

8/19/09

**Good Shepherd Catholic School**  
Mrs. Patty Duffy 476-4000 \*821



**First Grade Syllabus 2009-2010**  
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**Homework:** Homework will be assigned on the first day of each school week, posted on my homework page. Parents will receive copies for their student(s). It will be due on the last day of that school week. If desired, students may turn in the homework assignments daily. The homework assignments should take no more than 20 minutes a night. Please inform me if your child experiences difficulty completing the homework within the 20 minutes time period, in which case I will be happy to make appropriate adjustments.

Additionally, a math homework book will be sent home the first week of school. At first, your student will need help reading the word problems. As their reading progresses, they should not need much help. It is the student's responsibility to turn-in his/her homework timely to the "homework bin." In an effort to help your student to become a responsible citizen, please do not submit his/her homework into my box in the staff room.

**Purple Reading Folder:** The **front** of the folder **contains the spelling words** for the entire school year. Spelling words are grouped by lesson number. We will study one lesson a week. On the last day of the school week, the student will turn in the purple "Reading Folder."

The left side of the folder contains an insert with a place for a reader to initial after the student completes his/her reading assignment. **Behind the spelling words** are the **"Reading Word Lists."** Words on these lists come from our reading books. Each student should be able to read most of the words by the end of the school year.

The "Reading Folder" is to be returned to the Folder Box each Friday morning for homework credit. Please return these folders even if the school reading assignment for that particular week is incomplete. I will return the purple "Reading Folder" to your student on Friday after I add the new reading list. If a new list is not inserted into the folder, review an old list or practice re-reading a list for speed. The goal is to read each word in one second. Eventually your student will be given timed tests to speed-up his/her reading.

**Plastic folder:** The first grader is given a plastic folder on the first day of school. This plastic folder is to be returned each day. If homework is due on a particular day, then the homework should be brought to school in the plastic folder. Items of interest, such as homework assignments, field trip information and so forth will be communicated to you in this plastic folder.

**Math Homework:** Most math assignments will come from the Daily Homework Practice Book that is sent home during the first week of school. Please return the completed pages only after assigned. First graders will learn addition and subtraction by memory. It is important that the student not use his/her fingers to count as this practice will frustrate their ability to pass the time test that is given during the second trimester.

**Homework Credit:** The student will receive homework credit for completed homework assignments and for those assignments that he/she has worked for 20 minutes. If your child

8/19/09

has worked 20 minutes on a particular assignment, but it is incomplete, simply send me a note and he/she will receive full credit.

Also, if something should come-up in the student's personal life, and he/she cannot complete that homework assignment, write me a note and I may give an extension. However, organizational management is an important task of first grade and I may not grant an extension if the child or parent simply forgot to put the homework in the folder.

**Web Page:** Good Shepherd Catholic School's web address is [www.gsschool.org](http://www.gsschool.org). Once there, link to "Class news," then link to "1" (our first grade web site). You may view the First Grade webpage on the first day of each week to find the weekly homework assignments. (Please note that the actual pages assigned for that week will go home with the student on the first day of the week.)

**Physical Education:** Physical education classes will be held on Tuesdays and Thursdays. Students are to wear their PE uniforms to school on these days. However, on days that we celebrate Mass, he/she should wear the Good Shepherd School uniform.

**Grading and Report Cards:** Class papers will have a code symbol:

- ☆ = 1 (meets first grade standards)
- ☺ = 2 ( progressing towards first grade standards)
- ✓ = 3 (below first grade standards)

Report cards are given three times during **the school year**. **Grades in the primary classes are not** as important as learning the information. It is expected that most students will receive a "2" in the subjects. A "3" indicates the subject has not been learned at a first grade level and requires re-teaching or in some cases a tutor; it does not mean failure. If the student does not pass a test, he/she may retake it and if passed he/she will receive a 2.

**Book Clubs:** I will be sending home opportunities to purchase books several times this school year. If you elect to make an order, fill-out a separate check for each book club. You can order from Scholastic Book Clubs on line. Go to [www.scholastic.com/parentordering](http://www.scholastic.com/parentordering) - Class User Name: paduffy Password: school. Please do not feel obligated to purchase books. A weekly trip to the library can be a fun family experience.

**Enrichment & Curricular Extensions:**

**Birthday Celebrations:** We celebrate each person's birthday. The birthday person receives a pencil and the class sings "Happy Birthday." Please do not send sugary treats, balloons or plan a party during school time. You can send fruit or a healthy treat which your student can pass out at break time.

**Birthday Party Invitations:** Birthday party invitations may be passed out at school **ONLY** if the entire class is invited. You may send these invitations with your child and I will ask a parent to put them with the students' Monday homework assignment.

