

**SOCIAL STUDIES**

Adopted Programs

- Scott Foresman, All Together
- Our Nation's History: Family Unit

Concepts and Content

- Developing self awareness and self esteem
- Beginning citizenship...why we have rules
- Significance of holidays
- Understanding and appreciating cultural differences
- The Los Altos Community
- Developing map and globe skills
- Study of the Family
- Differences in family structure and roles of family members
- How families meet their basic needs in different countries

**REFERENCE SKILLS**

- Location and making choices from fiction and non-fiction books in the library.
- Main parts of a book.
- Identification of title page.
- Identification of Table of Contents.
- Use of book to gain information.

**PHYSICAL EDUCATION**

Children receive daily physical education, concentrating on development of eye-hand coordination, fine and gross motor skills, and ability to cooperate/participate in organized games. A P.E. specialist works with the children every week, and all children will participate in the SPARK program.

**FINE and PERFORMING ARTS**

All primary students receive weekly instruction in art and music, plus dance and drama on a regular basis. The District provides trained volunteers through an Art Docent program. Some classes also use the trained volunteers provided by Music for Minors.

**SPECIAL PROGRAMS**

For children who qualify, the District offers programs for English Language Learners, Gifted and Talented, Speech and Language Development, Special Education, Psychological Testing and Counseling, and Home Teaching.

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The Los Altos School District Course of Study describes a large portion of the basic curriculum which is presented at each grade level to all children.

Although there is no assurance that each child will master every area, a major effort will be made to ensure maximum understanding and mastery. Some children will master the concepts quickly and will be encouraged to move ahead to the next grade level's material.



**LOS ALTOS  
SCHOOL DISTRICT**

brighter minds make  
a world of difference

**COURSE OF STUDY**

**FIRST GRADE**

**LOS ALTOS SCHOOL DISTRICT**  
201 Covington Road  
Los Altos, CA 94024

## **MATHEMATICS**

Adopted Programs

SRA Math Explorations and Applications 1

CSL Success with Math Coach 1

Replacement Unit: Three Billy Goat Gruff and Wild Things

Baretta-Lorton Math Their Way

Creative Publications: The Problem Solver 1

By the end of first grade, students understand and use the concept of “tens” and “ones” in the place value system. They add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problem situations.

Problem solving with students choosing their own strategies or thinking of multiple possibilities.

Manipulative materials used in lessons to introduce, help explain, and reinforce math concepts.

Cooperative learning activities fostered in small group situations.

Provision for a variety of experiences to develop number concepts and facility with facts. *Examples include:* real life situations, concrete experiences, applications, justification of reasonableness, and mental computation.

Estimation used frequently to promote a common sense attitude toward math.

Sequential lessons meeting the needs of all children presented from the following strands: number sense, algebra and functions, measurement and geometry, statistics (data analysis and probability), mathematical reasoning.

## **READING**

Adopted Programs

Houghton Mifflin, Reading

LASD Reading Standards

Word analysis, fluency, and systematic vocabulary development

Students understand the basic features of reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension

Students read and understand grade level appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. Students read a good representation of grade appropriate narrative text.

Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).

## **LANGUAGE ARTS**

Adopted Programs

Language Arts: What We Teach (Gr. 1)

LASD Multisensory Program

Houghton Mifflin, Language

Writing Strategies

Students write clear and coherent sentences that develop a central idea. They are exposed to the stages of the writing process (i.e., pre-writing, drafting).

Writing Applications (Genres & Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Students writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Written & Oral English Language Conventions

Students write and speak with a command of standard English conventions that are appropriate to Grade 1.

Speaking Applications (Genres & Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a central idea. Student speaking demonstrates a command of standard English.

Listening and Speaking Strategies

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener’s understanding of key ideas, using appropriate phrasing, pitch, and modulation.

## **SCIENCE**

Adopted Curriculum

FOSS California

Physical Science

- Solids and Liquids

Life Science

- Plants with Animals

Earth Science

- Air and Weather