and the right to an inclusive education.
4. Discuss continuing issues in special education in Ontario schools including labelling, treatment of students with exceptionalities, access to resources, and family stress.
5. Develop an understanding of the design and function of the Individual Education Plan (IEP) along with the Identification, Placement, and Review Committee (IPRC) and its connection to current teaching practices and understandings of students with special needs.
6. Demonstrate an understanding of the engagement and motivation fundamental to teaching students with exceptionalities.
7. Develop an appreciation of appropriate advocacy for special education students.
8. Develop an understanding of the topic of fostering resilience in special needs children.
9. Demonstrate an understanding of differentiated instruction, universal design for learning and constructivist practices, and demonstrate the ability to differentiate instruction for students with special needs.
10. Demonstrate an understanding of important terms used in Special Education (specifically the difference among accommodations, modifications and alternate programming).
11. Demonstrate knowledge of Ontario Ministry of Education policies and current legislation in Ontario regarding exceptional students - specifically the Five Categories of Exceptionality and the 12 Definitions included, Bill 82 the *Education Amendment Act*, and Regulation 181/98).
12. Demonstrate an awareness of common types of assistive technology offered by OSAPAC (i.e. Ministry licensed software, Word Q, Kurzweil, Graphic Organizers...etc.) used in classrooms, and an understanding of the importance of using assistive technology for students with special needs.

### **Educ 4371 The Practice of Inclusive Education (Primary/Junior)**

Topic of exceptionalities from a practical perspective, including the needs of exceptional students, strategies for successful inclusion of exceptional students in the classroom, the rights and responsibilities of students and teachers, differentiated instruction, and classroom management.

Credit Weight: 0.25

Offering: 1-0; 1-0 in Thunder Bay and 2-0; or 2-0 in Orillia

At the end of this course, students will be able to:

- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A24. Determine differences in learners on multiple axes, including race, class, age, gender identity,



- sexual orientation, ability, size, religion and mental health.
- A29. Understand theories of classroom management and demonstrate the ability to respond flexibly and responsibly to varied scenarios.
  - A30. Demonstrate knowledge of children's basic human rights.
  - A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
  - B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
  - B10. Demonstrate the ability to guide instruction in large and small groups.
  - E2. Demonstrate the ability to hear and respond to the needs of students.
  - G3. Demonstrate an understanding of appropriate advocacy on behalf of students.
  - G8. Demonstrate a tolerance for, and ability to persevere in the face of, ambiguity, uncertainty and adversity.
  - G9. Demonstrate integrity, compassion, and patience.

At the end of this course, students will begin to:

- A13. Demonstrate knowledge of current Ministry of Education and local school board policies and procedures.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success, and the ways in which factors such as poverty and social disadvantage may place certain children at risk of developmental, health, social, and academic achievement difficulties.
- A21. Demonstrate knowledge and understanding of resources that facilitate implementation of culturally responsive and social justice oriented teaching.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection and best practice.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- G10. Demonstrate an understanding of how to build healthy relationships with people, places, and the natural world.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.

*Course Specific Learning Outcomes:*

1. Demonstrate an advanced understanding of the characteristics and needs of students with exceptionalities and use the knowledge of exceptionalities to plan engaging lessons for students with different learning needs.
2. Demonstrate an increased depth of understanding of current Ontario Ministry of Education policies, legislation and ministry documents as they relate to inclusive education in Ontario and the factors influencing changes in the legislation.
3. Demonstrate an understanding of how to differentiate instruction and to use this knowledge to plan engaging and motivating lessons for all students including those with special needs.
4. Demonstrate an understanding of current teaching practices and psychological- and medical-based understandings through the development of a mock-IEP for a student with an exceptionality.
5. Develop an appreciation of the skills necessary to successfully collaborate with the students, their families, consultants, teachers and other professionals who are invested with meeting the needs of children with exceptionalities.
6. Demonstrate understanding of the pillars of successful inclusion and alternative options/placements for some students.

**Educ 4372 Inclusive Education, Part 2**

A continuation on the topic of exceptionalities from a practical perspective, including the needs of exceptional students, strategies for successful inclusion of exceptional students in the classroom, the rights and responsibilities of students and teachers, differentiated instruction, and classroom management.

Credit Weight: 0.25

Offering: 2-0; or 2-0

At the end of this course, students will be able to:

- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A24. Determine differences in learners on multiple axes, including race, class, age, gender identity, sexual orientation, ability, size, religion and mental health.
- A29. Understand theories of classroom management and demonstrate the ability to respond flexibly and responsibly to varied scenarios.
- A30. Demonstrate knowledge of children's basic human rights.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- G3. Demonstrate an understanding of appropriate advocacy on behalf of students.
- G8. Demonstrate a tolerance for, and ability to persevere in the face of, ambiguity, uncertainty and adversity.
- G9. Demonstrate integrity, compassion, and patience.

At the end of this course, students will begin to:

- A13. Demonstrate knowledge of current Ministry of Education and local school board policies and procedures.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success, and the ways in which factors such as poverty and social disadvantage may place certain children at risk of developmental, health, social, and academic achievement difficulties.
- A21. Demonstrate knowledge and understanding of resources that facilitate implementation of culturally responsive and social justice oriented teaching.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection and best practice.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- G10. Demonstrate an understanding of how to build healthy relationships with people, places, and the natural world.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.

*Course Specific Learning Outcomes:*

1. Demonstrate an advanced understanding of the characteristics and needs of students with exceptionalities and use the knowledge of exceptionalities to plan engaging lessons for students with different learning needs.
2. Demonstrate an increased depth of understanding of current Ontario Ministry of Education policies, legislation and ministry documents as they relate to inclusive education in Ontario and the factors influencing changes in the legislation.
3. Demonstrate an understanding of how to differentiate instruction and to use this knowledge to plan engaging and motivating lessons for all students including those with special needs.
4. Demonstrate an understanding of current teaching practices and psychological and medical based understandings through the development of a mock-IEP for a student with an exceptionality.
5. Develop an appreciation of the skills necessary to successfully collaborate with the students, their families, consultants, teachers and other professionals who are invested with meeting the needs of children with exceptionalities.
6. Demonstrate understanding of the pillars of successful inclusion and alternative options/placements for some students.

### **Educ 4350      Planning & Evaluation, and Classroom Management, Part 1**

Establishing and maintaining a positive and safe learning environment in the classroom is explored and concepts in instructional planning and evaluation introduced. A variety of approaches based on research and theory will be considered and applied to classroom and school situations.

Credit Weight:      0.5

Offering:              2-0; 2-0

#### **Planning & Evaluation**

At the end of this course, students will be able to:

- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B5. Demonstrate the ability to foster student engagement, motivation, and a love of learning.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.

#### **Classroom Management**

At the end of this course, students will be able to:

- A29. Understand theories of classroom management and demonstrate the ability to respond flexibly and responsibly to varied scenarios.
- A33. Demonstrate awareness of classroom management issues that may vary for diverse or at-risk students (e.g., from high poverty, in foster care, racialized, English Language Learners, LGBTQ, in the justice system, etc.)
- E2. Demonstrate the ability to hear and respond to the needs of students.

At the end of this course, students will begin to:

- A19. Demonstrate knowledge about cultures of bullying, prejudice, and discrimination that gender and sexuality minority students, teachers, and families (e.g. lesbian, gay, bisexual, transgender) face in schools.
- A25. Demonstrate an understanding of child, youth and parent mental health, and the requisite knowledge to link students and families to the necessary services.
- A30. Demonstrate knowledge of children's basic human rights.
- G1. Demonstrate knowledge of the Ontario College of Teachers' 'Standards of Practice for the Teaching Profession' and the 'Ethical Standards for the Teaching Profession'.

*Course Specific Learning Outcomes for Planning & Evaluation, and Classroom Management*

1. Demonstrate an understanding of how students learn holistically in relation to their cultural connections.
2. Demonstrate an understanding of elements for effective teaching which build upon a community of learners, modelling the values and vision for Equity and Inclusive Education
3. Demonstrate a working knowledge of the Ontario Ministry of Education curriculum and resource documents, including use of the Provincial Achievement Charts.
4. Demonstrate an understanding of and competence with lesson and unit planning (downward design); along with the requirements for long-range planning, modelling the values and vision for Equity and Inclusive Education.
5. Demonstrate an understanding of basic principles of assessment, evaluation and reporting of student performance which builds upon a community of learners, models the values and vision of the Equity and Inclusive Education Strategy; and is directed by *Growing Success, 2010* (Ontario Ministry of Education).
6. Demonstrate an understanding of the significance of balanced and varied assessment on effective planning and instructional strategies.
7. Demonstrate an understanding of a classroom environment which is safe, inclusive, and learner focused, resulting in the development and growth of student self- regulation.
8. Demonstrate an ability to recognize behaviour patterns; to understand possible reasons for the behaviours; and to identify strategies (verbal and non- verbal / proactive and responsive) which respect and encourage all members of the Community of Learners.
9. Demonstrate an understanding of the relationship between classroom management and time on task; an ability to gain student attention and focus using a number of effective strategies; and a recognition of times for necessary and unnecessary intervention.
10. Develop a framework for a philosophy of classroom management and begin to develop a personal style of classroom management.
11. Demonstrate the Professional Standards of Practice of the Ontario College of Teachers (OCT).
12. Demonstrate and understanding of how to plan for and teach split classes.

**Educ 4370 Classroom Management, Part 2**

A consolidation of the knowledge and skills students will need to establish and maintain a positive and safe learning environment in the classroom. Students will use case studies and scenarios from the student practicum experiences to problem-solve solutions to typical classroom management events.

Credit Weight: 0.25

Offering: 2-0; or 2-0

At the end of this course, students will be able to:

- A19. Demonstrate knowledge about cultures of bullying, prejudice, and discrimination that gender and sexuality minority students, teachers, and families (e.g. lesbian, gay, bisexual, transgender) face in schools.
- A25. Demonstrate an understanding of child, youth and parent mental health and the requisite knowledge to link students and families to the necessary services.
- A29. Understand theories of classroom management and demonstrate the ability to respond flexibly and responsibly to varied scenarios.
- A33. Demonstrate awareness of classroom management issues that may vary for diverse or at-risk students (e.g., from high poverty, in foster care, racialized, English Language Learners, LGBTQ, in the justice system, etc.)
- E2. Demonstrate the ability to hear and respond to the needs of students.

