

Course Descriptions

ED/BIOL 3050 6.00 or ED/BIOL 3051 6.00 Teaching Biology In the Intermediate/Senior Division: A theoretical and practical introduction to instruction in Senior Division biology including a consideration of methods and materials in a laboratory or field setting.

ED/CHEM 3050 6.00 or ED/CHEM 3051 6.00 Teaching Chemistry in the Intermediate Senior Division: A theoretical and practical introduction to instruction in Intermediate Senior Division Chemistry including a consideration of methods and materials in a laboratory or field setting.

ED/CMYR 2000 6.00 Common Year Practicum Seminar: This practicum/seminar, an introduction to education, gives an overview of school curricula with particular emphasis on the integration of various subjects. Investigation and observation of child development and teaching and learning styles are integral components. The practicum provides opportunities for candidates to apply and experience teaching techniques in classroom situations. Seminars include opportunities for discussion and application of both educational theory and practice.

ED/CMYR 2100 0.00 Practicum Seminar 1: Studies in Communities and Their Schools: This seminar explores debates about learning as it occurs in communities, schools and universities, differing perspectives on conflicts and values in learning, and knowledge construction within formal and informal contexts. It is required for all teacher candidates in their first year of the concurrent program. Successful completion is a pre-requisite for all practicum seminars.

ED/CMYR 2400 3.00 Communication & The Education Process: This course focuses on the nature of communication in pluralistic societies, that is, in societal contexts characterized by linguistic and cultural diversity. Emphasis is on the social uses of speaking and writing and interpreting what is being communicated in school and classroom settings. Course content and organization are premised on a developmental and sociolinguistic viewpoint toward communication that recognizes the interdependence of language with cultural and social structures. Issues of bilingual and multilingual learners will be addressed.

ED/CMYR 2500 3.00 Socialization & Human Development: This course reviews modern theories of child development and developmentalism more generally as an approach to understanding thinking, learning, and identity formation. Curricular and pedagogical implications for students and teachers as learners are explored. Issues in special education will be addressed. Complementary and/or alternative perspectives and critiques of developmentalism including those originating in sociology, feminism,

indigenous and ecological world views, psychoanalysis, and postmodernism may also be considered.

ED/COST 3040 3.00 Teaching Computer Studies in the Intermediate Division: An examination of the computer science curriculum of the Intermediate Division and of the methods, hardware and software used to teach it. Course design and evaluation are also considered.

ED/COST 3050 6.00 or 3051 6.00 Teaching Computer Studies in the Intermediate/Senior Divisions: Building upon the knowledge and experience gained in the Intermediate practicum, this course examines methods and materials suitable for teaching Computer Science in the Senior Division.

ED/DANC 3040 3.00 or ED/DANC 3041 3.00 Teaching Dance in the Intermediate Division: The philosophy, methods and materials associated with teaching Dance in the Intermediate Division with a focus on lesson and unit planning, and evaluation.

ED/DANC 3050 6.00 or ED/DANC 3051 6.00 Teaching Dance in the Intermediate/Senior Divisions: The philosophy, methods and materials associated with teaching Dance to the adolescent. The course focuses on developing skills in teaching technique in several dance forms.

ED/DEVO 2500 3.00 Human Development Through Fine Arts: The stages of human development are explained with respect to multiple intelligences, with emphasis on imaginal development through the Fine Arts. Issues in special education will be addressed. This course is a theoretical and practical study of how precepts and concepts of self and other are developed in adolescence through poetry, drama, dance, music, and the visual arts. Required of all, and open only to, students in the consecutive program in Fine Arts Education (J/I).

