MA 305-01-1: Math for Elementary Teachers II
School of Education & Behavioral Sciences
Chaminade University Honolulu
Spring 2026 / 3 Credits
Monday, Wednesday, & Friday 1:30 – 2:20 pm
Brogan Hall 101

Instructor: Dr. Travis Mukina
❌**DO NOT Email:** travis.mukina@chaminade.edu
Office Location: Brogan 132
✅**Direct Message:** GroupMe App

Learning Materials

- **Textbook (Required)**: Liljedahl P. Zager T. & Wheeler L. (2021). *Building thinking classrooms in mathematics: 14 teaching practices for enhancing learning: grades k-12.* Corwin. ISBN-10: 1544374836
- **Textbook (Recommended)**: Beckmann, Sybilla (2021). Mathematics for Elementary Teachers with Activities. 6th ed. Pearson. ISBN-10: 0136938019
- **GroupMe App**: A way to stay up-to-date with all class routines, assignments, and questions.
- **Canvas Student App**: Used to submit all assessments and check progress on mastery of course learning outcomes.
- **3-Ring Binder:** Used to hold all GOs, BTAs, CFUs, and Assessments

Course Catalog Description
This course provides prospective elementary education majors with a deeper and more comprehensive understanding of fundamental concepts underlying the mathematics taught in grades K through 8. This course focuses on the big ideas of geometry, measurement, data analysis, and probability and statistics. This course fulfills an upper division elective requirement in mathematics for Elementary Education majors.
Prerequisites: *MA 105*

Marianist Values
This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values
Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʼeau (Hawaiian proverbs) and Marianist core beliefs:

- Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
- Provide an Integral, Quality Education (Naʼauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
- Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
- Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
- Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes (PLOs)

PLO 1	Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
PLO 2	Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
PLO 4	Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs)

CLO 1	Analyze and solve algebraic expressions and equations by simplifying expressions, applying properties of operations, and interpreting solutions to model and justify applied problems.
CLO 2	Analyze sequences and functions by identifying patterns, representing them symbolically and graphically, and interpreting their behavior.
CLO 3	Analyze geometric figures and relationships by applying properties of lines, angles, and shapes.
CLO 4	Apply measurement concepts by selecting appropriate units and tools, performing and justifying measurements, and converting among measurement systems.
CLO 5	Analyze the area of two-dimensional shapes by decomposing figures, applying area formulas, and justifying solutions using geometric reasoning.
CLO 6	Justify solutions involving perimeter, area, and the Pythagorean Theorem using geometric reasoning.
CLO 7	Calculate the volume and surface area of solid figures by applying geometric formulas and justifying solutions.
CLO 8	Interpret and describe geometric transformations and motions by applying rules of translation, rotation, reflection, and scaling to solve problems.
CLO 9	Read and reflect for personal growth as mathematics educators.
CLO 10	Contribute to a building thinking classroom by proactively participating in daily in-person activities.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8	CLO 9	CLO 10
Marianist Values	2, 5	2, 5	2, 5	2, 5	2, 5	2, 5	2, 5	2, 5	2, 5	2, 5
PLOs	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	3	1, 2

What is the Point of Math Class?

Collaboration

Communicate Thoughts & Ideas

Creativity

Critical Thinking

Assessment:
This course is designed to contribute in a different and significant way to your knowledge and experience relative to diagnosis and remediation of mathematics. Always be prepared to effectively participate in class discussions, analyze the thinking of others in class, and clearly explain your thinking. A Mastery rubric is provided with every assessment with Mastery being defined as your most recent assessment level. Feedback on all assessments is provided within 7 days of submission. All Written & Verbal Assessments must be completed **and** be completed in order, or a passing grade cannot be earned in the course.

How Many CLOs Demonstrate Mastery?										
10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
A	A	B	C	D	F	F	F	F	F	F

1. **Participation Assignments**
   Assessed: Entire Semester
   - There are multiple assignments that do not affect your overall grade, but are all required to complete in move throughout the course and order to receive a grade in the course:
     - 📱GroupMe Registration
     - 📍Mathematical Beliefs Questionnaire (Post)
     - 🎟️Exit Tickets

2. ✏️**Written Assessments** **[CLO 1, 2, 3, 4, 5, 6, 7, 8]**
   Assessed: At the completion of CLOs 1 & 2, CLOs 3 & 4, CLOs 5 & 6, CLOs 7 & 8
   - These assessments focus on Course Learning Outcomes (CLOs) demonstrated in mini lectures, building thinking activities, video lectures, and strategies used in your Check for Understanding. A full class period is provided to master multiple CLOs in a written communication format.

3. 🗣️**Verbal Assessments** **[CLO 1, 2, 3, 4, 5, 6, 7, 8]**
   Assessed: At the completion of CLOs 1, 2, 3, 4 and CLOs 5, 6, 7, 8
   - These assessments focus on Course Learning Outcomes (CLOs) demonstrated in mini lectures, building thinking activities, video lectures, and strategies used in your Check for Understanding. A 10-minute designated time slot is provided to master one CLO in a verbal communication format.

4. ✏️**Optional Written Assessments** **[CLO 1, 2, 3, 4, 5, 6, 7, 8]**
   Assessed: At the completion of CLOs 1, 2, 3, 4 and CLOs 5, 6, 7, 8
   - These assessments focus on Course Learning Outcomes (CLOs) demonstrated in mini lectures, building thinking activities, video lectures, and strategies used in your Check for Understanding. A full class period is provided to master multiple CLOs in a written communication format.

