

## ELEMENTARY MATHEMATICS ENDORSMENT REQUIREMENTS

<b>EDUC 5500</b>	<b>Teaching K-8 Numbers and Operations</b>	<b>3 Credits</b>
<p>This course, designed for K-8 teachers, will cover the content of Number and Operations to develop a comprehensive understanding of our number system and relate its structure to computation, arithmetic, algebra, and problem solving. Course topics will include number, number sense, computation, and estimation through a coordinated program of activities that develop number concepts and skills. Special attention in this course will be given to how children learn and connect the fundamental concepts of number systems, children's developmental trajectories in the mathematical content of number and operations, how children construct their understanding of various number systems and arithmetic, children's typical error patterns, problem solving strategies, interpreting and assessing students' work and learning, and integration of the NCTM process standards and the Utah Intended Learning Outcomes (ILOs).</p>		
<b>EDUC 5510</b>	<b>Teaching K-8 Rational Numbers and Proportional Reasoning</b>	<b>3 credits</b>
<p>This course will provide practicing teachers a deeper understanding of rational numbers, operations with rational numbers, and proportionality, and instructional strategies to facilitate the instruction of this content for elementary students.</p>		
<b>EDUC 5520</b>	<b>Teaching K-8 Algebraic Reasoning</b>	<b>3 Credits</b>
<p>This course will provide practicing teachers a deeper understanding of algebraic expressions, equations, functions, real numbers, and instructional strategies to facilitate the instruction of this content for elementary students.</p>		
<b>EDUC 5530</b>	<b>Teaching K-8 Geometry and Measurement</b>	<b>3 Credits</b>
<p>This course will provide practicing teachers a deeper understanding of the geometry and measurement content that exists in the state core and instructional strategies to facilitate the instruction of this content. Special attention in this course will be given to how children learn and connect the fundamental concepts of geometry and measurement, children's developmental trajectories in this mathematical content, how children construct their understanding of various geometric concepts, children's typical error patterns, problem solving strategies, interpreting and assessing students' work and learning, and integration of the NCTM process standards and the Utah Intended Learning Outcomes (ILOs).</p>		
<b>EDUC 5540</b>	<b>Teaching K-8 Data Analysis and Problem Solving</b>	<b>3 Credits</b>
<p>This course will develop a firm problem-solving foundation. Using skills and strategies applied in mathematical contexts practicing teachers will learn to think, work with others, present solutions orally to the whole class, and write up detailed solutions. This course will also provide practicing teachers a deeper understanding of probability and data representation and analysis. Special attention in this course will be given to children's typical error patterns, problem solving strategies, interpreting and assessing students' work and learning, and integration of the NCTM process standards and the Utah Intended Learning Outcomes (ILOs).</p>		
<b>EDUC 5550</b>	<b>Teaching K-8 Assessment and Intervention</b>	<b>3 Credits</b>
<p>To provide practicing teachers a deeper understanding of the various types of assessment and their appropriate use for guiding instruction, intervention, and evaluation of student learning of mathematics content. Teachers will learn to screen students for mathematics problems or potential mathematics problems, diagnose students' mathematics strengths and needs, and monitor students' progress to ensure students will make optimal progress in mathematics. Teachers will also learn procedures for managing and analyzing assessment data.</p>		