ED/DRAA 3040 3.00 or ED/DRAA 3041 3.00 Teaching Dramatic Arts in the Intermediate Division: This course provides a theoretical/practical approach to the teaching of Dramatic Arts and the use of Dramatic Arts as a cross-curricular tool at the Intermediate level. Through lecture, discussion, readings, workshops and classroom presentations, the course provides a theoretical basis for teacher candidates to understand how to teach drama as well as an understanding of the many uses of drama in other classroom situations. The issues covered include: process and product expectations in the classroom; the development of lesson plans for short and long-term units; theatre games and oral interpretation; the use of movement in the classroom; play construction, space, costume and acting styles; puppetry use, theory and construction; social issues.

ED/DRAA 3050 6.00 or ED/DRAA 3051 6.00 Teaching Dramatic Arts in the Intermediate Senior Division: The course further emphasizes the teaching and use of drama in the classroom at the Senior level and includes: music, text and improvisation; approaches to Shakespeare using plays in the prescribed curriculum; the theory, use and construction of masks; the theory and use of ritual in the classroom.

ED/EDUC2000 6.0: Teaching and Learning for Inclusive Classrooms: This course gives an overview of key issues related to curriculum, learning and teaching in the context of school and community. Within a framework of equity, diversity, social justice and teaching for sustainability, teacher candidates will have opportunities to develop their knowledge, perceptions, values and understanding of the fundamental elements necessary to be a teacher in Ontario.

ED/EDUC 2400 3.00 Education as Communication: This course focuses on the nature of communication in pluralistic societies, that is, in societal contexts characterized by linguistic and cultural diversity. Emphasis is on the social uses of speaking and writing and interpreting what is being communicated in school and classroom settings. Course content and organization are premised on a developmental and sociolinguistic viewpoint toward communication that recognizes the interdependence of language with cultural and social structures. Issues of bilingual and multilingual learners will be addressed.

ED/EDUC 3000 3.00 or ED/EDUC 3000A 3.00 Teaching Religious Education (Concurrent): Using a combination of theology and appropriate teaching processes this course prepares candidates in the elementary and secondary levels to teach religious education in the Catholic Schools. Candidates study and reflect theologically on the basic phenomenon of religion as a human search for the absolute and for meaning in life. An examination of Catholicism as revelation in history which replies to, challenges, criticizes and deepens one's own basic search involves candidates in a study of the core content of the Christian mystery which they are to teach in the classroom. Confluent educational methods and curriculum programs are examined and practiced in seminars.

ED/EDUC 3000 3.00 Teaching Religious Education (Consecutive): Using a combination of theology and appropriate teaching processes. this course prepares candidates in the elementary and secondary levels to teach religious education in the Catholic Schools. Candidates study and reflect theologically on the basic phenomenon of religion as a human search for the absolute and for meaning in life. An examination of Catholicism as revelation in history which replies to, challenges, criticizes and deepens

one's own basic search involves candidates in a study of the core content of the Christian mystery which they are to teach in the classroom. Confluent educational methods and curriculum programs are examined and practiced in seminars.

ED/EDUC 3300 6.00 Urban Education: This course focuses on issues related to schooling in settings characterized by diversity particularly related to socio-economic status, ethnicity, race, culture and citizenship (i.e., immigrant or refugee). It is intended for teacher candidates doing their practicum within the Westview Family of Schools.

ED/EDUC 3310 3.00 The Adolescent & The Teacher: This course addresses a range of issues related to teaching and learning in a secondary school environment. Theories of adolescent development, identity formation, social and cultural production and reproduction are examined with specific reference to high school curriculum and pedagogy. Of particular interest are contemporary perspectives on the relationship between identity formation and popular culture and the implications of these perspectives for high school teachers. Issues in special education will be addressed.

ED/EDUC 3400 3.00 Models of Education: This interdisciplinary course explores the interrelationships among theories of knowledge, theories of learning, conceptions of curriculum, and approaches to pedagogy in the context of a broad inquiry into the aims and purposes of schooling. Emphasis is placed on the analysis and critique of fundamental commitments and underlying assumptions of various approaches to education.

ED/EDUC 3500 3.00 Inclusive Education: An introduction to the policy and practice of inclusive education as it is presented in Ontario schools will be provided in this course. Candidates will have an opportunity to select a focus for inquiry and work directly with students to explore inclusive education in a broad sense.

