

Independent Study Online Course Syllabus

Course Number: MAT 900A
Course Title: Math Activities for the Primary Grades

X Online ☐ Correspondence

Instructor: Mary Bennett, MA Phone number: 800-967-9365/559-322-7067 Email: maryebennett@sbcglobal.net Other Contact Information: Email is checked regularly throughout the day and your instructor will respond within 24 hours.	Units: 3 Grade Level: K-3
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Course Description:

Math Activities for the Primary Grades is designed for kindergarten through third grade teachers. This course integrates theory and practice, using innovative teaching strategies. Teachers will engage their students in hands-on activities that build mathematical knowledge and demonstrate proficiency. The learning experiences are easily adaptable to meet the various learning styles and needs as well as prepare students for achievement testing. Course participants will also have the chance to interact with the instructor and their classmates in the online environment as they complete assignments. The concept and skill areas presented in this course are aligned with national, state, and local guidelines, including the Common Core State Standards. In addition, the lessons are easily integrated into existing mathematics programs. Assignments are available for teachers who are not currently in the classroom.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements:

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials)

Moodle Site Login and Passwords

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with login instructions and **enrollment key**, within one week of registration. The enrollment key is a one-time course access password – or “key” you will need to enroll in the course for the first time. This is NOT the same as the Moodle password needed to log onto Moodle each time you access the course.

Getting Help

If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

Required Texts and Course Materials:

There is no required print textbook for this course. Everything you need will be available online in the links and files found in this course. Students do not have to purchase any materials, nor will any be sent. An office productivity suite such as Microsoft Office is recommended but not required. A wider range of free alternatives, such as the Open Office or Google Docs, can be used as an alternative.

Math Activities for the Primary Grades by Curriculum Services Associates is a collection of 30 math activities appropriate for use in the primary grades. You may want to download and print the PDF file found in the course.

In addition, course participants will engage with relevant online resources that support course content and encourage further investigation.

Topics, Assignments and Activities:

Module	Schedule of Topics	Assignments
1	Getting Started Goals and Objectives: In this module, participants will: <ul style="list-style-type: none">Assess readiness for online learning.Identify tips for being a successful online learner.Identify technical requirements for this course.	<ul style="list-style-type: none">Read the Moodle Orientation information1.1: Orientation Assignment1.2: Introductions Discussion Forum1.3: What Grade Do You Teach? Poll (SLO 4,8)

	<ul style="list-style-type: none"> Identify classmates who are teaching at your grade level. 	
2	Standards Based Instruction Goals and Objectives: In this module, participants will: <ul style="list-style-type: none"> Locate and explore relevant standards. Identify how the Common Core State Standards impact teaching and learning. 	<ul style="list-style-type: none"> 2.1: Standards in the Classroom Discussion Forum 2.2: CCSS Impacting the Teaching and Learning Cycle Reflection <p>(SLO 1, 2,)</p>
3	Instructional Activities Goals and Objectives: In this module, participants will: <ul style="list-style-type: none"> Identify 15 activities in the course content appropriate for the level of the students in your classroom. Align each of the activities to the Common Core State Standards or the standards you are required to use. Create a Lesson Plan and implement the activities with the students in your classroom or complete the Alternate Assignment if you are not currently teaching. 	<ul style="list-style-type: none"> 3.1 Instructional Activities Assignment <ul style="list-style-type: none"> 3.2 Instructional Activities Discussion Forum <p>(SLO 1,3,4)</p>
4	Common Core in the Classroom Goals and Objectives: In this module, participants will: <ul style="list-style-type: none"> Watch and identify Common Core practices in action. Reflect upon how Common Core practices affect teaching and learning in the classroom. 	<ul style="list-style-type: none"> 4.1 Common Core in the Classroom Discussion Forum <p>(SLO 2,7,8)</p>
5	Activity Development Goals and Objectives: In this module, participants will:	<ul style="list-style-type: none"> 5.1: Activity Development Assignment <input type="checkbox"/> 5.2: Activity Creation and