#### *Course Specific Learning Outcomes*

1. Demonstrate an in-depth understanding of how students learn holistically in relation to their cultural connections. (Courses PPY 2050, 1050, 4351)
2. Demonstrate a critical understanding of elements and applications for effective teaching which build upon a community of learners, modelling the practices of equity and inclusive education; and develop identity-building strategies that include Aboriginal perspectives, values and cultural knowledge.(*Ontario First Nations, Métis & Inuit Education Policy Framework*) (#3, 8)
3. Demonstrate an understanding of basic principles of assessment, with a focus on learning skills/work habits, evaluation and reporting of student performance which builds upon a community of learners, models the values and vision of the Equity and Inclusive Education Strategy; and as directed by *Growing Success*, 2010 (Ontario Ministry of Education).
4. Demonstrate an understanding of a variety of management strategies; competently incorporating appropriate planning and assessment strategies.
5. Demonstrate a deeper understanding of a classroom environment which is safe, inclusive, and learner focused, incorporating practices related to safe and healthy schools. (#4, 5, 6, 7, 9, 10 – addressed in course 4373 as well)
6. Demonstrate an ability to recognize behaviour patterns; to understand possible reasons; and to identify collaborative responses for complex situations. (#9, 10, 11, 12, 13)
7. Consolidate a framework for a philosophy of classroom management reflecting the triangulation of classroom management, planning and evaluation. (#2)
8. Demonstrate the Professional Standards of Practice of the Ontario College of Teachers (OCT).

#### **Educ 4359      Aboriginal Education**

The theory, policy, and practice of teaching Aboriginal students. Social, cultural, historical and political contexts of life for Aboriginal Peoples across Canada will be discussed. The history of Aboriginal-non-Aboriginal relations will be explored critically.

Credit Weight:      0.5

Offering:            4-0; or 4-0

At the end of this course, students will be able to:

- A17. Understand colonialism and its continued effects on Aboriginal communities and learners.
- A18. Demonstrate knowledge of Aboriginal history, including an understanding of the continuing effect of colonialism and Residential Schools, on Aboriginal communities and learners.

- A30. Demonstrate knowledge of children's basic human rights.
- A35. Demonstrate an awareness of the importance of Treaties to Aboriginal/non-Aboriginal relations.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D3. Demonstrate an awareness of how one's socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E3. Articulate an understanding that communication takes multiple forms, including artistic forms, and that the arts are effective in communicating culturally and epistemologically diverse knowledge.
- F4. Demonstrate an understanding of how personal educational practices and assumptions are informed by past educational experiences: analyze and critique those experiences.
- F9. Demonstrate an appreciation for First Nations, Métis and Inuit cultures.
- G13. Understand the need for a balance of physical, mental, spiritual and emotional health in students, communities, and ourselves.

At the end of this course, students will begin to:

- A34. Show an appreciation of experiential education, an understanding of its role in traditional Indigenous education and of its potential in today's education system.

*Course Specific Learning Outcomes:*

At the end of this course, students will be able to:

1. Identify differences between Aboriginal and non-Aboriginal cultural belief systems and ways of acknowledging bias.
2. Plan lessons that incorporate Aboriginal strategies and epistemologies into core subject areas.
3. Respectfully create instruction using a variety of approaches (such as artistic forms) that creates a safe, culturally enriched program for both Aboriginal and non-Aboriginal students.
4. Differentiate between the First Nations, Métis and Inuit (FNMI) cultures and understand some of the core belief systems of Aboriginal peoples through the learning of The Seven Sacred Teachings and Midewiwin teachings, as well as the holistic belief systems of the Aboriginal peoples.
5. Describe local FNMI communities.
6. Demonstrate understanding of racism and stereotypes and be able to dispel misconceptions about FNMI peoples
7. Demonstrate understanding of cultural components such as tobacco use, Elders, the Thanksgiving Address, the medicine wheel, seven grandfathers, contemporary FNMI arts and culture, first languages, and restorative justice.
8. Demonstrate understanding of issues impacting Aboriginal students in urban school settings.
9. Demonstrate understanding of aspects of the history of Aboriginal/non-Aboriginal relationships in Canada, including special consideration to local Treaties, the Indian Act, Residential Schools, land rights, status and identity issues, justice issues, Indigenous women's issues, and Indigenous environmental issues.
10. Demonstrate the ability to find culturally-respectful print and media resources.

**Educ 4353 Social Difference in Education**

Considers issues of power, privilege, oppression, and how social differences such as race, ethnicity, class, gender, sexuality, size, and ability make a difference in how, what, and by whom education occurs in schools. Moving beyond a simplistic notion of diversity, this course examines how social difference shapes contemporary education.

Credit Weight: 0.5

Offering: 4-0; or 4-0

At the end of this course, students will be able to:

- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A15. Demonstrate knowledge of historic and current events, both national and international, and an awareness of how changing social forces impact students and classrooms.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success, and the ways in which factors such as poverty and social disadvantage may place certain children at risk of developmental, health,, social, and academic achievement difficulties.
- A19. Demonstrate knowledge about cultures of bullying, prejudice, and discrimination that gender and sexuality minority students, teachers, and families (e.g. lesbian, gay, bisexual, transgender) face in schools.
- A20. Understand the principles of culturally responsive teaching within an anti-racist framework.
- A21. Demonstrate knowledge and understanding of resources that facilitate implementation of culturally responsive and social justice oriented teaching.
- A24. Determine differences in learners on multiple axes, including race, class, age, gender identity, sexual orientation, ability, size, religion and mental health.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B6. Demonstrate the ability to critically analyze social systems of which they are part, and take action for improvement.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- D4. Demonstrate an awareness of how Eurocentric and other dominant discourses have permeated, and continue to permeate, curriculum.
- D5. Demonstrate knowledge that literacy is culturally situated, political in nature, and constantly changing to meet the needs of societies.
- E1. Demonstrate the ability to articulate ideas clearly, read critically, and communicate precisely in writing for particular audiences (including colleagues, parents, students – including English Language Learners – and the public).
- F1. Articulate one's social, cultural and ecological positioning.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G7. Demonstrate an understanding of collaborative inquiry and its potential to solve challenges and answer critical questions about teaching and learning.

- G14. Demonstrate the ability to practice critical reflection.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.

At the end of this course, students will begin to:

- A30. Demonstrate knowledge of children's basic human rights.
- A34. Show an appreciation of experiential education, an understanding of its role in traditional Indigenous education and of its potential in today's education system.
- F4. Demonstrate an understanding of how personal educational practices and assumptions are informed by past educational experiences: analyze and critique those experiences.
- G8. Demonstrate a tolerance for, and ability to persevere in the face of, ambiguity, uncertainty and adversity.
- G9. Demonstrate integrity, compassion, and patience.
- G10. Demonstrate an understanding of how to build healthy relationships with people, places, and the natural world.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G13. Understand the need for a balance of physical, mental, spiritual and emotional health in students, communities, and ourselves.

#### **Educ 4374 Environmental Education**

In the face of climate change, environmental degradation, and food and water insecurity, one of the key aims is to explore the interdependent relationship between human and natural systems. Inherently interdisciplinary and with diverse emphases, environmental education occurs in a variety of learning contexts and in an experiential manner. Current environmental education research, theory, policy, curriculum, and practice will be critically examined, as will constraints and possibilities for implementation in Ontario schools.

Credit Weight: 0.5

Offering: 4-0; or 4-0

At the end of this course, students will be able to:

- A10. Demonstrate awareness of key environmental issues and how to teach about these in age-appropriate, contextually appropriate ways.
- A26. Demonstrate an understanding of critical media literacy and develop strategies for their successful cross-curricular implementation.
- A34. Show an appreciation of experiential education, an understanding of its role in traditional Indigenous education and of its potential in today's education system.
- B6. Demonstrate the ability to critically analyze social systems of which they are part, and take action for improvement.
- B7. Demonstrate the skills to help students appreciate that their actions have multiple consequences, and to act in personally, socially, and environmentally responsible ways.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection and best practice.
- D3. Demonstrate an awareness of how one's socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.



- E7. Demonstrate an understanding of the nature of science and be able to describe what it means to be scientifically literate.
- F1. Articulate one's social, cultural, and ecological positioning.
- F6. Demonstrate an awareness of wellness and wellbeing and an ability to identify and respond to personal wellness needs.
- G5. Be able to take responsibility for personal health, learning, growth and development.
- G10. Demonstrate an understanding of how to build healthy relationships with people, places, and the natural world.
- G13. Understand the need for a balance of physical, mental, spiritual and emotional health in students, communities, and ourselves.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.

At the end of this course, students will begin to:

- A15. Demonstrate knowledge of historic and current events, both national and international, and an awareness of how changing social forces impact students and classrooms.
- A17. Understand colonialism and its continued effects on Aboriginal communities and learners.
- A21. Demonstrate knowledge and understanding of resources that facilitate implementation of culturally responsive and social justice oriented teaching.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F9. Demonstrate an appreciation for First Nations, Métis and Inuit cultures.
- G9. Demonstrate integrity, compassion, and patience.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Show an understanding of the elements of the natural world, including water, earth, sun, animals, plants, etc. and how we are reliant on them for our own health.
2. Show an awareness of the principles of environmental stewardship and how to foster them in students.
3. Demonstrate how to inspire natural connection amongst children and youth.
4. Demonstrate creativity in making positive changes in social systems to promote social and environmental justice.
5. Demonstrate how gratitude and awareness can inspire personal, social and environmental change.
6. Demonstrate an understanding of the breadth and depth of environmental education.
7. Be able to critically examine underlying assumptions of environmental education, including the influence of race, class, gender, sexuality, size, and ability on environmental education theories, practices and research.
8. Demonstrate awareness of root causes of environmental problems and the ways in which educators can respond.
9. Articulate ways in which environmental education can be infused across the curriculum.
10. Demonstrate familiarity with different types of environmental education, including but not limited

to climate change pedagogy, humane education, outdoor experiential education, and place-based education.

11. Demonstrate familiarity with environmental education research and how it informs practice in schools.
12. Demonstrate familiarity with, and ability to critically assess relevance of, environmental education resources produced by the Ontario Ministry of Education, teachers' associations, and non-governmental organizations.
13. Articulate ways in which environmental education can be practiced in schoolyards and adjacent communities.
14. Demonstrate ability to minimize risk to students when engaging in outdoor activities.
15. Articulate an understanding of scientific, social, political, economic and ethical aspects of climate change.
16. Demonstrate the ability to plan classroom and outdoor experiences that nurture in students a sense of responsibility, commitment and excitement for acting on climate change.

### **Educ 4375 Democracy and Education**

An introduction to the relationship between democracy and education, and the demands democracy places on education. Explores the aims of education and justification for publicly-funded schooling in a democracy, and the history of current policies and practices. Topics will also include critical thinking, critical media literacy, and advocating for change in schools and society.