8/19/09

**Field Trips:** Field trips may be arranged for the library, hospital, Monterey Bay Aquarium and the California Theatre Center. Field trips are educational experiences and work best with an adult student ratio of one adult for every four to five students. If you wish to drive, please refer to the Family Handbook for specific requirements--please send the needed information to the school office as soon as possible. If I have too many drivers for a particular field trip, I will draw names to select four or five parent drivers.

**Room Mascot:** Our mascot (stuffed animal) will be visiting your home this year. It needs to be returned the next day. Please help your child write or draw a story about the visit. Make sure he/she does the writing and can read what was written.

### **Requirements & Assignments:**

Most assignments are given numeric values. Each trimester's grades reflect the total number of points for:

Class work/Participation
Homework
Quizzes/Tests/Projects Oral & Written

Absences can affect grades, especially participation, since most of our work is done in class and some work cannot be made up for a variety of reasons.

Participation grades will reflect active listening and contribution to class discussions. Students do not have to be correct with what they share with the class, but their comments should reflect critical thinking and reflection.

Completed assignments will be sent home on Monday or Tuesday containing the previous weeks work. It should not be discarded for several weeks, especially homework. This way we can be sure your child receives credit for their work if a question should arise.

Homework will receive full credit when turned in timely. At times I will return homework that is incomplete to be completed and turned in the next day. When your child is absent he/she may turn in homework on the day they return. I am helping them become responsible for their work. **There is no need for a parent to make a special homework delivery.**

Quizzes, Tests, and Projects will be given after a class review. A written set of expectations will be given with take home projects.

### **Late Work Policy:**

I accept late class work up to three days after an assignment is given. So Friday's work can be turned in on Monday. Most of the assignments are done in class. Parents will be notified if a student is having trouble completing work in class on a daily basis. Late work is not to be brought to me, placed in my box in the staff room, or placed on my desk in the classroom. Students will turn work/notes into the specific classroom boxes. This teaches responsibility and helps keep paperwork organized.

**Objectives** in first grade subjects are aligned with our 2009-2010 (SLE's), and Mission Statement and are consistent with the prescribed California State Standards and the Diocese of Monterey for the subjects: religion and family life, language arts, math, science, social studies and conforming to Good Shepherd Catholic School's Curriculum.

## **Schoolwide Learning Expectations**

The student will demonstrate the qualities of an Active Christian who:

- mirrors the teachings of Jesus and scripture
- understands and values Catholic beliefs
- possesses a positive sense of self

The student will achieve the skills of a Life-Long Learner who:

- values learning for the sake of learning
- can think critically, pursuing knowledge through inquiry and discovery
- is self-disciplined, organized, motivated and possesses a strong work ethic
- strives for the highest standards of learning, spirituality, and physical fitness
- appreciates the arts and technology, and their impact on culture
- accurately interprets information using various media to be an effective communicator

The student is a Globally Aware Moral Leader who:

- respects and appreciates other people, cultures and beliefs
- serves others in need
- is an active steward of God's good earth
- embraces the civic duties of an informed, committed and faith-filled citizen who cares for the common good
- plays fairly, loses graciously, and wins humbly
- works cooperatively, demonstrating tolerance and respect

## **Mission Statement**

Good Shepherd Catholic School, located within the Diocese of Monterey, offers a fully accredited faith-based program to students in preschool through eighth grade. Committed to academic excellence, our instruction is grounded in the teachings of the Roman Catholic Church and supported by the parishes of Resurrection, St. Joseph's, and Our Lady Star of the Sea. Good Shepherd welcomes students of all faiths from throughout Santa Cruz County.

We strive to meet the needs of the whole child, fostering each one's unique intellectual, spiritual, and moral development. Our student-centered curriculum focuses on creative problem solving and flexibility in the areas of religion, math, science, humanities, foreign language, art, music, athletics, technology, and community service. Within a nurturing community, students become intellectually curious moral leaders inspired by a love for learning with faith in the future.

8/19/09

## Religion and Family Life

**Description:** This course focuses on Jesus as the Son of God who tells us about the Father. Themes to be studied are the church community, God, His Son, Jesus, the Holy Spirit and living the Scriptures through social justice and action.

### Instructional Resources:

Text: Fragomeni, PhD, Rev. Richard N. *Blest Are We*. Parsippany, New Jersey. Silver Burdett Ginn, 2004.

Text: *Fully Alive*. Morristown, New Jersey: Silver Burdette & Ginn, 1996.

*Saint Joseph Edition, the New American Bible*. New York, New York. Catholic Book Publishing, 1970.

Henley, Karen. *The Beginners Bible*. Sisters, Oregon: Gold'n Honey Books. 1989.