ED/EDUC 3600 3.00 Literacy and Culture: This course investigates how children become literate and addresses issues of second language learning and culture in literacy development. It will pursue successful practices for literacy development while exploring issues of diversity.

ED/EDUC 3700 3.00 Educating for a Sustainable Future: A Multidisciplinary Approach: This course provides an introduction to the theory and practice of education for sustainability. It traces the approach from its origins in outdoor and environmental education to its contemporary expression as an interdisciplinary approach that explores the relation between education and social, economic, and environmental issues.

ED/EDUC 3710 3.00 Global Issues and Education: This course provides analyses of the process of globalization and its impact on life in Canada and abroad including its impact on education. Students will explore how global issues can be incorporated into curriculum thinking about teaching and learning.

ED/EDUC 3720 3.00 Philosophical Inquiry into Critical Thinking and Curriculum: This course investigates philosophical inquiry, critical thinking, and curriculum. It explores questions about how the mind works, the nature of critical thought, and implications of these for curriculum and instruction. Relevant philosophical and theoretical traditions and perspectives will be considered.

ED/EDUC 3730 3.00 Education and Human Rights: This course provides an analysis of human rights law as it intersects with education and schooling in Ontario.

ED/EDUC 3800 3.00 Arts & Ideas: The course will provide an approach to Communication and Education Process ED/CMYR 2400 3.0 with a special focus on the Fine Arts. It will build on each student's individual experiences in a particular area of Fine Arts education (Dance, Drama, Music, or Visual Arts) as developed in his/her practicum seminar amplifying these experiences to comprise the other arts. Issues of bilingual and multilingual learners will be addressed.

ED/EDUC 3900 3.00 Studies in Popular Culture: This course considers recent debates on the uses of various forms of popular culture in educational research and pedagogical practice. The course will draw upon mainstream and independent films, contemporary fiction, graphic novels and comics, and popular forms of music, as well as research in cultural studies.

ED/EN 3040 3.00 or ED/EN 3041 3.00 Teaching English in the Intermediate Division: The emphasis in this course includes methods and techniques for the improvement of reading, writing, listening, and speaking skills and the teaching of literature, creative writing, theatre arts, and grammar. Candidates also study the evaluation of student writing at the Intermediate level.

ED/EN 3050 6.00 or ED/EN 3051 6.00 Teaching English in the Intermediate Senior Division: This course builds on genre studies outlined in ED/ENGL 3040 3.0, focusing on poetry, fiction, drama, and expressive writing. There is further emphasis on pedagogic techniques especially suitable for teaching literature. Candidates also consider methods of teaching grammar and composition, the evaluation of student writing at the secondary school level, and the design of aspects of curriculum.

ED/FINA 2400 3.00 Arts and Ideas in Education: The course will provide an approach to Communication and Education Process ED/CMYR 2400 3.0 with a special focus on the Fine Arts. It will build on each student's individual experiences in a particular area of Fine Arts education (Dance, Drama, Music, or Visual Arts) as developed in his/her practicum seminar amplifying these experiences to comprise the other arts. Issues of bilingual and multilingual learners will be addressed.

ED/FINA 3330 6.00 Social Foundations of Fine Arts Education: An historical, philosophical, sociological, and comparative context for understanding the theory and practice of fine arts education at the elementary and secondary levels. Emphasized are concepts and principles relevant to the fine arts within the current Ontario system as well as classroom practice of education in the fine arts: in particular, issues of equity in education, the role of the arts in broadening conceptions of culture relevant to student, teacher, and community.

ED/FNDS 3330 3.00 Aspects Of Foundations Of Education: This interdisciplinary course examines the social, historical and political context of education in general with specific reference to the development of systems of compulsory public schooling in Canada. The relationships among formal education, economic inequality, and social reform are explored. Requisite materials on Ontario school law, school organization and administration, professional rights and responsibilities, and the role of teachers' federations are included.