	<ul style="list-style-type: none"> Explore research based instructional strategies. Develop a standards based activity using a research based strategy appropriate for use in the target grade level. 	Development Discussion Forum <ul style="list-style-type: none"> (SLO 1,3,4,5)
6	Teacher Collaboration Goals and Objectives: In this module, participants will: <ul style="list-style-type: none"> Promote staff interaction and collaboration through the sharing of ideas and relevant teaching practices. 	<ul style="list-style-type: none"> 6.1 Teacher Collaboration Assignment <ul style="list-style-type: none"> (SLO 6, 8,)
7	Article Review Goals and Objectives: In this module, participants will: <ul style="list-style-type: none"> Review and critique current trends in mathematics education. 	<ul style="list-style-type: none"> 7.1 Article Review Assignment <ul style="list-style-type: none"> (SLO 7,8)
Module 8	Final Reflection Goals and Objectives: In this module, participants will: <ul style="list-style-type: none"> Analyze the learning environment within your classroom following the use of the activities. 	<ul style="list-style-type: none"> 8.1 Final Reflection Assignment (SLO 7,8)

Accepted File Types:

Moodle does not fully support use of special characters in file names. When naming files to be uploaded into Moodle, please do not include any special characters such as #, %, & or spaces. Only use letters, numbers, and underscores. All files must have a correct extension (.docx, rtf, .pptx..pdf, etc.) in order for them to open in Moodle.

Communication Guidelines:

Discussion Forums

Due to the fact that this is a self-paced online course, you and your classmates may be engaging in different topics at any one time. Because of this it may be difficult to have a substantial discussion with the same classmates as you progress through the course. However, you are encouraged to respond to others in the class so that a community of learners can emerge. It may be helpful to refer back to the 'What Grade Level Do You Teach' poll so you may easily find others at your grade level. You also may want to pay attention to when threads are posted so that your replies are timely.

I will read all the discussions and provide feedback and responses as necessary however, the forums are mainly for you to present content as well as share ideas and resources.

Email

Email is generally the best way to reach your instructor. Email is checked regularly throughout the day and your instructor will respond within 24 hours. Please write "901" in the subject of your email to help the instructor prioritize responses for this class.

Grading Policies and Rubrics for Assignments:

10%	CCCS Impacting the Teaching and Learning Cycle Reflection
50%	Instructional Activities and Standards Correlation
10%	Activity Development
10%	Teacher Collaboration
10%	Article Review
5%	Final Reflective Essay
5%	Discussion Forums
100%	TOTAL

- Students must earn a minimum of 80% to received credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
 - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Requirements:

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper.

Instructor/Student Contact:

Throughout the course students will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A Virtual Office is utilized for class questions and students are provided with an 800 number in the event they want to make phone contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Standards Addressed in This Course:

National Standards

The activities in the course manual, *Math Activities for the Primary Grades*, focus on the standards at the core of a solid mathematics instructional program for primary students as published in the by the National Council of Teachers of Mathematics in the *Principles and Standards for School Mathematics* <http://standards.nctm.org/>.

Number and Operations Standard

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

In addition, the activities in the course manual concentrate on the understanding of patterns, measurement, and data and their relationship to numbers, which are reflected in the following standards:

Algebra

Understand patterns, relations, and functions

Measurement Standard

Understand measurable attributes of objects and the units, systems, and processes of measurement

Data Analysis and Probability Standard

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

Furthermore, as students engage in activities from the course manual they will explore patterns, focus on problem solving process, and investigate realistic applications which align with the **Process Standards** of *Problem Solving, Reasoning and Proof, Communication, Connections, and Representation*.

Common Core State Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career. The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.

Common Core State Standards Initiative

<http://www.corestandards.org/the-standards>

The standards are:

- Aligned with college and work expectations.
- Clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon the strengths and lessons of current state standards.
- Informed by other top performing countries so that all students are prepared to succeed in our global economy and society.
- Evidence and researched based.

The activities in the course manual, *Math Activities for the Primary Grades*, address Common Core State Standards in the following domains:

- Operations and Algebraic Thinking
- Numbers & Operations in Base 10
- Measurement & Data
- Geometry

As you create lessons for your students you will be exploring the Common Core Standards, or the standards you are required to use, and identify how the lessons and activities you implement and develop align with those standards. The content of the course will also provide you with many resources for locating lessons that address the Common Core Standards by Domain.

National Board for Professional Teaching Standards

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community. (<http://www.nbpts.org/>)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

References and Additional Resources:

Marzano, R., Pickering, D., Pollock, J. 2001. [Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement](http://www.mcrel.org/products-and-services/featured-products-and-services/classroom-instruction-that-works). Association for Supervision and Curriculum Development.
<http://www.mcrel.org/products-and-services/featured-products-and-services/classroom-instruction-that-works>)

[McRel Mid-continent Research for Education and Learning](http://www.mcrel.org/)

A compendium of content standards and benchmarks for K-12 education
(<http://www2.mcrel.org/compendium/>)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.