Kucharik, Elena. *Blessings Every Day*. Wheaton, Illinois: Tyndale House Publishers, Inc. 2001.

Lewis, Suzzane. *Children's Daily Prayer*. New York, New York: Doubleday & Co., 2006. Gospel Weeklies. Pflaum.

Stoddard, Sandol. *Children's Bible*. Garden City, New York. Doubleday & Co., 1983.

Daily Prayer

Feeding the Homeless

Monthly Mass Celebrations

Theme aligned picture books

Rosaries

God

Online resources, handouts and supplemental publications as provided.

## Math

**Description:** This course will focus on using numbers to 100, addition and subtraction of numbers to 20, reading and creating graphs, money (counting coins to a dollar), patterning and place value, telling time to the half hour, measuring with customary and metric units, reading and estimating temperature, using fractions and geometry as it relates to solids, plane figures and shapes.

### Instructional Resources:

Text: *California Math*, Boston, MA: Houghton Mifflin, Company, 2009.

Text: *California Math Homework and Problem Solving Student Book*, Boston, MA: Houghton Mifflin, Company, 2009.

*Touchmath*. Innovative Learning Concepts, 1998.

Various Manipulative, hands on materials, games, and videos

Online resources, handouts and supplemental publications as provided.

## Science

**Description:** The focus of this course is: Life science: plants, animals, habitats, the human body, senses, growth, ways to take care of one's health and stay safe.

Physical science: the study of: matter and how it can be changed (liquids, solids, and gases); how travel; how shadows are made; what sounds gives off heat; how to move objects; how magnets work; and how simple machines work.

Earth science: earth, weather, sky, land, how people use land, air, water, what they can do to protect the land, weather, seasons, sun, moon, and stars.

Investigation and Experimentation is used with each of the above branches of science.

### Instructional Resources:

Text: Cooney, PhD, Timothy. *Scott Foresman Science*. Menlo Park, CA: Addison-Wesley Education Publishers, Inc., 2003.

Text: Cooney, PhD, Timothy. *Scott Foresman Science, Lab Manual*. Menlo Park, CA: Addison-Wesley Education Publishers, Inc., 2003.

Various online resources, handouts, science experiments and supplemental publications as provided.

## History/Social Science

**Description:** This course will focus on communities, maps, states, countries, oceans, continents, timelines, making friends, family life, seasons, sequence of events, city/country life, diversity of culture and icons and songs that make up our nations.

### Instructional Resources:

Text: Amento, Beverly J. *I Know a Place*. Boston, MA: Houghton Mifflin Co., 1994.

Online resources, handouts, and supplemental publications as provided.

Videos, maps and globes

## Language Arts

**Description:** This course will focus on Reading grade appropriate text  
Phonemic Awareness decoding, reading words and mastering over 1000 words  
Comprehension – responding to who, what, when where, and how questions  
Writing – sentences & paragraphs using the writing process of prewriting, drafting, revising, editing, journalizing, report writing, and story writing  
Spelling – learn to spell three and four letter words and grade level sight words  
Speaking/Listening – recite poems, rhymes, songs, retell stories, and listen critically  
English – identify nouns, verbs, adverbs, pronouns, adjectives in writing and speaking  
Use periods, exclamation points or question marks at the end of sentences, capitalize the first word of a sentence, names of people and the pronoun I  
Penmanship – print legibly and use correct spacing between words and letters

### Instructional Resources:

Text: Drittler, Laura. *Activity Phonics Storybooks & Workbooks, 1, 2, 3, 4*, Columbus, Ohio.

Zaner-Bloser, Inc., 2008.

Text: Gentry Ph.D., J. Richard. *Spelling Connections*. Columbus, Ohio:

Zaner-Bloser, Inc, 2000.

Text: Maker, Barbara W. *Primary Phonics*. USA: Educators Publishing Service, 1999.

Text: Retzer, Carol Ann and Hoshino, Eva. *A Reason for Handwriting*. Siloam Springs, AR: The Concerned Group, Inc. 2004.

Text: Sulzby, Elizabeth. *Good Day, Make Way, Peek In, Upon a Shore, Just the Thing For Geraldine*. USA: McGraw Hill, 1989.

Text: Toth, Marian Davies. *World of Language*. Santa Clara, CA: Silver Burdett Ginn, 1996.

Text: Wasylyk, Thomas M. *We Write Our Words #C*. (2001). Honesdale, PA. Universal Publishing. Universal Publishers, (2001)

Lindamood, Patricia and Phyllis. *The Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech Third Edition*. Austin, Texas: Pro-ed. No year listed.

Online resources, handouts, supplemental publications and leveled books as provided