ED/FREN 3040 3.00 or ED/FREN 3041 3.00 Teaching French in the Intermediate Division: A theoretical and practical introduction to second language pedagogy with special emphasis on the methods and materials used to teach and test the four language skills. Performance and application are stressed through micro-teaching and instructional materials preparation.

ED/FREN 3050 6.00 or ED/FREN 3051 6.00 Teaching French in the Intermediate Senior Division: Theoretical and practical work in second language pedagogy at the secondary school level, with special emphasis on testing, evaluation and the integration of culture into the language program. Familiarization with Ministry-approved texts.

ED/GEOG 3040 3.00 or ED/GEOG 3041 3.00 Teaching Geography in the Intermediate Division: Methods and materials suited to the teaching of geography at the Intermediate level are examined along with study topics such as lesson and unit planning, evaluation and field trips.

ED/GEOG 3050 6.00 or ED/GEOG 3051 6.00 Teaching Geography in the Intermediate/Senior Divisions: This course examines methods and materials suitable for Intermediate Senior Geography.

ED/HEB 2030 3.00 Teaching Hebrew & Jewish Studies I: An introduction to the Jewish community of Canada and its school system, as well as to methods of teaching Hebrew as a second language, Hebrew reading, customs and ceremonies. Note: Open to candidates in the Jewish Studies Option.

ED/HEB 3030 3.00 Teaching Hebrew & Jewish Studies I: A seminar in the teaching of Hebrew as a second language, Hebrew literature, Bible and Biblical Hebrew, and prayers in the Jewish schools, and in individualizing of instruction and small group activities. Note: Open to candidates in the Jewish Studies Option.

ED/HIST 3040 3.00 or ED/HIST 3041 3.00 Teaching History in the Intermediate Division: Candidates analyze the history curriculum of the Intermediate Division and study the resources and methods needed to implement it imaginatively in units and in individual lessons.

ED/HIST 3050 6.00 or ED/HIST 3051 6.00 Teaching History in the Intermediate/Senior Divisions: An examination of the history curriculum of the Intermediate Senior Division and of the methods and materials that could be used to teach it. Curriculum design and evaluation are also considered.

ED/IMST 3040 6.00 Teaching Math, Science & Technology -Intermediate Division: This course provides a practical and conceptual introduction to the teaching of mathematics, science and technology to students in grades 7 through 10. It is designed to assist teacher candidates to develop their knowledge and skills as reflective teachers, as well as familiarize them with issues of equity.

ED/INDS 3900 3.00 Independent Studies: This course provides supervised study for candidates with a special interest. The course should be arranged with one's advisor and an appropriate course director, and is subject to the approval of the Curriculum Committee of the Faculty. Submissions of Independent Study course approval requests must be made to the Curriculum Committee by February 28 of the academic year preceding the intended year of enrolment.

ED/INDS 3900 6.00 Independent Studies: This course provides supervised study for candidates with a special interest. The course should be arranged with one's advisor and an appropriate course director, and is subject to the approval of the Curriculum Committee of the Faculty. Submissions of Independent Study course approval requests must be made to the Curriculum Committee by February 28 of the academic year preceding the intended year of enrolment.

ED/INLE 2200 3.00 Inquiries into Learning: Drawing on several fields of study, this course explores two questions: What theories of learning influence

pedagogical structures? How have theories of learning affected understandings of ourselves and others, thinking about conditions for learning, and the imperatives of institutions and communities.

ED/INSC 2300 3.00 Inquiries into Schooling: Forms of schooling across a range of historical and contemporary contexts are introduced. Central considerations include what counts as school knowledge, the assumptions undergirding schooling conventions, and the ways these conventions are instantiated.

ED/INSO 3050 6.00 or ED/INSO 3051 6.00 Teaching Individual and Society: Methods and materials suited to teaching individual and Society at the Senior Division level are examined along with the study of lesson and unit planning and evaluation.