Credit Weight: 0.5

Offering: 4-0; or 4-0

At the end of this course, students will be able to:

- A11. Demonstrate an understanding of the relationship between democracy and education, and the demands democracy places on education.
- A14. Demonstrate an understanding of the ways in which the history of education affects current policies and practices.
- A15. Demonstrate knowledge of historic and current events, both national and international, and an awareness of how changing social forces impact students and classrooms.
- B6. Demonstrate the ability to critically analyze social systems of which they are part, and take action for improvement.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- F2. Articulate one's beliefs about teaching and learning.
- F3. Demonstrate the ability to assess one's strengths as a teacher and state areas for growth.
- F4. Demonstrate an understanding of how personal educational practices and assumptions are informed by past educational experiences: analyze and critique those experiences.
- F7. Demonstrate an understanding of professional development as a career-long process.
- F8. Articulate one's reasoned beliefs about the use of educational technologies.
- G11. Demonstrate the ability to apply strategies for successful change within schools.

#### *Course Specific Learning Outcomes:*

1. Participate in critical examination of the function of power and knowledge in publicly funded schools.
2. Demonstrate understanding of the functions of publicly funded schooling in order to identify areas for improvement.
3. Engage in critical examination of one's teaching thought and practice in order to express their understanding of their role in publicly funded education.

4. Demonstrate understanding that as teachers, they are agents of change.
5. Examine political literacy.
6. Examine democratic innovations and technologies in education in combination with F8.
7. Examine democratic mechanisms (such as styles of decision making), democratic norms (such as social capital) and democratic attitudes (such as tolerance) in order to demonstrate an understanding of the possibilities for learning democracy through education.
8. Examine the -- socio-political context of multiculturalism and Aboriginal--non-Aboriginal relations and democracy in Canada.

### **Educ 4373 Professional Practice**

An examination of the legal foundations of publicly-funded education in Ontario and the application of professional ethics to teaching. A presentation of Professional Learning Communities (PLC) and how they work to collaboratively assess data to guide efforts at improving practice and student outcomes.

Credit Weight: 0.5

Offering: 4-0; or 4-0

### **Law & Ethics**

At the end of this course, students will be able to:

- A12. Demonstrate knowledge of the laws and regulations governing publicly and federally funded education in Ontario.
- A13. Demonstrate knowledge of current Ontario Ministry of Education and local school board policies and procedures.
- A14. Demonstrate an understanding of the ways in which the history of education affects current policies and practices.
- A30. Demonstrate knowledge of children's basic rights [under the *Canadian Charter*].
- G1. Demonstrate knowledge of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.
- G2. Act according to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.
- G3. Demonstrate an understanding of appropriate advocacy on behalf of students.

At the end of this course, students will begin to:

### *Course Specific Learning Outcomes*

1. Demonstrate knowledge of the constitutional framework, establishing the parameters for the provision of public education in Ontario.
2. Demonstrate knowledge of the application of the *Canadian Charter of Rights and Freedoms* to students, teachers, and administrators.
3. Demonstrate understanding of teacher conduct; including maintaining professional boundaries, off-duty conduct, appropriate cyber-citizenship.
4. Demonstrate understanding of the way in which the educator acts as state agent in the child's best interest.
5. Demonstrate understanding of the school and the youth criminal justice system.
6. Demonstrate knowledge of cyber law, cyber libel, defamation, and cyber bullying.

### Professional Learning Communities

At the end of this course, students will be able to:

- A36. Demonstrate knowledge of how Professional Learning Communities (PLCs) work in schools, using assessment data and research findings to guide and differentiate instruction.
- C1. Demonstrate the ability to define and articulate the need for information and select strategies and tools to find that information.
- C2. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems, to locate information through professional and academic literature for use in teaching.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G7. Demonstrate an understanding of collaborative inquiry and its potential to solve challenges and answer critical questions about teaching and learning.

### **Educ 4398      Student Teaching, Part 1**

A supervised practical placement in which students have extended opportunities to observe and practice teach in schools and classrooms appropriate to their levels of study and/or teachable subjects. The placements are made in accordance with the regulations for Teacher Certification in Ontario and will be determined by the Faculty of Education.

Credit Weight:      0.5

Grade Scheme:      Pass/Fail

At the end of the practicum, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection and best practice.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E5. Demonstrate the understanding that much communication occurs through body language.
- F3. Demonstrate the ability to assess one's strengths as a teacher and state areas for growth.
- G1. Demonstrate knowledge of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.
- G2. Act according to the Ontario College of Teachers' *Standards of Practice for the Teaching*

*Profession and the Ethical Standards for the Teaching Profession.*

- G4. Demonstrate the ability to work collaboratively with colleagues.
- G5. Be able to take responsibility for personal health, learning, growth and development.
- G8. Demonstrate a tolerance for, and ability to persevere in the face of ambiguity, uncertainty and adversity.
- G9. Demonstrate integrity, compassion, and patience.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.

*Course Specific Learning Outcomes:*

1. Demonstrate, through reflection and practice, an understanding of the holistic development of children and youth. (A22, G15)
2. Demonstrate an understanding of elements for effective teaching which build upon a community of learners, modelling the principles of equity and inclusive education. (B2, B5, E2, G8, G9, G15)
3. Demonstrate a working knowledge of the relevant Ontario Ministry of Education curriculum, resource, and policy documents. (A2, B11)
4. Demonstrate an understanding of and competence with lesson planning (first placement) and unit planning (second placement) using a backward design model. (B10, B11)
5. Demonstrate an understanding of a variety of assessment tools and strategies; the concepts of assessment **for** learning, assessment **as** learning, and assessment **of** learning; and, how these apply to the development of learning experiences and reporting of student success. (A6)
6. Demonstrate an understanding of a classroom environment that is safe, inclusive, learner-centred, resulting in the development and growth of student self-regulation. (E2, G12, G15)
7. Demonstrate an ability to recognize behaviour patterns; to understand possible reasons for the behaviours; and to identify strategies (verbal and non-verbal/proactive and responsive) which respect and encourage all members of the community of learners. (E2, E5)
8. Demonstrate an understanding of the relationship between classroom management, instructional planning and practice, and assessment. (G12)
9. Act according to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. (F3, G1, **G2**, G4, G8, G9)
10. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning. (E4)
11. Be able to take responsibility for personal health, learning, growth and development. (G5)

**Educ 4498 Student Teaching, Part 2**

A supervised practical placement in which students have an extended opportunity to observe and practice teach in schools and classrooms appropriate to their levels of study and/or teachable subjects. The placements are made in accordance with the regulations for teacher certification in Ontario and will be determined by the Faculty of Education.

Credit Weight: 0.5  
 Grade Scheme: Pass/Fail  
 Prerequisite: Education 4398

At the end of the practicum, the student will be able to:

- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.

- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B5. Demonstrate the ability to foster student engagement, motivation, and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E5. Demonstrate the understanding that much communication occurs through body language.
- G2. Act according to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.
- G3. Demonstrate an understanding of appropriate advocacy on behalf of students.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G5. Be able to take responsibility for personal health, learning, growth and development.
- G6. Demonstrate an understanding of, and facility with, reflexive practice.
- G8. Demonstrate a tolerance for, and ability to persevere in the face of, ambiguity, uncertainty and adversity.
- G9. Demonstrate integrity, compassion, and patience.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.

*Course Specific Learning Outcomes:*

1. Demonstrate a critical understanding and ability to reflect upon relevance and application of holistic development of children and youth, and educational theory. (A22, B1, B3, G15)
2. Apply, independently and competently, elements for effective teaching which build upon a community of learners, modelling the principles of equity and inclusive education. (B2, B4, B5, B8, B9, B10, B12, E2, E4, G8, G9, G15)
3. Apply, independently and competently, a working knowledge of relevant Ontario Ministry of Education curriculum, resource and policy documents. (B11)
4. Using a backward design model, plan and deliver, independently and competently, lesson and unit plans which reflect curriculum expectations, and which draw pertinent information from relevant Ontario Ministry of Education curriculum, resource and policy documents. (B2, B5, B8, B9, B10, B11, B12, E4)

5. Develop and apply, independently and competently, assessment (for/as/of learning), evaluation and reporting of children's academic performance and progress with learning skills as directed by relevant Ontario Ministry of Education curriculum, resource and policy documents. (A6, G12, G15)
6. Establish and demonstrate a personal classroom management style, reflective of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. (E2, E5, G1, G2)
7. Establish a classroom environment that is safe, inclusive, learner-centred, resulting in the development and growth of student self-regulation. (B2, E2, E5, G9, G12, G15)
8. Act according to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. (F3, G1, G2, G4, G8, G9)
9. Demonstrate an understanding of appropriate advocacy on behalf of students. (G3)
10. Be able to take responsibility for personal health, learning, growth, and development. (G5)
11. Demonstrate an understanding of, and facility with, reflexive practice. (G6)

### **Division and Subject (Teachable) Specific Professional Courses:**

#### Primary-Junior:

#### **Educ 4031 Curriculum and Instruction in Language Arts (Primary-Junior), Part 1**

Familiarize students with the characteristics and development of young children's language and with the documents provided by the Ontario Ministry of Education for developing Language Arts programs for the Primary-Junior levels. Topics include: the development of language and thought; the selection, planning, implementation, and evaluation of learning opportunities in viewing, listening, speaking, reading, and writing. The interrelated nature of these abilities will be explored to provide a framework for meeting individual differences in language development.

Credit Weight: 0.5

Offering: 2-0; 2-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curricula for the appropriate divisions and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.

- C1. Demonstrate the ability to define and articulate the need for information and select strategies and tools to find that information.
- D5. Demonstrate knowledge that literacy is culturally situated, political in nature, and constantly changing to meet the needs of societies.
- E1. Demonstrate the ability to articulate ideas clearly, read critically, and communicate precisely in writing for particular audiences (including colleagues, parents, students – including English Language Learners – and the public).
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E6. Recognize and value the background and home literacies students bring to the classroom and the role these can and should play in the acquisition of English literacy.

At the end of this course, students will begin to:

- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- C1. Demonstrate the ability to define and articulate the need for information and select strategies and tools to find that information.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- D5. Demonstrate knowledge that literacy is culturally situated, political in nature, and constantly changing to meet the needs of societies.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

*Course Specific Learning Outcomes:*

1. Explore their literacy through a variety of language experiences
2. Recognize the influence of family, culture and individual interests/needs on literacy acquisition.
3. Demonstrate understanding of the theoretical framework (nature of language, the language processes and language learning) underlying language arts and literacy programs.
4. Demonstrate an understanding of the processes of reading/writing/oral and visual communication



and the principles of an effective language arts and literacy program.