5. 📖***Building a Thinking Classroom (BTC)*** **Reflections** **[CLO 9]**
   Assessed: Throughout the Semester
   - You will respond to reflection questions based on what you read in the assigned chapters. To earn Mastery for CLO 9, the following must be met:
     - All reflections must be completed in order and completed on time

6. 🧠**Building a Thinking Classroom** **[CLO 10]**
   Assessed: Throughout the Semester
   - You are expected to contribute to our building thinking classroom by communicating effectively with your classmates to solve various mathematical situations. To earn Mastery for CLO 10, the following must be met:
     - Absent/Tardy 6 or less days of in-person class, for any reason, during the entire semester
     - Attend 10 or more Math Hours during the entire semester

** The Model Code of Ethics for Educators is intertwined throughout various activities within this course, as well as the other courses you will take within the program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.*

Kōkua ʻIke: Tutoring & Learning Services
Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Course Policies

Attendance Policy
Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assessments. Notification may be done by contacting the instructor via a direct message on GroupMe. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

- Any student who stops attending a course without officially withdrawing may receive a failing grade.
- Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course.
- Any unexcused absence of two consecutive weeks or more for any reason will result in being withdrawn from the course by the instructor.
- Repeated, non-consecutive absences for any reason put students at risk of a failing grade.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Late Work Policy
Always accepted, but feedback may be delayed.

Grades of Incomplete
This policy on incomplete grades aligns with the same University policies.

Instructor and Student Communication
Questions for this course can be sent through a direct message on the GroupMe app. Online and/or in-person meetings can be arranged. Response time will take place up to 24 hours.

Important Information

Academic Honesty
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.
Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.
Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.
For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement
Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence,

dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination
Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.
The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.
To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

CUH Alert Emergency Notification
To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cell phone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work
With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement
Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).
Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Credit Hour Policy
This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy.

Clock Hour Category	Total Time (hours)
In Class - Seat Time	37.5
In Class - Math Hours	10
Outside Class - Remaining Hours • Study • Organize GOs • Video Lectures • Check for Understanding	87.5
Remaining Hours / 15 Weeks	**~ 5.8 hours / week**

CLO # Dates	**Content**	**Assessments**
CLO 1 January 12 - 25	Algebra: Expressions & Equations • Numerical Expressions • Expressions with Variables • Equations • Solving Algebra Word Problems with Strip Diagrams and Algebra	📱GroupMe Registration 📖*BTC* Reflection (Intro & Chap 1)
CLO 2 Jan 26 - Feb 8	Algebra: Sequences & Functions • Sequences • Functions • Linear & Other Relationships	✏️CLO 1 & 2 Written Assessment 🎟️CLO 1 & 2 Exit Ticket 📖*BTC* Reflection (Chap 2 & 3)
CLO 3 February 9 - 15	Geometry • Lines & Angles • Circles & Spheres • Triangles, Quadrilaterals, and Other Polygons	📖*BTC* Reflection (Chap 4 & 5)
CLO 4 February 16 - 22	Measurement • Concepts of Measurement • Length, Area, Volume, and Dimension • Converting from One Unit of Measurement to Another	✏️CLO 3 & 4 Written Assessment 🎟️CLO 3 & 4 Exit Ticket 📖*BTC* Reflection (Chap 6 & 7)
CLOs 1 - 4 Feb 23 - Mar 1	🗣️CLO 1 - 4 Verbal Assessment #1: *Monday, February 23* 🗣️CLO 1 - 4 Verbal Assessment #2: *Wednesday, February 25* 📝CLO 1 - 4 Optional Written Assessment: *Friday, February 27*	
CLO 5 March 2 - 15	Area of Shapes • Areas of Rectangles • Moving and Additivity Principles • Area of Triangles • Areas of Parallelograms and Other Polygons	📖*BTC* Reflection (Chap 8 & 9)
Spring Break March 16 - 20		
CLO 5 March 23 - 25	Area of Shapes • Areas of Parallelograms and Other Polygons • Area and Circumference of Circles and the Number Pi	
CLO 6 March 27 - April 5	Perimeter, Area, & Pythagorean Theorem • Contrasting and Relating the Perimeter and Area of Shapes • The Pythagorean Theorem	✏️CLO 5 & 6 Written Assessment 🎟️CLO 5 & 6 Exit Ticket 📖*BTC* Reflection (Chap 10 & 11)
CLO 7 April 6 - 12	Volume & Surface Area • Polyhedra and Other Solid Shapes • Patterns and Surface Area • Volumes of Solid Shapes	📖*BTC* Reflection (Chap 12 & 13)
CLO 8 April 13 - 26	Motion & Change • Reflections, Translations, and Rotations • Symmetry • Congruence • Constructions with Straightedge and Compass • Similarity	📍Mathematical Beliefs Questionnaire (Post) ✏️CLO 7 & 8 Written Assessment 🎟️CLO 7 & 8 Exit Ticket 📖*BTC* Reflection (Chap 14 & 15)
CLOs 5 - 8 April 27 - May 3	🗣️CLO 5 - 8 Verbal Assessment #1: *Monday, April 27* 🗣️CLO 5 - 8 Verbal Assessment #2: *Wednesday, April 29* 📝CLO 5 - 8 Optional Written Assessment: *Friday, May 1*	
CLOs 1 - 8 May 4	📝CLO 1 - 8 Optional Written Assessment: *Monday, May 4*	