ED/INTG 3020 3.00 Integration Through Arts - J/I Division: This course provides a study of the pedagogy, theory and practice related to the teaching of integrated fine arts in the classroom. Candidates will study and apply in their practicum settings the teaching of a range of core subjects at the grades 4-8 level, with special emphasis on the role of arts as a resource for integrating and teaching a range of subject matter.

ED/IT 3050 6.00 or ED/IT 3051 6.00 Teaching Italian in the Intermediate/Senior Divisions: This course deals with the teaching of the four language skills at a beginner's level, with emphasis on developing communicative competence. Different theoretical and practical aspects of second language pedagogy are covered: various methods of language teaching, preparation of diversified teaching material, classroom techniques, integration of culture into the language program, testing and evaluation. Special attention is given to the problem of teaching standard Italian to dialect speakers. Candidates become familiar with Ministry approved texts.

ED/JIAL 3040 3.00 The Adolescent Learner in the Elementary Intermediate Division: This courses addresses issues related to teaching and learning in an elementary school Intermediate Division. Integration of the subject areas using Inquiry as a pedagogical model is addressed in the formation of a balanced and equitable curriculum. Required of all, and open only to, consecutive students in the Junior/Intermediate program.

ED/JICO 3020 3.00 or ED/JICO 3021 3.00 Teaching Curriculum in the Junior and Intermediate Divisions: Candidates study and apply in their practicum settings the teaching of a range of core subjects at the Grades 4 to 8 level, with special emphasis on Grades 7 and 8. Attention is given to the highlights of curriculum and pedagogy in various subject areas, with emphasis on the integration of subjects within the Intermediate

curriculum. Attention is also given to socio-emotional and cognitive issues in early adolescence.

ED/JICO 3021 1.50 Teaching Science and Technology in the Junior/Intermediate Divisions: In this course, teacher candidates develop understandings of the principles underlying the teaching of science and technology in the Junior and Intermediate Divisions. Through hands-on science and technology activities they develop and practice the skills of inquiry and design.

ED/JICO 3022 1.50 Teaching Health and Physical Education in the Junior/Intermediate Divisions: This course examines the principles underlying the teaching of health and physical education in the junior and intermediate divisions. It will draw upon research in physiology, kinesiology and health studies, and will involve lectures, readings, and interactive sessions.

ED/JICO 3023 3.00 Integrating Curriculum: Teaching Arts and Social Studies in the Junior and Intermediate Divisions: This course explores key concepts in art and social studies education in upper level elementary classrooms and introduces the concept of teaching an integrated curriculum using the Arts (Drama, Dance, Visual Arts and Music) and Social Studies curricula as a foundation.

ED/JILA 3020 3.00 Teaching Language in the Junior and Intermediate Divisions: This course is intended to develop an understanding of how students in the Junior and Intermediate divisions gain facility in reading, writing, speaking and listening. The focus is on exploring current thinking about the language processes and the implications of these insights for instructional practice.

ED/JILA 3021 3.00 Teaching Language in the Junior/Intermediate Divisions: This course is intended to develop an understanding of how students in the Junior and Intermediate divisions gain facility in reading, writing, speaking and listening. The focus is on exploring current thinking about the language processes and the implications of these insights for instructional practice.

ED/JIMA 3020 3.00 Teaching Mathematics in the Junior and Intermediate Divisions: A study of methods for teaching mathematics in the Junior and Intermediate divisions. Emphasis is placed on the use of materials, relating mathematics to the rest of the curriculum and developmental stages of students.

ED/JIMA 3021 3.00 Teaching Mathematics in the Junior/Intermediate Division: A study of methods for teaching mathematics in the Junior and Intermediate divisions. Emphasis is placed on the use of materials, relating

mathematics to the rest of the curriculum and developmental stages of students.

