




# 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
- 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	Dr. Pamela Perkins		07/23/2021
Curriculum Committee Chair	Florence Peter		8/4/2021
Dean	Vasemaca Savu		8/5/2021
VPASA	Dr. Elizabeth Switaj	<i>Dr. Elizabeth Switaj</i>	8/5/2021

**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 July/2021

**Course mode(s):**  Face to Face (including Zoom)  Hybrid

**Credits calculated by:**  Credit Hour  Clock Hour  N/A

**Contact Hours: 48**

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	48	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	48	3	

<b>Purpose(s) of Course:</b>	<input type="checkbox"/> Degree Requirement <u>BAEE</u> <input type="checkbox"/> Degree Elective <input type="checkbox"/> General Education <input type="checkbox"/> Credit Certification <input type="checkbox"/> Developmental <input type="checkbox"/> CTE/TVET <input type="checkbox"/> ABE/Adult HS	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**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 understandings and performance. 5. Create rubrics to assess	Teachers use assessment and evaluation tools and rubrics to assess and report on elementary students' mathematical understanding and performance in relation to

	children's work.	standards.
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**Links to Program Learning Outcomes:**

<b>SLO</b>	<b>Linked PLO</b>	<b>I/P/M</b>	<b>Explanation of Link</b>
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	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.
2.	<p>4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.</p>	M	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.
3..	<p>2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.</p>	M	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.
4.	<p>3. Differentiate instruction for individuals, small and large groups.</p> <p>6. Exhibit professional practices.</p>	M	Teachers reflect on students' mathematical understanding and performance when differentiating instruction for elementary students at the small group and individual levels.
5.	<p>5. Assess K-6 students' progress in all areas.</p>	M	Teachers create rubrics and use other evaluation tools to assess elementary students' progress in mathematics.

**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

**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

**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

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**Equipment and Materials:****1. Recommended texts:**

Johnson, Art, et al. *Guiding Children's Learning of Mathematics*, 13th ed. Cengage Learning, 2018. ISBN: 978-1-305-96068-8

**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 23rd July, 2021

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