5. Demonstrate an understanding of theoretical perspectives on multiliteracies and critical literacy and the implications for literacy teaching and learning.
6. Demonstrate knowledge of the factors which support a positive and productive environment for student learning.
7. Understand the role of the teacher in promoting language learning.

### **Educ 4072 Curriculum & Instruction in Language Arts (Primary-Junior), Part 2**

Difference is considered in the classroom in relation to the teaching/learning of Language Arts. Students will become familiar with methods for differentiating instruction to meet the needs of individual language learners, with particular emphasis on teaching across difference. Using literacy across the curriculum is explored.

Credit Weight: 0.5  
 Offering: 2-0; 2-0  
 Prerequisite: Education 4031

At the end of this course, students will be able to:

- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A32. Demonstrate knowledge of strategies for teaching English Language Learners [ELLs] in the content areas.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E5. Demonstrate knowledge that literacy is culturally situated, political in nature, and constantly changing to meet the needs of societies.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centred digital literacies relevant for

- the pedagogies used in the content areas.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
  - B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
  - B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
  - D2. Demonstrate the understanding that our knowledge is never complete or absolute.
  - D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
  - E2. Demonstrate the ability to hear and respond to the needs of students.
  - F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
  - F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
  - G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
  - G14. Demonstrate the ability to practice critical reflection.

*Course Specific Learning Outcomes:*

1. Recognize, value and build the home-school connection in relation to literacy acquisition.
2. Understand the concept of literacy and learning across the curriculum.
3. Demonstrate an understanding of theoretical perspectives, trends and issues related to multiliteracies and critical literacy and the implications for literacy teaching and learning.
4. Reflect on the connections between theory and practice.
5. Recognize that ongoing professional growth is an integral part of teaching.
6. Practice unit planning and long-range planning in Language.
7. Understand how action research can be used to improve Language teaching.

**Educ 4032 Curriculum & Instruction in Mathematics (Primary-Junior), Part 1**

The development, effective instruction, and assessment of children's mathematics K–6. Students will learn about the research, theory and application of early number sense, algebra, patterning and measurement. They will learn to understand, mathematically model, assess, and teach to children's mathematical thinking in these areas.

Credit Weight: 0.5  
 Offering: 2-0; 2-0  
 Corequisite: Education 0450

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.

- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A32. Demonstrate knowledge of strategies for teaching English Language Learners [ELLs] in the content areas.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G6. Demonstrate an understanding of, and facility with, reflexive practice.

At the end of this course, students will be able to:

- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

#### *Course Specific Learning Outcomes*

1. Demonstrate the ability to use mental math to follow the mathematical explanations of students, scribe or model them, and use them to participate in mathematical discussions.

2. Develop flexible mathematical reasoning to understand adequately children's personal math.
3. Demonstrate an understanding of the 'landscape' of children's mathematical development from K to Gr. 6; use the landscape to differentiate and assess; JK – 6 landscape of development of 4 operations; 1-6 landscape algebra, measurement.
4. Engage in an overview of the mathematics curriculum from K-6: the content (all strands) and the underpinning theories of instruction. Use the landscape to examine the curriculum: number sense (basic); measurement; algebra and patterning.
5. Demonstrate familiarity with all other parts of the number sense matrix beyond the 3 part lesson: mini lessons, effective card game practice, Carpenter designed word problems.
6. Identify any personal areas of content knowledge weakness.

### **Educ 4073 Curriculum & Instruction in Mathematics (Primary-Junior), Part 2**

The development, effective instruction, and assessment of children's mathematics K–6. Students will learn about the research, theory and application of advanced elementary number sense, probability, data management and geometry. Students will learn to understand, model, assess, and teach to children's mathematical thinking in these areas.

Credit Weight: 0.5  
 Offering: 2-0; 2-0  
 Prerequisite: Education 4032

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A32. Demonstrate knowledge of strategies for teaching English Language Learners [ELLs] in the content areas.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understanding from curriculum.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.

- C4. Articulate an understanding of educational research procedures, including action research.E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

### *Course Specific Learning Outcomes*

1. Demonstrate the ability to use mental math to follow the mathematical explanations of students, scribe or model them, and use them to participate in mathematical discussions.
2. Develop flexible mathematical reasoning to understand adequately children's personal math.
3. Demonstrate an understanding of the 'landscape' of children's mathematical development from K to Gr. 6; use the landscape to differentiate and assess: 1 - 6 landscape of development fractions; differentiation & assessment with the landscape.
4. Engage in an overview of the mathematics curriculum from K-6: the content (all strands) and the underpinning theories of instruction. Use the landscape to examine the curriculum: number sense (advanced); geometry; data management; probability
5. Demonstrate familiarity with all other parts of the number sense matrix beyond the 3-part lesson: literature-based lessons, mathematical model investigations.
6. Demonstrate the ability to work with accountable talk methods.

### **Educ 0450 Mathematics Competency Exam (Primary-Junior)**

The mathematics competency exam (Primary-Junior) is offered in early September and early March and must be passed at the 75% level. This exam ensures that all students understand basic mathematical concepts at the Grade 6/7 level.

Credit Weight: 0.0

Grading: Pass/Fail  
 Notes: May only be taken by Education students in the Professional Program.

At the end of this course, students will be able to:

A3. Demonstrate appropriate subject area knowledge.

### **Educ 4033 Curriculum and Instruction in Science and Technology (Primary-Junior)**

Theory, planning, implementation, assessment, resources, and a variety of pedagogical strategies for students to gain confidence in their ability to teach Science & Technology. Students will examine and gain an understanding of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5  
 Offering: 2-0; 2-0

At the end of this course, students will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant to Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E7. Demonstrate an understanding of the nature of science and be able to describe what it means to be scientifically literate.
- G6. Demonstrate an understanding of, and facility with, reflexive practice.

At the end of this course, students will begin to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.

- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- A35. Demonstrate an awareness of the importance of Treaties to Aboriginal/non-Aboriginal relations.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

#### *Course Specific Learning Outcomes*

1. Develop an awareness of different cultural worldviews and understand how to bridge the gap between these views and Western science and technology.
2. Demonstrate understanding of the skills relevant to Science and Technology in order to help students develop inquiry skills and become effective problem solvers and critical thinkers.
3. Develop an awareness of integrated learning. For example, teacher candidates plan an integrated unit, lesson, or activity combining curricular expectations from a Science & Technology unit and a Social Studies unit.
4. Demonstrate the ability to effectively integrate environmental education into the Science & Technology curriculum.

#### **Educ 4034 Curriculum and Instruction in Social Studies (Primary-Junior)**

Theory, planning, implementation, assessment, resources, and a variety of pedagogical strategies for students to gain confidence in their ability to teach Social Studies. Students will examine and gain an understanding of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 2-0; 2-0

At the end of this course, students will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.

- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A10. Demonstrate awareness of key environmental issues and how to teach about these in age-appropriate, contextually-appropriate ways.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- A32. Demonstrate knowledge of strategies for teaching English Language Learners [ELLs] in the content areas.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.

At the end of this course, students will begin to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A15. Demonstrate knowledge of historic and current events, both national and international, and an awareness of how changing social forces impact students and classrooms.
- A17. Understand colonialism and its continued effects on Aboriginal communities and learners.
- A18. Demonstrate knowledge of Aboriginal history, including an understanding of the continuing effect of colonialism and Residential Schools, on Aboriginal communities and learners.
- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.



- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- F9. Demonstrate an appreciation for First Nations, Métis and Inuit cultures.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

#### *Course Specific Learning Outcomes*

1. Develop an awareness of different cultural worldviews and understand how to bridge the gap between these views and Eurocentric worldviews.
2. Demonstrate understanding of the skills relevant to Social Studies in order to help students develop inquiry skills, spatial and mapping skills, and become effective problem solvers and critical thinkers.
3. Demonstrate understanding of integrated learning where students will work towards meeting expectations from two or more subjects within a single unit, lesson or activity, and/or between grade specific Social Studies topics.
4. Demonstrate the ability to effectively integrate environmental education into the Social Studies curriculum.
5. Demonstrate an understanding of sound Social Studies teaching approaches, including citizenship education and healthy relationships, during course activities, and field studies.

#### **Educ 4071 Curriculum & Instruction in Health & Physical Education (Primary-Junior)**

Through experiential and interdisciplinary learning, students will be introduced to a critical study of health and physical education programming at the primary-junior level. Based upon current research in teaching and learning in health and physical education with a focus on physical and health literacy and equity-based practices, students will develop pedagogical knowledge and instructional strategies for teaching Health and Physical Education within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 2-0; 2-0

At the end of this course, students will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.

- A6. Demonstrate knowledge of effective assessment practices (*assessment for, as and of learning*) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A25. Demonstrate an understanding of child, youth and parent mental health and the requisite knowledge to link students and families to the necessary services.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students. B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- F4. Demonstrate an understanding of how one's personal educational practices and assumptions are informed by past educational experiences; analyze and critique those experiences.
- F6. Demonstrate an awareness of wellness and well-being and an ability to identify and respond to personal wellness needs.
- G13. Understand the need for a balance of physical, mental, spiritual and emotional health in students, communities, and ourselves.

At the end of this course, students will begin to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A14. Demonstrate an understanding of the ways in which the history of education affects current policies and practices.
- A15. Demonstrate knowledge of historic and current events, both national and international, and an awareness of how changing social forces impact students and classrooms.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success, and the ways in which factors such as poverty and social disadvantage may place certain children at risk of developmental, health, social, and academic achievement difficulties.
- A17. Understand colonialism and its continued effects on Aboriginal communities and learners.
- A18. Demonstrate knowledge of Aboriginal history, including an understanding of the continuing effect of colonialism and Residential Schools, on Aboriginal communities and learners.
- A19. Demonstrate knowledge about cultures of bullying, prejudice, and discrimination that gender and sexuality minority students, teachers, and families (e.g. lesbian, gay, bisexual, transgender) face in schools.
- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.

- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- A29. Understand theories of classroom management and demonstrate the ability to respond flexibly and responsibly to varied scenarios.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- F9. Demonstrate an appreciation for First Nations, Métis and Inuit cultures.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G10. Demonstrate an understanding of how to build healthy relationships with people, places, and the natural world.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

### *Course Specific Learning Outcomes*

1. Demonstrate an understanding of the stages of children's motor skill development from rudimentary forms to mature patterns of fundamental movement skills.

### **Educ 4035 Curriculum and Instruction in Visual Arts (Primary-Junior)**

An examination of the relevant Ontario Ministry of Education curriculum and policy documents along with methods and techniques used in teaching Visual Arts in the primary and junior grades. Principles of effective planning, assessment and classroom management will be identified.

Credit Weight: 0.25

Offering: 2-0; or 2-0

At the end of this course, students will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.

- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students. B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E3. Articulate an understanding that communication takes multiple forms, including artistic forms, and that the arts are effective in communicating culturally and epistemologically diverse knowledge.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.

At the end of this course, students will begin to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.

- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G10. Demonstrate an understanding of how to build healthy relationships with people, places, and the natural world.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

### *Course Specific Learning Outcomes*

2. Develop an understanding of the stages of children's artistic development from early scribbles to the later stages of realism, abstract expression and interpretation.
3. Demonstrate knowledge of and ability to effectively implement the three curricular areas: Creating and Presenting; Reflecting, Responding and Analyzing; Exploring Forms and Cultural Contexts.
4. Build skills in critical thinking by using the critical design analysis process for a variety of art works from different periods and cultures. The design elements to be learned in each grade are line, shape/form, texture, value, colour and space. Design principles for grades 1-8 are contrast, repetition/rhythm, variety, emphasis, proportion, balance, harmony and unity, and movement. Incorporation of art gallery/museum resources in the community and beyond are used to expand horizons.
5. Develop understanding and application of the critical thinking process: describe, analyze, interpret and informed judgment, when viewing and describing a variety of art forms, including First Nations art.
6. Through the study of a variety of Aboriginal visual art forms, demonstrate awareness of specific Aboriginal issues through time.
7. Through personal studio practice, apply design theory (elements and principles) - the creative process: challenging /inspiring, imagining/generating, exploring/experimenting, producing preliminary work, revising/refining, reflecting/evaluating, - and the critical thinking process: description, analysis, interpretation and informed judgment.
8. Develop effective design vocabulary for the purpose of explaining artistic process and expressing positive/constructive critical analysis for classroom critiquing of art work as it is created, refined and completed/displayed.
9. Demonstrate an awareness of different art forms around the world and be able to analyze both critically and interpretively.
10. Demonstrate understanding of going beyond the Eurocentric art focus in resource materials, and expand awareness of worldwide variety in art forms and expression.
11. Demonstrate understanding of art material handling and disposal in a responsible, safe manner.

### **Educ 4074 C&I Music, Dance and Drama (Primary-Junior)**

An examination of methods and techniques used in teaching music, dance and drama in the primary and junior grades. Principles of effective planning, instructional strategies, assessment and classroom management will be explored in the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 2-0; 2-0

At the end of this course, students will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable

- subjects.
- A3. Demonstrate appropriate subject area knowledge.
  - A4. Demonstrate appropriate pedagogical content knowledge.
  - A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
  - A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
  - A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
  - A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
  - B1. Demonstrate the ability to apply educational theory to teaching practice.
  - B2. Demonstrate the ability to plan engaging lessons for all students.
  - B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
  - B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
  - B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
  - B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
  - B10. Demonstrate the ability to guide instruction in large and small groups.
  - B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
  - E3. Articulate an understanding that communication takes multiple forms, including artistic forms, and that the arts are effective in communicating culturally and epistemologically diverse knowledge.
  - E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
  - G13. Understand the need for a balance of physical, mental, spiritual and emotional health in students, communities, and ourselves.

At the end of this course, students will begin to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.

- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

## **Music**

### *Course Specific Learning Outcomes*

1. Engage in long range and unit planning for Music instruction, in addition to creating an individual lesson plan.
2. Use a variety of literacy strategies (oral, reading, writing, media) and numeracy processes (e.g. patterning) to enhance student learning in Music.
3. Develop an awareness of an inclusive Music program that reflects the diversity of Canadian and world cultures including non-western music, and especially First Nations music, while exploring music, culture and colonization.
4. Develop an understanding of the elements of music: Rhythm (metre, note and rest duration values), Melody (shape and direction, phrases, treble clef and note names, major scales and key signatures), Form (binary, ternary, rondo), Harmony (performing in parts, creating accompaniments), Timbre (sound exploration, musical instruments), and Expressive Qualities (dynamics, tempo, texture).
5. Understand the characteristics of the child voice; performance and teaching strategies for songs, rounds and part-song.
6. Explore the expressive qualities of music through listening, performance, improvisation and composition.
7. Teach the playing of an instrument to provide opportunities for individual development of reading skills and personal expression.
8. Explore non-western music, especially First Nations music.
9. Develop critical thinking skills, especially regarding the Music materials they choose to use with their own students.

## **Dance & Drama**

### *Course Specific Learning Outcomes*

1. Develop an understanding of the differing approaches to Dance and Drama instruction.
2. Develop effective vocabulary necessary for teaching Dance and Drama.
3. Develop an awareness of different dance forms around the world.

## **Educ 4079 Teaching Kindergarten**

An exploration of knowledge and skills needed to teach Kindergarten with a focus on effective play-based learning environments. Relates child maturation and philosophy to the expectations outlined in the Ontario Ministry of Education Kindergarten Program.

Credit Weight: 0.25

Offering: 2-0; or 2-0

At the end of this course, students will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.

At the end of this course, students will begin to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B12. Demonstrate the ability to design effective instruction for students from different cultures for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- E2. Demonstrate the ability to hear and respond to the needs of students.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- G4. Demonstrate the ability to work collaboratively with colleagues.



- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G14. Demonstrate the ability to practice critical reflection.

*Course Specific Learning Outcomes:*

1. Demonstrate understanding of the kindergarten focus on inquiry-based learning.
2. Demonstrate understanding of the inquiry cycle, the steps involved, and how to plan an inquiry.
3. Demonstrate knowledge of how to prepare documentation panels to share the learning.
4. Demonstrate awareness of the variety of tools that are used to record observations.
5. Demonstrate the ability to take the observations and use them for reporting.
6. Acquire the skills to write learning stories to demonstrate a student's learning.
7. Demonstrate knowledge of emergent curriculum and how to plan for it.
8. Acquire skills to plan for focused learning using centres.
9. Demonstrate understanding of how to plan the environment for a developmentally appropriate classroom.
10. Demonstrate knowledge of the impact the environment has as the 'third teacher'.

**Intermediate-Senior:****Educ 4354 Literacy and Learning in the Intermediate-Senior Curriculum**

Prepares students in the Intermediate-Senior division to meet the literacy demands of the various subject disciplines, and to integrate a variety of literacy and oracy approaches in support of student learning. Students will examine the concepts of multiliteracies and critical literacy, and will explore a broad range of instructional strategies and resources. Students will also consider the implications of multiliteracies for planning, development, implementation, and evaluation, and understand what role they can play in supporting at-risk readers and writers.

Credit Weight: 0.5

Offering: 4-0; or 4-0

At the end of this course, students will be able to:

- A4. Demonstrate appropriate pedagogical content knowledge.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A24. Determine differences in learners on multiple axes, including race, class, age, gender identity, sexual orientation, ability, size, religion and mental health.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- A32. Demonstrate knowledge of strategies for teaching English Language Learners [ELLs] in the content areas.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.
- E6. Recognize and value the background and home literacies students bring to the classroom and the role these can and should play in the acquisition of English literacy.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.

At the end of this course, students will begin to:

- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success, and the ways in which factors such as poverty and social disadvantage may place certain children at risk of developmental, health, social, and academic achievement difficulties.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D5. Demonstrate knowledge that literacy is culturally situated, political in nature, and constantly

changing to meet the needs of societies.

### *Course Specific Learning Outcomes*

1. Demonstrate knowledge of the theoretical framework underlying literacy learning across the curriculum, Grades 7-12, and the various streams and destinations.
2. Explore and learn how to apply a broad range of instructional strategies and resources for promoting student learning in the whole range of subject disciplines.
3. Appreciate and apply the principles of scaffolding to promote learners' development of concepts, content, and metacognitive awareness of strategies they can use to further their learning.
4. Acquire knowledge, skills, and strategies in the planning, development, implementation, and evaluation of conceptual units which recognize the literacy demands of the subject and integrate content teaching with appropriate literacy approaches to promote student learning.
5. Reflect on the implications for a student's successful literacy learning across the curriculum, particularly as this subject relates to the teacher candidate's I/S subject disciplines (**two** are assumed, although one of these may be **Social Sciences—General**, which encompasses a range of subjects).
6. Articulate a knowledge of how multiliteracies may be employed in the delivery of curriculum in the Intermediate and Senior Divisions, through relevant Ontario Ministry of Education documents for Grades 7 to 12.
7. Be able to support the learning of struggling readers and writers in all divisions, streams, and destinations, but particularly with respect to those who are about to write the Ontario Secondary School Literacy Test (OSSLT) or are taking the Ontario Secondary School Literacy Course (OSSLC).

### **Educ 4355      Effective Intermediate Teaching**

Preparation of the Intermediate-Senior student for middle school (Grades 7-8) teaching through a holistic look at approaches needed for success such as differentiated instruction, effective planning, and classroom management.

Credit Weight:      0.5

Offering:              4-0; or 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

At the end of this course, students will begin to:

- A3. Demonstrate appropriate subject area knowledge.

- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.

*Course Specific Learning Outcomes:*

1. Demonstrate the ability to design effective instruction in Language Arts, Mathematics and other subjects not related to one's teachables.
2. Demonstrate an awareness of the instructional format in elementary and/or intermediate schools.

**Educ 4202 Curriculum and Instruction in English (Intermediate-Senior), Part 1**

Theory and practice in English instruction and curriculum design, based upon current research and best practices in teaching and learning. Includes English literature, composition, oracy, and media literacy in the intermediate and senior divisions across the open, applied, and academic English courses as specified in the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (*assessment for, as and of learning*) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.

G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario English curriculum for the I/S division.
2. Demonstrate appropriate English knowledge.
3. Demonstrate appropriate pedagogical content knowledge for teaching English.
4. Demonstrate ability to implement evidence-based teaching practices for English.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in English and for a variety of pedagogies.

### **Educ 4238 Curriculum and Instruction in English (Intermediate-Senior), Part 2**

Further develops the use of current research and best practices in English secondary instruction. Continued study of the integration and interrelationships among four strands of learning: Oral Communication, Reading and Literature Studies, Writing, and Media Studies. Implications of academic streaming with respect to these strands will be examined.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Educ 4202

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.

- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Consider the implications of the Ontario Secondary School Literacy Test (OSSLT), the Ontario Secondary School Literacy Course (OSSLC), and other similar large-scale assessments as ways of improving the basal reading and writing abilities of secondary school students
2. Critique their own and others' professional practice based on current trends, research, and best practice in the field of English Language Arts at the I/S level.