ED/JMST 3020 3.00 Teaching Mathematics, Science, and Technology - Junior Division: This course provides a practical and conceptual introduction to the teaching of mathematics, science and technology to students in grades 4 through 6. Emphasis is placed on the importance of students' mathematical and scientific understanding.

ED/MATH 2590 3.00 Thinking Mathematically I: The main objectives of this course include providing opportunities for students to achieve success in thinking mathematically and to reflect on the learning and practice of mathematics. Intended primarily, but not exclusively, for Education students in the PJ and JI streams. Prerequisite: Successful completion of at least 24 credits or permission of the course director. Note: This course is not open to any student who has taken or is taking another university mathematics course unless permission of the course coordinator is obtained. NCR Note: This course may not be taken for credit by any student who has taken AS/SC/MATH 1580 3.00.

Cross-listed to: AS/MATH 2590 3.00, ED/MATH 2590 3.00

ED/MATH 3040 3.00 Teaching Mathematics in the Intermediate Division: The practicum is concerned with assessing students' needs, creating and implementing projects to satisfy these needs, and evaluating their success. The seminar supplements the practicum by discussing materials, resources and methods suited to mathematics teaching.

ED/MATH 3040 3.00 or ED/MATH 3041 3.00 Teaching Mathematics in the Intermediate Division: The practicum is concerned with assessing students' needs, creating and implementing projects to satisfy these needs, and evaluating their success. The seminar supplements the practicum by discussing materials, resources and methods suited to mathematics teaching.

ED/MATH 3050 6.00 or ED/MATH 3051 6.00 Teaching Mathematics in the Intermediate Senior Division: This course is concerned with assessing students' needs, creating and implementing projects to satisfy these needs, and evaluating their success. The seminar supplements the practicum by discussing materials, resources and methods suited to mathematics teaching. In addition, various themes (e.g., applications, cultural aspects of mathematics) and their relation to the classroom experience may be discussed.

ED/MUSI 3040 3.00 or ED/MUSI 3041 3.00 Teaching Music in the Intermediate Division: This course examines the philosophy and methods of music education in relation to students in the Intermediate Division.

ED/MUSI 3050 6.00 or ED/MUSI 3051 6.00 Teaching Music in the Intermediate Senior Division: This course examines the philosophy and methods of music education in relation to students in the Intermediate Senior Division.

ED/PHED 3040 3.00 or ED/PHED 3041 3.00 Teaching Physical Education in the Intermediate Division: This course develops a point of view about the teaching of physical education by considering ways in which children learn, and stages in their growth and development. It relates these to the Intermediate Division curriculum and to program content and lesson planning.

ED/PHED 3050 6.00 or ED/PHED 3051 6.00 Teaching Physical Education in the Intermediate/Senior Division: This course extends the philosophy developed in the Intermediate practicum to the Senior Division. In addition, it emphasizes psychological aspects of learning, the teaching of health, administration of classes, and the use of a variety of teaching styles.

ED/PHYS 3050 6.00 or ED/PHYS 3051 6.00 Teaching Physics in the Intermediate/Senior Division: A survey of modern physics curriculum, selection of teaching aids, materials and resources in physics instruction, design of modern physics laboratory program, and discussion of current research in teaching high school physics.

ED/PJEP 3400 6.00 Teaching As Reflective Practice: This course provides an opportunity for candidates with Early Childhood Education diplomas within the Faculty of Education to generate a research project focused on teaching and learning. Using qualitative methods, the project will promote close examination of classroom practices as well as address issues of equity in the classroom as a route to expanding understanding and performance in teaching.

ED/PJFA 3500 3.00 Integrated Fine Arts: This course will examine how to incorporate mathematics, science and technology as basic dimensions of a balanced, equitable curriculum. The relationship of these disciplines to ecological literacy will be a major emphasis throughout the course.

ED/PJIE 3500 3.00 Inclusive Education in the Primary/Junior Divisions: An introduction to the policy and practice of inclusive education as it is presented in Ontario schools will be provided in this course. Candidates will have an opportunity to select a focus for inquiry and work directly with students to explore inclusive education in a broad sense.

