

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Elementary Mathematics II **Alpha Number:** EDU 325 **CIP No.** 27.0399

Type of Action:

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

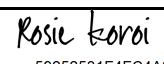
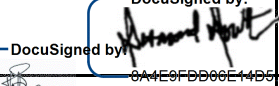
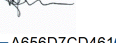
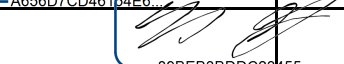
- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other: _____

- Non-substantive Revision
- Select all that apply:
- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
- Edit to course description that does not alter the substance of the course
- Change to recommended texts
- Other: change in contact hours from 48-45

Reinstitution of Archived Course (attach narrative justification for reinstatement, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroi		7/28/2024
Curriculum Committee Chair	Desmond Doulatram		7/27/2024
Dean	Vasemaca Savu		7/31/2024
VPASA	Dr. Elizabeth Switaj		8/2/2024

CMI COURSE OUTLINE

CIP No. 27.0399

Version No. 3

EDU 325
Alpha Number

Elementary Mathematics II
Course Title

Course Description: Provides students with knowledge of effective approaches to teaching whole numbers, fractions, decimals, percentages, geometry, measurement, probability, and statistics. Includes strategies for supporting student learning through the use of manipulatives and teaching strategies to accommodate diverse learners. Second of two courses in mathematics methods to prepare students as teachers of mathematics.

Course originally prepared by: Education Department Education Feb./2011
Most recent revision by: Alvin Page Education Dept June / 2024

Course Modes: | Face to Face (including Zoom) | Hybrid
 Distance Education

Credits calculated by: Credit Hour Clock Hour N/A

Contact Hours: 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement BAEE
 Degree Elective _____
 General Education _____
 Credit Certification _____
 Developmental _____
 CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: C or better in EDU 324

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Develop resources to teach mathematics skills.
2. Analyze RMI curriculum standards for mathematics.
3. Create lessons that incorporate the use of appropriate hands-on materials.
4. Report on elementary students' mathematical understandings and performance.
5. Create rubrics to assess children's work.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1. Create lessons that utilize inquiry-based approach to teaching.	1. Develop resources to teach mathematics skills.	Teachers develop resources in order to create lessons that utilize an inquiry-based approach to teaching mathematics.
2. Present standards-based lessons that include the use of manipulatives.	2. Analyze RMI curriculum standards for mathematics.	Teachers prepare and present standards-based lessons aligned with the RMI curriculum that include the use of manipulatives.
3. Create lessons to accommodate diverse learners.	3. Create lessons that incorporate the use of appropriate hands-on materials.	Teachers create lessons that incorporate the use of appropriate hands-on materials to accommodate diverse learners.
4. Assess students' work in relation to standards.	4. Report on elementary students' mathematical	Teachers use assessment and evaluation tools and rubrics to

	<p>understandings and performance.</p> <p>5. Create rubrics to assess children's work.</p>	<p>assess and report on elementary students' mathematical understanding and performance in relation to standards.</p>
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Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1.	<p>1. Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.</p> <p>2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.</p> <p>4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.</p>	M	<p>Teachers reflect on their experiences when creating engaging and meaningful lessons demonstrating methods for content-area instruction using the RMI elementary curriculum in the classroom to develop resources.</p>
2.	<p>4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.</p>	M	<p>Instructors initiate discussion of practices in which teachers engage with the existing curriculum, identify weak areas for improvement, then apply best practices to generate effective learning engagement in an authentic elementary classroom.</p>
3..	<p>2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.</p>	M	<p>Teachers develop engaging and meaningful lessons for concept development that incorporate the use of appropriate hands-on materials to meet the long-term goals for students.</p>
4.	<p>3. Differentiate instruction for individuals, small and large groups.</p> <p>6. Exhibit professional practices.</p>	M	<p>Teachers reflect on students' mathematical understanding and performance when differentiating instruction for elementary students at the small group and individual levels.</p>
5.	<p>5. Assess K-6 students' progress in all areas.</p>	M	<p>Teachers create rubrics and use other evaluation tools to assess elementary students' progress in mathematics.</p>

Course Content: Students in this course will master:

Elementary Mathematics Topics:

1. Pre-number concepts
2. Counting
3. Numeration
4. Introduction to geometry and measurement
5. Whole number concepts, operations and algorithms
6. Fractions, decimals, and percentages
7. Graphing and Data Analysis
8. Probability and statistics

Pedagogical Topics:

1. Standards in mathematics
2. Methods of teaching mathematics
3. Planning for instruction
4. Evaluation of quality of work
5. Assessment of children's mathematical understanding and performance
6. Strategies for supporting student learning through the use of manipulatives
7. Strategies to accommodate diverse learners

Higher Order Thinking Skills: Students in this course will experience

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Field teaching, assigned content readings

- Assigned Readings
- Field research (Interview with schools' principal or administrator)
- Group Project
- Observations
- Presentations
- Small and large group discussions
- Case studies and critique
- Movie Critique

Recommended Assessment Tool Type(s):

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

- Live video discussions
- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

1. Recommended texts:
E-copy
Johnson, Art, et al. *Guiding Children's Learning of Mathematics*, 13th ed. Cengage Learning, 2018. ISBN: 9780357702062
2. Equipment/Facilities:
Projector, Computer and Internet
3. Materials and Supplies:
Math manipulatives, Professional Teaching Videos, Supplemental Readings

College Mission

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

BoR approved 1st December, 2020

Connection to the College Mission

EDU 325 provides learning experiences that are relevant and meaningful which students can apply when they teach their students in the future; this is in support of the mission to provide access to quality education through relevant and engaging activities. This course will also help future teachers use better and more effective approaches that should contribute to students building a foundation for improving their understanding of concepts relating to mathematics.

BAEE degree Mission:

The College of the Marshall Islands Bachelor of Arts in Elementary Education program is committed to engaging educators in reflection, authentic practice, and constructivism to deliver standards-based curriculum to RMI elementary students.

Approved November 23, 2016

Connection to BAEE degree Mission:

EDU 325 provides quality, higher educational services and prioritizes student success through engagement in relevant academic and career learning opportunities. We examine quality pedagogy to connect foundational concepts and subject-matter content with the goal of improving the daily lives of our BAEE students' elementary level students today and in the future. Engaging experienced teachers and pre-service teachers in authentic practice requires them to reflect on their own previous educational experiences and to become aware of better strategies that research proves to benefit learning.

CC Approved on June 14, 2024