

Bachelor of Education Elective Course Descriptions

2021-2022

In addition to the elective courses listed below, a number of spaces are available in some Secondary Curriculum and Instruction courses. Anyone wishing to add an additional C&I course as an elective should contact Garnet Patterson prior to registering.

Fall:

406 Classroom Management: This course focuses on the primary role of the teacher as an effective classroom manager. Using evidence-based strategies from current research and theory, students learn various aspects of classroom management including: classroom rules and procedures; disciplinary intervention; teacher-student relationships; behaviour management; motivation; teaching students with special behaviour needs, and school wide strategies to promote positive behaviour and achievement. Three credits **(Tu-Th at 4:00)**

408 Learning Disabilities: This course provides students with an opportunity to acquire the knowledge, skills, and attitudes needed for teaching students with specific learning disabilities in the public school system. Adaptations to curriculum and associated pedagogical approaches will be explored. Three credits **(Tu-Th at 1:05)**

426A Curriculum and Instruction in Music I: This course provides an examination of music methods, materials and curricula, using systems currently in use in the elementary and secondary school programs. Three credits **(Tu-Th at 3:30)**

437 Guidance: This course focuses upon some of the pressing personal and social issues that impact upon students' lives that require a holistic relational response from teachers. Issues such as healthy lifestyles, personal development and relationships, sexuality, active living, drug and alcohol addictions, family and parental communication, child abuse, and crisis intervention will be explored. This course will be situated within a comprehensive guidance framework that supports teachers as they respond to students' needs within and beyond the classroom. Three credits **(M-W at 4:00)**

447 Mental Health: The goal of this course is to create a sense of empathy and understanding for the challenges many young people in NS classrooms deal with every day; focusing on issues arising from substance use and/or mental health issues. What impact do these complex factors have on the learning environment? What are the roles and responsibilities of the teacher and school? Students in this course will be expected to actively participate in case study discussions. Participants are strongly encouraged to contribute questions and discussion topics. Three credits **(Tu-Th at 3:30)**

448A Curriculum and Instruction in Family Studies I: Students will be introduced to the three strands of the Family Studies curriculum, Foods and Nutrition, Textile Arts, and Family Dynamics. They will have the opportunity to acquire the knowledge, skills and attitudes necessary to teach a comprehensive Family Studies program with an emphasis on Junior High. Three credits **(M-W at 3:30)**

467 21st Century Teaching & Learning: This highly participatory course is designed for students to explore technological options for teaching and learning, to consider their effective implementation, and to assess how their implementation impacts teaching and learning. Students will demonstrate an understanding of the legal, social, and ethical issues related to technology use; select and design learning experiences that incorporate technology and are curriculum-related; and analyze the use of emerging technologies to improve teaching and learning. Three credits **(M-W at 3:30)**

Winter:

406 Classroom Management: This course focuses on the primary role of the teacher as an effective classroom manager. Using evidence based strategies from current research and theory, students learn various aspects of classroom management including: classroom rules and procedures; disciplinary intervention; teacher-student relationships; behaviour management; motivation; teaching students with special behaviour needs, and school wide strategies to promote positive behaviour and achievement. Three credits **(Tu-Th at 4:00)**

408 Learning Disabilities: This course provides students with an opportunity to acquire the knowledge, skills, and attitudes needed for teaching students with specific learning disabilities in the public school system. Adaptations to curriculum and associated pedagogical approaches will be explored. Three credits **(M-W at 3:30)**

418 Physical Education & Health for Elementary Teachers: This course is designed to provide pre-service elementary/middle school pre-service teachers with foundational knowledge and practical experiences related to health education and physical education in elementary/middle school communities. In addition to introducing pre-service teachers to the methods and content of elementary/middle school health and physical education, EDUC 469A also introduces concepts related to physical literacy, daily physical activity (DPA), cross-curricular planning, and Health Promoting Schools (HPS). Three credits **(Tu-Th at 3:30)**

437 Guidance: This course focuses upon some of the pressing personal and social issues that impact upon students' lives that require a holistic relational response from teachers. Issues such as healthy lifestyles, personal development and relationships, sexuality, active living, drug and alcohol addictions, family and parental communication, child abuse, and crisis intervention will be explored. This course will be situated within a comprehensive guidance framework that supports teachers as they respond to students' needs within and beyond the classroom. Three credits **(M-W at 4:00)**

447 Mental Health: The goal of this course is to create a sense of empathy and understanding for the challenges many young people in NS classrooms deal with every day; focusing on issues arising from substance use and/or mental health issues. What impact do these complex factors have on the learning environment? What are the roles and responsibilities of the teacher and school? Students in this course will be expected to actively participate in case study discussions. Participants are strongly encouraged to contribute questions and discussion topics. Three credits **(Tu-Th at 1:05)**

448B Curriculum and Instruction in Family Studies II: Students will be introduced to the three strands of the Family Studies curriculum, Foods and Nutrition, Textile Arts, and Family Dynamics. They will have the opportunity to acquire the knowledge, skills and attitudes necessary to teach a comprehensive Family Studies program with an emphasis on Senior High. Three credits **(Tu-Th at 3:30)**

458 Visual Arts I: The aim of this course is to introduce the student to the visual and creative arts, and to discover ways to integrate these with the other subjects of the elementary and secondary school curriculum. Three credits

469A Curriculum and Instruction in Drama II: This course provides pre-service K-12 teachers with concepts and ideas for drama lesson plans; approaches to drama; basics drama and drama education theory; a working knowledge of theatre production; an introduction to the Nova Scotia curricular guidelines; and play selection guidelines for elementary and secondary student productions. Three credits **(Tu-Th at 3:30)**