ED/PJLC 3500 3.00 Literacy & Culture This course investigates how children become literate and addresses issues of second language learning and culture in literacy development. It will pursue successful practices for literacy development while exploring issues of diversity.

ED/PJMS 3500 3.00 Mathematics, Science & Technology: This course will examine how to incorporate mathematics, science and technology as basic dimensions of a balanced, equitable curriculum. The relationship of these disciplines to ecological literacy will be a major emphasis throughout the course.

ED/PRAC4000 0.00 Practicum Seminar – ED 2 and ED 3 (Primary/Junior/Intermediate Divisions): This seminar supports classroom placements where teacher candidates become familiar with many aspects of the teacher's work in elementary schools. Candidates develop strategies for articulating their development as beginning teachers, in the areas of Language and Mathematics programs as well as the general curriculum. The seminar is required of all teacher candidates in their second and third years of the concurrent program and is a co-requisite with either ED/PRJL 3031 3.0 and ED/PRJM 3031 3.0, ED/JILA 3021 3.0 and ED/JIMA 3021 3.0 in ED 2 and ED/PRIJ3031 1.5, ED/PRIJ3032 1.5 and ED/PRIJ3033 3.0 and ED/JICO3021 2.5, ED/JICO3022 1.5 and ED/JICO3033 3.0 in ED 3. Successful completion is a pre-requisite for continuing into the third year and graduating.

ED/PRAC4000 0.00 Practicum Seminar – ED 2 and ED 3 (Intermediate/Senior Divisions): The seminar focuses on the development of candidates as beginning teachers of adolescent learners. Participants examine their experiences in classroom-based practica. Emphasis is placed on practices for the organization, implementation and assessment of teaching and learning in the Intermediate/Senior divisions. In the concurrent program this seminar is required of all candidates in the Ed II and ED III programs. It is a co-requisite with the Curriculum and Instruction course corresponding to the candidates' first or second teaching subject. Successful completion is a requirement for entry into the ED III Intermediate/Senior practicum seminar course and for graduating.

ED/PRIJ 3030 6.00 Teaching and Curriculum in the Primary-Junior Divisions: Building upon the extensive practicum experience of the preceding practicum courses, candidates study and practice the teaching of subjects in the elementary curriculum, such as music, physical education, science, social studies, and visual arts. Integration of different subjects within the curriculum is emphasized. Further emphasis is placed on the improvement of the candidate's observation and enquiry skills.

ED/PRIJ 3031 1.50 Teaching Science and Technology in the Primary/Junior Divisions: In this course, teacher candidates develop understandings of the principles underlying the teaching of science and technology in the Primary and Junior Divisions. Through hands-on science and technology activities they develop and practice the skills of inquiry and design.

ED/PRIJ 3032 1.50 Teaching Health and Physical Education in the Primary/Junior Divisions: This course examines the principles underlying the teaching of health and physical education in the primary and junior divisions. This course will draw upon research in physiology, kinesiology and health studies, and will involve lectures, readings, and interactive sessions.

ED/PRIJ 3033 3.00 Integrating Curriculum: Teaching the Arts and Social Studies in the Primary and Junior Divisions: This course explores key concepts in art and social studies education in elementary classrooms and introduces the concept of teaching an integrated curriculum using the Arts (Drama, Dance, Visual Arts and Music) and Social Studies curricula as a foundation.

ED/PRJL 3030 3.00 Teaching Language in the Primary/Junior Divisions: This course is intended to develop an understanding of how children in the Primary and Junior divisions gain facility in reading, writing, speaking and listening. The focus is on exploring current thinking about the language processes and the implications of these insights for instructional practice.

ED/PRJM 3030 3.00 Teaching Mathematics in the Primary/Junior Divisions: A study of methods for teaching mathematics in the elementary school. Emphasis is placed on the use of materials, relating mathematics to the rest of the curriculum and developmental stages of students.