**Educ 4209 Curriculum and Instruction in Mathematics (Intermediate-Senior), Part 1**

A foundation for the development of knowledge and understanding of the teaching of Mathematics, based upon current research and best practices in teaching and learning. The focus is upon pedagogical content knowledge, planning, instructional strategies and assessment for teaching mathematics within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (*assessment for, as and of learning*) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate an ability to critique problem-based lessons, with reference to theories of learning (e.g. constructivism) and evidence-based practice.
2. Demonstrate knowledge of the evolution of the current curriculum from past events such as the development of the NCTM (2000) Standards and other research.
3. Demonstrate knowledge of mathematical models and reasoning as a learning approach with a particular focus on the Big Ideas of mathematics.

**Educ 4291 Curriculum and Instruction in Mathematics (Intermediate-Senior), Part 2**

Uses current research and best practices to support development of Mathematics instruction using the relevant Ontario curriculum and policy documents. Further development of problem-based lesson planning, differentiation, questioning, error-analysis, and assessment will be explored, as well as differentiated instruction, action research methodologies, and professional development.

Credit Weight 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4209

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search



- strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
  - C4. Articulate an understanding of educational research procedures including action research.
  - C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
  - G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

### *Course Specific Learning Outcomes*

1. Demonstrate appropriate pedagogical content knowledge for teaching Mathematics at the senior level.
2. Demonstrate ability to implement evidence-based teaching practices for Mathematics at the senior level.
3. Demonstrate an ability to critique and develop problem-based lessons with reference to theories of learning (e.g. constructivism) and evidence-based practice at the senior level.
4. Collaboratively prepare lessons based on learning theories described in the course
5. Engage in the creation and presentation of senior level lessons and provide constructive feedback to lessons given by others.
6. Demonstrate the ability to use action research and lesson study as a means of improving lesson design and delivery.
7. Demonstrates knowledge of mathematical models and reasoning as a learning approach with a particular focus on the Big Ideas of mathematics at the senior level.

### **Educ 4200 Curriculum and Instruction in Biology (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding in the teaching of biology, based upon current research and best practices in teaching and learning science. Focuses upon pedagogical content knowledge and instructional strategies for teaching Biology within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.

- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario Biology curriculum for the I/S division.
2. Demonstrate appropriate biological knowledge.
3. Demonstrate appropriate pedagogical content knowledge for Biology.
4. Demonstrate ability to implement evidence-based teaching practices for Biology.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in Biology and for a variety of pedagogies.

**Educ 4236 Curriculum and Instruction in Biology (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of scientific literacy, science-technology-society-environment connections, and an awareness of the nature of science in the context of teaching Biology using the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4200

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4201 Curriculum and Instruction in Chemistry (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of

Chemistry, based upon current research and best practices in teaching and learning science. The focus is upon pedagogical content knowledge and instructional strategies for teaching Chemistry within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

- 1. Demonstrate knowledge of the Ontario Chemistry curriculum for the I/S division.

2. Demonstrate appropriate chemical knowledge.
3. Demonstrate appropriate pedagogical content knowledge for Chemistry.
4. Demonstrate ability to implement evidence-based teaching practices for Chemistry.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in Chemistry and for a variety of pedagogies.

### **Educ 4237 Curriculum and Instruction in Chemistry (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of scientific literacy, science-technology-society-environment connections, and an awareness of the nature of science in the context of teaching Chemistry using the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4201

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted

by themselves and colleagues.

- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.  
 C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.  
 F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.  
 G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

### **Educ 4224 Curriculum and Instruction in Physics (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of physics, based upon current research and best practices in teaching and learning science. Focuses upon pedagogical content knowledge and instructional strategies for teaching Physics within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.  
 A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.  
 A3. Demonstrate appropriate subject area knowledge.  
 A4. Demonstrate appropriate pedagogical content knowledge.  
 A5. Demonstrate ability to implement evidence-based teaching practices in content areas.  
 A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.  
 A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.  
 A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.  
 B1. Demonstrate the ability to apply educational theory to teaching practice.  
 B2. Demonstrate the ability to plan engaging lessons for all students.  
 B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.  
 B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.  
 B10. Demonstrate the ability to guide instruction in large and small groups.  
 B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.  
 E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.  
 G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario Physics curriculum for the I/S division.
2. Demonstrate appropriate physical knowledge.
3. Demonstrate appropriate pedagogical content knowledge for Physics.
4. Demonstrate ability to implement evidence-based teaching practices for Physics.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in Physics and for a variety of pedagogies.

**Educ 4295 Curriculum and Instruction in Physics (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of scientific literacy, science-technology-society-environment connections, and an awareness of the nature of science in the context of teaching Physics using the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4223

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop

- the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
  - B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
  - B10. Demonstrate the ability to guide instruction in large and small groups.
  - B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
  - C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
  - C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
  - C4. Articulate an understanding of educational research procedures including action research.
  - C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
  - G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

### **Educ 4205 Curriculum and Instruction in General Science (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of General Science, based upon current research and best practices in teaching and learning science. Focuses upon pedagogical content knowledge and instructional strategies for teaching General Science within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.



- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E6. Recognize and value the background and home literacies students bring to the classroom and the role these can and should play in the acquisition of English literacy.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario General Science curriculum for the I/S division.
2. Demonstrate appropriate general science knowledge.
3. Demonstrate appropriate pedagogical content knowledge for Science.
4. Demonstrate ability to implement evidence-based teaching practices for Science.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in General Science and for a variety of pedagogies.

**Educ 4277 Curriculum and Instruction in General Science (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of scientific literacy, science-technology-society-environment connections, and an awareness of the nature of science in the context of teaching General Science using the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5  
 Offering: 4-0; or 4-0  
 Prerequisite: Education 4205

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable

- subjects.
- A3. Demonstrate appropriate subject area knowledge.
  - A4. Demonstrate appropriate pedagogical content knowledge.
  - A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
  - A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
  - A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
  - A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
  - A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
  - B1. Demonstrate the ability to apply educational theory to teaching practice.
  - B2. Demonstrate the ability to plan engaging lessons for all students.
  - B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
  - B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
  - B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
  - B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
  - B10. Demonstrate the ability to guide instruction in large and small groups.
  - B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
  - C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
  - C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
  - C4. Articulate an understanding of educational research procedures including action research.
  - C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
  - E6. Recognize and value the background and home literacies students bring to the classroom and the role these can and should play in the acquisition of English literacy.
  - G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4203 Curriculum and Instruction in Environmental Science (Intermediate-Senior): Outdoor Ecological and Experiential Education, Part 1**

Provides a foundation for the development of pedagogy in Environmental Science and ecological literacy through embodied experience in the Ontario classroom. Focuses on the development of deep

connections between the natural world, the nature of science, society and instruction, within the context of the relevant Ontario Ministry of Education curriculum and policy documents. Also includes a critical, experiential, and holistic exploration of outdoor ecological education theory, research, and practice as it applies to teaching and learning at the Intermediate-Senior level.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate a nurturing and empathic attitude towards the natural world.
2. Demonstrate a deep sense of wonder and connection for and with natural systems.
3. Demonstrate a critical understanding of ecological degradation.
4. Demonstrate an understanding of the need to develop a balance between outcomes 1, 2, and 3.

**Educ 4274 Curriculum and Instruction in Environmental Science (Intermediate-Senior): Outdoor Ecological and Experiential Education, Part 2:**

Uses current research and best practices to support the development of ecological literacy, science-technology-society-environment connections, in the context of teaching Environmental Science using relevant Ontario Ministry of Education curriculum and policy documents. An enhanced focus on the development, adaptability, variability and assessment of curriculum and instruction as it relates to Environmental Science and outdoor ecological literacy.

Credit Weight: 0.5

Offering: 2-0; 2-0

Prerequisite: Education 4203

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (*assessment for, as and of learning*) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.

- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate the ability to encourage the development of a nurturing and empathic attitude towards the natural world within students.
2. Demonstrate the ability to encourage the development of a deep sense of wonder and connection for and with natural systems within students.
3. Be able to teach a critical understanding of ecological degradation within students.
4. Demonstrate an understanding of the need to assist students in developing a healthy balance between outcomes 1, 2, and 3.

**Educ 4206 Curriculum and Instruction in Geography (Intermediate-Senior), Part 1**

Based upon current research and best practices in teaching and learning, considers current trends, effective instruction, and assessment in Geography. Theoretical foundations and concepts of Geography related to spatial significance, patterns and trends, interrelationships, and perspectives in areas of geographical thinking. Focuses upon pedagogical content knowledge and instructional strategies for teaching Geography within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.

- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario Geography curriculum for the I/S division.
2. Demonstrate appropriate geographical knowledge.
3. Demonstrate appropriate pedagogical content knowledge for Geography.
4. Demonstrate ability to implement evidence-based teaching practices for Geography.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in Geography and for a variety of pedagogies.

**Educ 4276 Curriculum and Instruction in Geography (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of a deep understanding of geographical concepts. Students will develop relevant activities related to creative approaches to teaching Geography, in the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5  
 Offering: 4-0; or 4-0  
 Prerequisite: Education 4206

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.

- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

### **Educ 4208 Curriculum and Instruction in History (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of History based upon current research and best practices in teaching and learning History. Focuses upon pedagogical content knowledge and instructional strategies for teaching History within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A26. Demonstrate an understanding of critical media literacy and develop strategies for their successful cross-curricular implementation.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

- 1. Demonstrate the ability to act as team members and team leaders.
- 2. Engage in creative research and writing in the area of History, Civics (Politics), Economics and Law.
- 3. Engage in accessing and assessing appropriate print, internet, and audio-visual resources to enhance student learning.



4. Develop professional integrity and judgment in evaluating selected approaches to curriculum development and student evaluation.
5. Develop enthusiasm and commitment for the study and teaching of History.
6. Explore avenues for integrating local History, Civics (Politics), Economics and Law into the curriculum and linking curriculum to everyday life.
7. Develop Civic awareness and engagement.

**Educ 4279 Curriculum and Instruction in History (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of deep historical knowledge, and an awareness of the nature of history in the context of teaching History using the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4208

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted

by themselves and colleagues.

- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.  
 C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.  
 F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.  
 G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4225 Curriculum and Instruction in Social Sciences - General (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of social science, based upon current research and best practices in teaching and learning Social Sciences. Focuses upon pedagogical content knowledge and instructional strategies for teaching Social Sciences within the context of relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.  
 A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.  
 A3. Demonstrate appropriate subject area knowledge.  
 A4. Demonstrate appropriate pedagogical content knowledge.  
 A5. Demonstrate ability to implement evidence-based teaching practices in content areas.  
 A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.  
 A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.  
 A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.  
 B1. Demonstrate the ability to apply educational theory to teaching practice.  
 B2. Demonstrate the ability to plan engaging lessons for all students.  
 B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.  
 B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.  
 B10. Demonstrate the ability to guide instruction in large and small groups.  
 B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.  
 E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.  
 G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4296 Curriculum and Instruction in Social Sciences - General (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of social scientific literacy, and an awareness of the nature of social sciences in the context of teaching Social Sciences using relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5  
 Offering: 4-0; or 4-0  
 Prerequisite: Education 4225

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.

- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

### **Educ 4204 Curriculum and Instruction in French as a Second Language (Intermediate-Senior), Part 1**

Prepares students to teach the components of French (speaking, listening, reading and writing) at the intermediate and senior levels in both Core French and French Immersion as specified in the Ontario Ministry of Education curriculum and policy documents. The focus is on the planning and organization of instruction, as well as strategies and techniques that enable the acquisition of the second language. Students will prepare lesson and unit plans, and learn about differentiated instruction, assessment and evaluation practices, and classroom management strategies.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.

- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario FSL curriculum for the I/S division.
2. Demonstrate appropriate French language knowledge.
3. Demonstrate appropriate pedagogical content knowledge for FSL.
4. Demonstrate ability to implement evidence-based teaching practices for FSL.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in FSL and for a variety of pedagogies.
6. Demonstrate knowledge of Core French Elementary, French Immersion Elementary and Secondary Core French and French Immersion.
7. Demonstrate knowledge of assessment and evaluation in the Core French and French Immersion classrooms.
8. Demonstrate understanding of planning an effective lesson and unit.
9. Demonstrate understanding of balanced literacy in the Intermediate and Senior Core French and Immersion classrooms.
10. Demonstrate knowledge of DI and how to use DI in the second language classroom.
11. Demonstrate understanding of classroom management strategies (ex. Tribes, Strengths, Multiple Intelligences, Restorative Circles).

**Educ 4275 Curriculum and Instruction in French as a Second Language (Intermediate-Senior), Part 2**

The focus is on unit and long range planning by looking in depth into the Core French and French Immersion curriculum, and assessment and evaluation practices. Students will demonstrate reflection and evaluate the application of theory into practice by undertaking an action research project.

Credit Weight: 0.5  
 Offering: 4-0; or 4-0  
 Prerequisite: Education 4204

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

#### *Course Specific Learning Outcomes*

1. Demonstrate understanding of unit planning and long range planning
2. Demonstrate in depth understanding and application of assessment tools and strategies in the second language classroom, with an emphasis on differentiated assessment.

**Educ 4222 Curriculum and Instruction in Native Languages (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of Native Languages, based upon current research and best practices in teaching and learning Native Languages. Focuses upon pedagogical content knowledge and instructional strategies for teaching Native Languages within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4293 Curriculum and Instruction in Native Languages (Intermediate-Senior), Part 2**

Uses current research and best practices to support instruction in Native Languages, and an awareness of the nature of cultural knowledge and research in the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4222

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.



- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4223 Curriculum and Instruction in Native Studies (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of Native Studies, based upon current research and best practices in teaching and learning Native Studies. Focuses upon pedagogical content knowledge and instructional strategies for teaching Native Studies within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.

- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario Native Studies curriculum for the I/S division.
2. Demonstrate appropriate cultural and social knowledge.
3. Demonstrate appropriate pedagogical content knowledge for Native Studies.
4. Demonstrate ability to implement evidence-based teaching practices for Native Studies.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in Native Studies and for a variety of pedagogies.
6. Demonstrate an ability to use and to teach the use of multi-media technology to foster learning in 21<sup>st</sup> century learners with an emphasis on the implications for Indigenous students and communities.

**Educ 4294 Curriculum and Instruction in Native Studies (Intermediate-Senior), Part 2**

Uses current research and best practices to support instruction in Native Studies, and an awareness of the nature of cultural knowledge and research in the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4223

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.

- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate an ability to use and to teach the use of multi-media technology to foster learning in 21<sup>st</sup> century learners with an emphasis on the implications for Indigenous students and communities.

**Educ 4207 Curriculum and Instruction in Health and Physical Education (Intermediate-Senior), Part 1**

Through experiential and interdisciplinary learning, students will be introduced to a critical study of Health and Physical Education programming at the Intermediate-Senior level. Based upon current research in teaching and learning Health and Physical Education with a focus on physical and health literacy and equity-based practices, students will develop pedagogical content knowledge and instructional strategies for teaching health and physical education within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.

- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4278 Curriculum and Instruction in Health and Physical Education (Intermediate-Senior), Part 2**

Students will explore current educational research practices and pedagogies that support the development of student health and physical literacies and school-based health promotion within Ontario, Canada, and around the world.

Credit Weight: 0.5  
 Offering: 4-0; or 4-0  
 Prerequisite: Education 4207

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning,

- development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
  - A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
  - B1. Demonstrate the ability to apply educational theory to teaching practice.
  - B2. Demonstrate the ability to plan engaging lessons for all students.
  - B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
  - B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
  - B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
  - B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
  - B10. Demonstrate the ability to guide instruction in large and small groups.
  - B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
  - C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
  - C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
  - C4. Articulate an understanding of educational research procedures including action research.
  - C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
  - G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

**Educ 4221 Curriculum and Instruction in Music (Vocal or Instrumental) (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of Music, based upon current research and best practices in teaching and learning music. Focuses upon pedagogical content knowledge and instructional strategies for teaching Music (vocal or instrumental) within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.

- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate appropriate musical knowledge.
2. Demonstrate appropriate pedagogical content knowledge for Music.
3. Demonstrate ability to implement evidence-based teaching practices for Music.
4. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in Music and for a variety of pedagogies.
5. Develop an understanding of the history of classroom music and various teaching approaches.
6. Have a thorough understanding of rudiments of music as well as concepts about the elements of music.
7. Develop an understanding of behavioural characteristics of children at various grade levels/divisions in relations to musical experiences.
8. Develop an understanding of instructional strategies, lesson/unit planning, music across the

curriculum and rehearsal planning.

9. Develop an understanding of various classroom management strategies.
10. Develop skills in teaching across four strands of musical learning: performance, creation, listening, critical thinking.

## **Educ 4292 Curriculum and Instruction in Music (Vocal or Instrumental) (Intermediate-Senior) Part 2**

Uses current research and best practices to support the development of instruction in music, and an awareness of the nature of teaching music using the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4221

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.

G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

#### *Course Specific Learning Outcomes*

1. Be able to read and understand full-score arrangements for vocal, instrumental and mixed groups.
2. Develop a knowledge of recorded and online resources as well as computer-based music-creation technologies.
3. Develop skills to facilitate improvisation and composition activities for students at all skill levels.
4. Develop knowledge of professional organizations, professional journals, and professional development opportunities.
5. Develop approaches to exploring non-western music, especially First Nations music with IS students.
6. Developing critical thinking skills, especially as regards the materials used in the classroom.
7. Develop a personal philosophy of music education.

#### **Educ 4226 Curriculum and Instruction in Visual Arts (Intermediate-Senior), Part 1**

Provides a foundation for the development of knowledge and understanding of the teaching of Visual Arts, based upon current research and best practices in teaching and learning Visual Arts. Focuses upon pedagogical content knowledge and instructional strategies for teaching Visual Arts within the context of the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 1.0

Offering: 4-0; 4-0

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.



- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11a. Demonstrate the ability to plan lessons taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- C2a. Demonstrate the ability to locate information through professional and academic literature for use in teaching.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes:*

1. Demonstrate knowledge of the Ontario Visual Arts curriculum for the I/S division.
2. Demonstrate appropriate visual media.
3. Demonstrate appropriate pedagogical content knowledge for Visual Arts.
4. Demonstrate ability to implement evidence-based teaching practices for Visual Arts.
5. Demonstrate knowledge of effective assessment practices appropriate for the I/S division in Visual Arts and for a variety of pedagogies.
6. Develop an understanding of the stages of children's artistic development from early scribbles to the later stages of realism, abstract expression, interpretation and the adolescent/young adult.
7. Demonstrate effective implementation of the three curricular areas: Grades 1-8 -Creating and Presenting, Reflecting, Responding and Analysing, Exploring Forms and Cultural Contexts. Grades 9/10, 11/12 Creation, Analysis and Theory.
8. Build skills in critical thinking by using the critical design analysis process for a variety of art works from different periods and cultures. The design elements to be learned in each grade are line, shape/form, texture, value, colour and space. Design principles for grades 1-8 are contrast, repetition/rhythm, variety, emphasis, proportion, balance, harmony and unity, and movement. In Grades 9-12, the design theory is applied in all studio Creation, Analysis and Theory. Inclusion of art gallery/museum resources in the community and beyond are to be used to expand horizons of growth.
9. Demonstrate understanding of sequential lesson planning and unit planning.
10. Develop understanding and application of responding to art through the critical thinking process: describe, analyze, interpret and informed judgment in grades 1-8 and Critical Process, Aesthetics, Personal Development and Career preparation, when viewing and describing a variety of art forms, including First Nations and Multicultural Art.
11. Through personal studio practice, apply design theory (elements and principles), the creative process: challenging /inspiring, imagining/generating, exploring/experimenting, producing preliminary work, revising/refining, reflecting/evaluating, and the critical thinking process:

- description, analysis, interpretation and informed judgment.
12. Develop effective design vocabulary for the purpose of explaining artistic process and expressing positive/constructive critical analysis for classroom critiquing of art work as it is created, refined and completed/displayed.
  13. Demonstrate understanding of appropriateness in content of art forms and attitudes towards the visual arts.
  14. Demonstrate appropriate art material handling and disposal in a responsible, safe manner is to be a natural quality of the art teacher.

### **Educ 4219 Curriculum and Instruction in Visual Arts (Intermediate-Senior), Part 2**

Uses current research and best practices to support the development of teaching the Visual Arts. An awareness of classroom practices in the context of teaching Visual Arts using the relevant Ontario Ministry of Education curriculum and policy documents.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Prerequisite: Education 4226

At the end of this course, the student will be able to:

- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for*, *as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11b. Demonstrate the ability to plan units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection, and best practice.
- C2b. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.

- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- G4. Demonstrate the ability to work collaboratively with colleagues.

