

SOCIAL STUDIES

Adopted Programs

- Harcourt Brace, California
- Rand McNally Map Program – California History
- Rand McNally The Classroom Atlas Program

Concepts and Content

- Pre-Columbian California
- Historical California: California Indians, Explorers, Missions, Ranchos, Mexican War for Independence, Gold Rush, Statehood, and Westward Movement
- California: Growth and Development
- Modern California
- Geography of California and United States
- Hemispheres
- Use of grid lines and directions
- Climate
- Earth movement

REFERENCE SKILLS

- Use of various reference sections of the library.
- Use of Title Page, Table of Contents, Glossary, and Index.
- Use of encyclopedia, atlas, almanac, and reference books.
- Use of Dewey Decimal System, Card Catalog, and computerized systems.
- Skimming to find specific facts.
- Alphabetizing with three or more letters the same.
- Introduction to outlining and note taking for report writing.

PHYSICAL EDUCATION

All children participate in daily physical education aimed at developing sportsmanship, coordination, agility, strength, stamina, enjoyment of physical activity and participation in team and individual sports. All upper grade children have the opportunity to take part in the Los Altos Junior Olympics each Spring. A P.E. specialist works with the children twice every week.

FINE and PERFORMING ARTS

All children in grades four through six receive weekly vocal music, and music recorder instruction from a music teacher. Art, drama, and dance are integrated throughout the curriculum.

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.

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

FOURTH GRADE

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

MATHEMATICS

Adopted Programs

SRA Math Explorations and Applications 4

CSL Success with Math Coach 4

Replacement Unit: Seeing Fractions

Creative Publications: The Problem Solver 4

By the end of fourth grade, students understand large numbers and addition, subtraction, multiplication and division of whole numbers. They describe and compare simple fractions and decimals. They understand the relationship between area and perimeter and the properties of the relationships between plane geometric figures. They collect, represent and analyze data to answer questions.

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.

Calculators used regularly and in appropriate activities.

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

"The Los Altos School District believes that every child should have the opportunity to make continuous progress in mathematics. Children should be grouped for math based on an on-going assessment of individual student needs. To

maintain a program of continuous progress, some children will be accelerated beyond their assigned grade placement. No later than 4th grade (fall placement), each school will establish a common math hour for their children. Based on past work history, learner characteristics, tests of 'essential understanding', and spring testing, each child will be grouped for math instruction in the leveled class best meeting his/her learning needs and level of concept mastery. (*LASD K-8 Scope and Sequence, 1987; Continuous Progress Math Program, Philosophy Statement, 2002*)"

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.

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.

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

Houghton Mifflin, Language

Language Arts: What We Teach (Grade 4)

WRITTEN LANGUAGE STANDARDS

Writing Strategies:

Students write clear/coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).

Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and drafting, research, and organizational strategies.

Oral and Written Language Conventions

Students write and speak with a command of standard English conventions

ORAL LANGUAGE STANDARDS

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.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and organization and delivery strategies.

SCIENCE

Adopted Curriculum

FOSS California

Physical Science

- Magnetism and Energy

Life Science

- Environments

Earth Science

- Solid Earth