

**COURSE OF STUDY FOR  
THE PUBLIC SCHOOLS  
OF CALIFORNIA**

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Course of Study for the Public Schools of California by Various

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**VARIOUS**

**COURSE OF STUDY FOR  
THE PUBLIC SCHOOLS  
OF CALIFORNIA**



# COURSE OF STUDY

FOR THE

## PUBLIC SCHOOLS OF CALIFORNIA

RECOMMENDED BY THE

*California*

STATE BOARD OF EDUCATION AS A BASIS FOR COURSES  
OF STUDY TO BE ADOPTED BY THE COUNTY  
BOARDS OF EDUCATION.



OF  
CALIFORNIA

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1890.

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## COURSE OF STUDY.

### PRIMARY GRADES.

#### FIRST YEAR.

##### FIRST HALF.

NOTE.—Schools with short terms may not be able to complete the Course for each year in the time indicated for it. When this is the case, the teacher, at the close of the term, should carefully record in the school register the work completed during the year, and the teacher who follows should take up the work where it was left off. Three years may thus be taken for the work here laid out for two.

READING: Word and sentence methods from the chart and blackboard for the first three months.

State First Reader, to page 21.

Drill on most important phonic elements.

Maxims memorized.

SPELLING: All new words used in reading lessons.

NUMBERS: Thorough knowledge of numbers from 1 to 6, developed by use of objects.

Counting to 50.

Counting by twos and threes to 30.

Reading and writing numbers to 10.

$1/2$  of numbers not greater than 6.

LANGUAGE: Oral work in connection with the reading lessons.

Conversational lessons about familiar objects.

WRITING: Words, letters, and Arabic figures from copies on the blackboard.

Special drill in the short, straight-line letters.

##### SECOND HALF.

READING: State First Reader, to page 56.

Continue blackboard work and add new words to the vocabulary.

Maxims memorized.

**SPELLING:** Phonic, oral, and written spelling of all words read.

**NUMBERS:** Numbers from 6 to 12.

The pint, the quart, and the gallon taught objectively.

$\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , and  $\frac{1}{6}$  of numbers not greater than 12, the answers to be whole numbers.

Counting to 100.

The dollar, half-dollar, quarter-dollar, and ten-cent piece.

**LANGUAGE:** Faulty language corrected.

Writing original sentences containing given words.

The use of *a* and *an* and of words to denote more than one.

Capitals at the beginning of sentences.

Period and interrogation point.

**PENMANSHIP:** Work of the previous grade continued, introducing oval letters.

#### ORAL AND OBSERVATION LESSONS.

We are aware that many teachers waste time in trying to give these lessons. There must be a purpose in the work. Many seem to think that the sole object is to give information in the several subjects. This is not true. Several ends are kept in view by the trained teacher: The powers of observation are cultivated. Manual training, learning by doing, is commenced in this line of work. The pupil learns to analyze, criticise, and compare. The reasoning faculties are developed. A love for science work is obtained that will help the student much in future years. Finally, it gives material for expression. The pupil *tells* and *writes* about something which he knows. All of the work should be made a basis for the language lessons.

The following books will be found helpful in this work. Every teacher should possess them:

**PHYSIOLOGY:** Practical Work in the School-room, Part I (A. Lovell & Co., N. Y.); The Pathfinder Series (A. S. Barnes & Co., N. Y.); Smith's Physiology Primer (Iverson, Blakeman & Co., N. Y.). Any standard Physiologies.

**BOTANY:** Gray's Botany (Iverson, Blakeman & Co.); Rattan's Popular Flora; Youman's First Book in Botany (D. Appleton & Co.); Miss Newell's Outlines of Lessons in Botany (Ginn & Co.); Reader in Botany (Ginn & Co.); Goodale's Concerning a Few Common Plants (D. C. Heath & Co.).

**ZOOLOGY:** Lockwood's Animal Memoirs (Iverson, Blakeman & Co.);





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Morse's First Book in Zoölogy (D. Appleton & Co.); Holder's Elements of Zoölogy (D. Appleton & Co.); Tenny's Zoölogy (Iverson, Blakeman & Co.); Manton's Primary Methods in Zoölogy Teaching (Lee & Shepard); Practical Zoölogy, Colton (D. C. Heath & Co.); Familiar Animals, Monteith (Van Antwerp, Bragg & Co.); Natural History Series, Johonnot (Appleton); Animal Life in Sea and on the Land, Cooper (Harper); Mrs. Tenney's Stories of Animals (Lee & Shepard); Seaside and Wayside, Wright (D. C. Heath & Co.).

Paul Bert's Primer of Scientific Knowledge (Lippincott & Co.) is especially helpful in all of the above subjects.

## FIRST YEAR.

**THE HUMAN BODY:** The parts of the body.

The head, trunk, and limbs.

The bones, flesh, and skin.

The use of food; what we should eat and drink.

**ANIMALS:** Lessons on domestic animals.

How we should treat the animal.

Name the parts and dwell on the characteristic parts as a basis for classification.

Talks about the habits, the place where it lives, the food it eats, how it eats, and where it gets its food.

Study living animals or stuffed specimens if possible, if not get good pictures.

**PLANTS:** Take the time of year for this work when plants and flowers are the most plentiful, and have a specimen for each child to examine.

Study fruits, roots, stems, and leaves. Talk about the parts of each. Use common names at first and then technical names.

Plant seeds in cotton, sand, and sawdust, and note the development.

Press and mount leaves and flowers.

Draw the specimens and the parts of each.

Study color in connection with the specimens and color the drawings.

Model as many of the forms in clay as is possible.

**GEOGRAPHY:** Location of everything in stories told and read.

Observations of boiling water, steam, vapor, forms of water.

Sunlight, changes in the room.

Rising and setting sun.

Moon and stars.

Effects of heat and cold.

Movements of air and winds.