At the end of this course, students will begin to:

- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

#### *Course Specific Learning Outcomes*

1. Demonstrate awareness of diverse Aboriginal thought and circumstances through times past and present through the critical study, interpretation and respectful creation of a variety of Aboriginal visual art forms, via in-class slides, charts, visuals, art explorations, texts, or art gallery/museum visits
2. Compose a unit of five or more sequential lesson plans, create examples of the associated studio work and include assessment examples such as checklists and rubrics.
3. Develop a meaningful understanding of the Artist's Statement, as a unique reflection and communication of their creative and critical processes.
4. Through reflection of past and present visual art engagement in the school systems and art communities bring about the realization of the need for reform in the lack of attention given to the Arts.
5. Through the ongoing creation of their own exploratory studio work, the ability to express feelings/empathy/emotions nonverbally grows with the application of freedom with design elements/principles, media and technique. Classroom presentations develop skill and confidence in the articulation of Art History topics in relation to curriculum and unit plan development.
6. Demonstrate growth in awareness of diversity in different art forms and multiculturalism around the world and be able to critically analyze their differences interpretively and ethically.
7. Demonstrate the ability to go beyond the Eurocentric art focus in the many resource materials, expand awareness of world wide variety in art forms and expression.
8. Demonstrate understanding of how the art career teacher remains responsible and proactive through ongoing personal visual art exploration and experimentation

**Electives (for all Divisions, unless otherwise stated, and where room in schedule permits):****Educ 3510 Religious Education in Catholic District School Boards in Ontario**

An orientation to Religious Education in Ontario's Catholic Schools. Recommended for students planning to teach in a Catholic School.

Credit Weight: 0.5

Offering: 4-0; or 4-0

**Educ 3511 Introduction to Teaching French as a Second Language (FSL)**

Students will develop their knowledge and understanding of French language acquisition and will be introduced to curriculum and pedagogy for teaching French as a second language with a particular focus on language learning. Students taking this course will also be required to take FSL Part 1 in order to be qualified to teach in a FSL classroom situation. Both written and spoken French competency is a prerequisite; a competency test is also required. A background involving formal education in French programs or schools would be an asset.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Note: Students with a French Teachable are not permitted to take this course.

*Course Specific Learning Outcomes*

1. Demonstrate knowledge of assessment and evaluation in the Core French and French Immersion classrooms.
2. Demonstrate understanding of planning an effective lesson.
3. Demonstrate understanding of Actional Learning practices as a focus for oral acquisition.
4. Demonstrate knowledge of balanced literacy in the Junior Core French classroom and in the Primary Junior Immersion classrooms.
5. Demonstrate knowledge of DI and how to use DI in the second language classroom.
6. Demonstrate understanding of SMARTBOARD use in the second language classroom.
7. Demonstrate understanding of classroom management strategies (ex. Tribes, Strengths, Multiple Intelligences, Restorative Circles).

**Educ 3512 Literacy Specialization**

An exploration of developing children's early literacy and pre-literacy skills, including oral language skills, phonemic awareness, early decoding, and the use of picture books to promote children's meaning-making. Reading strategies, as well as diagnostic and prescriptive programs (i.e. reading recovery), and use of media literacy will be modelled in context, building upon ideas, concepts, and skills introduced in Education 4031 – Curriculum and Instruction in Language Arts (Primary-Junior), Part 1.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Note: Restricted to Primary-Junior students only.

**Educ 3513 Teaching Internationally**

Explores different perspectives of education, society and culture, and the unique challenges facing international education. Students will focus on pedagogy in international contexts and develop the skills and personal flexibility essential for success teaching internationally.

Credit Weight: 0.5

Offering: 4-0; or 4-0

At the end of this course, students will be able to:

*Course Specific Learning Outcomes*

1. Demonstrate critical awareness of one's own cultural values and how these are present in one's daily life and professional practice.
2. Demonstrate an understanding of socio-cultural issues including anti-racist education and inter-cultural awareness.
3. Understand the role of communication in culture.
4. Learn about barriers to intercultural communication, adjustment to other cultures, and culture shock.
5. Learn how differences in intercultural communication manifest themselves in different educational settings.
6. Increase knowledge of ethical issues in communicating interculturally, and increase sensitivity to communicating with people from different cultures.
7. Demonstrate the ability to create inclusive learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of students.
8. Explore and learn theoretical foundations of second language acquisition.

**Educ 3514 Teaching English Language Learners**

Students will gain knowledge and develop their skills in the design, delivery and assessment of English as an additional language to enhance the learning of English language learners in various content and subject areas. Students will have the opportunity to reflect on their own cultural identities as a base for understanding children's cultural backgrounds and identities.

Credit Weight: 0.5

Offering: 4-0; or 4-0

At the end of this course, students will be able to:

*Course Specific Learning Outcomes*

1. Demonstrate an understanding of the needs of English Language Learners at different stages of language acquisition.
2. Demonstrate critical awareness of one's own cultural values and how these are present in one's daily life and professional practice.
3. Demonstrate understanding of the second language acquisition process and the relevance to second language teaching and learning.
4. Demonstrate a basic awareness of the English language as a linguistic and communication system through which cultural norms and values are conveyed.
5. Demonstrate an understanding of the different characteristics of English Language Learners at various stages of English language proficiency and their programming needs.
6. Demonstrate an understanding of socio-cultural issues including immigration and acculturation, anti-racist education and inter-cultural awareness.
7. Demonstrate the ability to create inclusive learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of students.
8. Demonstrate the ability to adapt programming by modifying expectations and employing alternative teaching and assessment strategies to meet the needs of English Language learners, including those with academic literacy needs and academic gaps due to interrupted schooling.

**Educ 3515 Teaching in First Nations, Métis and Inuit Communities**

Specific areas of focus and strategies are discussed to help prepare for teaching in contexts where the majority of students are First Nations, Métis or Inuit. Relationships and community, teacher and student

expectations are explored. Power, privilege, and sovereignty are examined.

Credit Weight: 0.5

Offering: 4-0; or 4-0

### **Educ 3516 Critical Digital Literacy**

Current innovations in educational technology and their application to the Ontario curriculum are examined. Consideration will be given to the cognitive structures, pedagogical strategies, critical thinking, inquiry process, internet safety, and school board policies that support teaching and learning in a digital context. The impact of technology and the Internet, particularly social media and the tools of the “Read-Write” web, form a significant portion of the course content. Students will also explore relevant digital hardware and software tools to create, communicate, instruct, and inspire.

Credit Weight: 0.5

Offering: 4-0; or 4-0

At the end of this course, students will be able to:

#### *Course Specific Learning Outcomes*

1. Demonstrate an understanding of the appropriate application of Information Communication Technologies (ICT) in the classroom and the global community.
2. Demonstrate the ability to integrate ICT into teaching/learning across the Ontario curriculum for all learners in meaningful ways.
3. Demonstrate an understanding of the components in the teaching and learning of digital literacy, digital safety, and digital citizenship in our 21<sup>st</sup> century classrooms.
4. Explore and critically evaluate new and emerging technologies for use with elementary students.
5. Develop competencies in the use, operation, and application of both hardware and software in an educational context.
6. Demonstrate a collaborative model for classroom use of ICT across the curriculum through discussion and active participation.
7. Investigate learning and teaching opportunities in global projects.
8. Critically and with reflection evaluate ICT issues in primary and junior classrooms and articulate ideas in written and oral forms.
9. Demonstrate an ability to communicate effectively to the school and global community using a variety web-based tools and for a different purposes.

### **Educ 3519 Mathematics Curriculum for Primary-Junior Teaching**

Mathematical concepts and processes needed for effective and conceptually-rich classroom teaching are examined. The course includes a focus on modelling, reasoning, and mental calculations as needed to support problem-based learning in all five strands of the Mathematics curriculum to Grade 7. Standard and non-standard algorithms will be developed via inquiry, modelling, and sense-making.

Credit Weight: 0.5

Offering: 2-0; 2-0

Notes: Restricted to Primary-Junior students in the Professional Program only.

At the end of this course, students will be able to:

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate division and/or teachable subjects.

- A3. Demonstrate expertise in the appropriate subject area knowledge.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.

*Course Specific Learning Outcomes.*

1. Understand the concepts that underlie the math they will teach
2. Develop flexible mathematical reasoning and the ability to solve problems using multiple methods
3. Communicate mathematical ideas clearly during classroom discussions in a way that their peers can follow the reasoning
4. Estimate accurately
5. Quickly convert between units (e.g., kilometres to metres)
6. Calculate mentally to two digits across all four operations
7. Model to solve fraction problems across all four operations
8. Use the following models: array, numberline, ratio table, ten frame to solve calculations
9. Solve simple probability problems to predict the theoretical frequency of an outcome
10. Solve area and volume measurement problems by modelling
11. Solve for unknown variables in simple equations
12. Demonstrate one alternative and one traditional algorithm for each of the four operations
13. Demonstrate understanding of one alternative and one traditional algorithm for each of the four operations
14. Demonstrate understanding of one alternative and one traditional algorithm for each of the four operations

**Educ 3517 Teaching Intermediate Mathematics**

Provides an in-depth background in the research-based development of pedagogical content knowledge for intermediate level (with an emphasis on Grades 7-8) mathematics teaching, including knowledge and application of appropriate models, manipulatives, alternate methods, and reasoning.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Note: Restricted to Intermediate-Senior students in the Professional Program only.

At the end of this course, students will be able to:

*Course Specific Learning Outcomes*

1. Demonstrate understanding of the principles of problem-based learning, and recent research and curriculum change at the intermediate level.
2. Develop in-depth specialized content knowledge for teaching (AKA “pedagogical content knowledge”), of relevant content at the intermediate level.
3. Demonstrate understanding of multiple methods and student work.

**Educ 3518 Teaching Intermediate Language**

Provides students with the theory, knowledge, and skills to teach Grades 7-8 Language.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Note: Restricted to Intermediate-Senior students in the Professional Program only.

**Educ 3530 Using the Arts to Enhance Intermediate-Senior Teaching**

Provides a framework, knowledge and strategies for using the Arts to support teaching in Grades 7-12 classrooms.

Credit Weight: 0.5

Offering: 4-0; or 4-0

Note: Restricted to Intermediate-Senior students only.

**Educ 3531 Environmental Science Community Involvement**

Complementing the Environmental Science teachable, students will secure service learning placements in the local community, and will develop and implement service projects that meet environmental and social needs of the community. With a focus on critical self-reflection grounded in firsthand experience, this course is an introduction to the relationships between education and advocacy, social and environmental justice, school and society, and self and community. Students will build skills for working collaboratively, democratically, respectfully, and effectively on controversial issues.

Credit Weight: 0.5

Offering: 2-0; 2-0

Note: Required by and restricted to I/S students with an Environmental Science teachable.

**Educ 3910 Special Topics in Education**

Topics in education that address current issues and practices in the field.

Credit Weight: 0.5

Special Topic: Y

Offering: 4-0; or 4-0

**Educ 3920 Special Topics in Education**

Topics in education that address current issues and practices in the field relevant to students in the Intermediate-Senior division.

Credit Weight: 1.0

Special Topic: Y

Offering: 4-0; 4-0

Note: Restricted to Intermediate-Senior students only.