ED/RELS 3040 3.00 or ED/RELS 3041 3.00 Teaching Religion in the Intermediate Division: An examination of the Religious Study curriculum in the Intermediate Division and of the methods and materials available to support Religious Studies. Course design and evaluation are considered.

ED/RELS 3050 6.00 or ED/RELS 3051 6.00 Teaching Religion in the Intermediate/Senior Division: An examination of the Religious Study curriculum in the Intermediate Senior Division and of the methods and materials available to support Religious Studies. Course design and evaluation are considered.

ED/SCIE 3040 3.00 or ED/SCIE 3041 3.00 Teaching Science in the Intermediate Division: An introduction to the philosophy, methods and materials of science instruction, with attention to the science curriculum, laboratory instruction and safe laboratory practices.

ED/SCIE 3050 3.00 or ED/SCIE 3051 3.00 Teaching Science in the Senior Division: This course extends the philosophy, methods and materials of science

instruction developed in the Intermediate practicum to the Senior Division.

ED/SCIE 3050 6.00 or ED/SCIE 3051 6.00 Teaching Science in the Intermediate/Senior Divisions: An introduction to the philosophy, methods and materials of science instruction, with attention to the science curriculum, laboratory instruction and safe laboratory practices.

ED/SPAN 3050 6.00 or ED/SPAN 3051 6.00 Teaching and Learning Spanish in the Intermediate/Senior Divisions: This course examines theories, philosophies, research, policies and practices specific to teaching and learning Spanish in the Intermediate/Senior grades. Candidates broaden and deepen their conceptualizations of teaching and learning through critical analysis of effective, inclusive learning environments for adolescent education. Candidates critically analyze these concepts in order to develop understandings of the complexities of effective, inclusive teaching and learning. This course is required for all teacher candidates in the Intermediate/Senior program with Spanish as one teaching subject. It is co-requisite with the Intermediate/Senior Practicum Seminar Part I or Part II.

ED/TESL 3200 6.00 Methodology of Teaching English to Speakers of Other Languages: This course introduces students to key issues of curriculum design and implementation in the language learning classroom. Students will explore the interaction of teacher, student, subject matter and milieu in the generation, implementation, assessment and modification of the language curriculum.

ED/TESL 3300 6.00 Practicum in Teaching English to Speakers of Other Languages: The course provides an opportunity for students to understand the standards of practice in ESOL by observing and analyzing a variety of practicum placements, and exploring the experiences in an ongoing seminar series. Students are supported in the analysis of and preparation for language teaching experiences.

ED/URED 3300 6.00 Urban Education: This course focuses on issues related to schooling in settings characterized by diversity particularly related to socio-economic status, ethnicity, race, culture and citizenship (i.e., immigrant or refugee). It is intended for teacher candidates doing their practicum within the Westview Family of Schools.

ED/VISA 3040 3.00 or ED/VISA 3041 3.00 Teaching the Visual Arts in the Intermediate Division: This course examines the philosophy and methods of art education in relation to students in the Intermediate Division. Curriculum development, the organization and evaluation of lessons, learning resources and materials, problems in art education, and

strategies of art teaching are among the pertinent areas studied. Other areas of concern are determined by the interaction of the instructors, adjunct professors, and candidates. Faculty lectures, candidate presentation, assigned readings, class discussions, and visiting artists and educators contribute to the exchange of knowledge.

ED/VISA 3050 6.00 or ED/VISA 3051 6.00 Teaching Visual Arts in the Intermediate/Senior Divisions: This course examines the philosophy and methods of art education in relation to students in the Intermediate Senior Division. Curriculum development, the organization and evaluation of lessons, learning resources and materials, problems in art education, and strategies of art teaching are among the pertinent areas studied. Other areas of concern are determined by the interaction of the instructors, adjunct professors, and candidates. Faculty lectures, candidate presentations, assigned readings, class discussions and visiting artists and educators contribute to the exchange of knowledge.