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ALA, Academic League & Ambassadors' Educational Field Trip to The J.P. Getty Museum – Mrs. Ofelia Ruta, Mrs. Ashley Liberda, Mr. Krikor Kiladjian, Mrs. Mabel Paja, Mrs. Alejandra Gurrola, and Mr. Orbita



The Getty Museum Visit by Nicole Paja, Alyssa Fuellas Ayala, and Rance Bautista, 8th Graders

On November 27, 2018 the Academic League and Ambassadors of Holy Family Grade School went to the Getty Museum. During the Getty, our tour guide showed us the majesties from 1700's furniture and a few replicas of what the room would look like back during this time period. For example, we saw a folding desk made out of 18karat gold and rare tapestry from a certain king's castle. The Getty did not only offer royal pieces, but they also offered Greek sculptures, paintings, and a colorful garden. Due to the location of the Getty, the museum offered a 360 view of the Los Angeles County and the spectacular beaches. It should be noted that our favorite part of the Getty was the painting *The Grand Canal in Venice from Palazzo Flangini to Campo San Marcula*. The painting was by Canaletto; made in the year 1783. This piece

spoke to some of us because of the landscape and precise detail included by the author. The Getty showed our group another side of art. It was a wonderful experience.



The visit to the Getty Museum was not only enjoyable, but it was educational as well. The students from the Academic League and Ambassadors learned quite a bit about the different forms of art. In fact, the students gained knowledge about portraits, still-life, and landscape paintings. The students also learned how to recognize symbolism in artworks. In order to apply our knowledge, the students analyzed sculptures and paintings, recognized the details, and examined how the art was made. Our docent guided us and led us on fun interactive activities, including drawing some parts of the detailed statue of Saint Gines. It was an overall interesting experience!



It was indeed a memorable experience at the Getty Center. What we enjoyed most about the field trip were the incredibly detailed paintings, the magnificent sculptures on display, the interesting facts gained about specific pieces of art, and of course, the beautiful garden that overlooked the ocean. We appreciated the history and message behind the paintings and sculptures and we found this experience to be both entertaining and informative. In all, the trip was well worth it!

More thoughts from Mary Jo Makhoul, Edson Barillas, Ashley Hurjak, Rachel Pangilinan, and Catherine Bautista, 6th & 7th Graders

First, we thought that the field trip to the J Paul Getty Museum was really fun and a great learning opportunity. We personally liked visiting the King Louie XIV of France area, seeing how castles were designed and decorated back then, and models of many artifacts that old sculptors and artists created. We also liked learning and seeing examples of many different types of paintings like still-life and landscapes. A favorite piece of art that was a beautiful old chandelier that was made by a sculptor and represents the four elements of earth and the many signs and symbols of the Zodiac. We were very enthusiastic about history and art. We personally liked this field trip because it had many great pavilions. We enjoyed the different grotesques as well.



Some of the words we learned were portrait, which means drawing of a person; self portrait, which means drawing of oneself; still life, which means drawing of an object; and abstract, which means that the drawing is not meant to be anything in particular. The things we saw were portraits, paintings, sculptures, ceiling paintings, gardens arranged to be art, and many other art works. We saw a bed used for a king, and learned that the couch/sofa, was invented because people would pay to watch the king work in his room so they would need chairs, but they wanted a chair that could hold more than one person. We liked the paintings because they were beautiful and detailed. The gardens were really gorgeous and the flowers were really pretty. It was really fascinating to see the furniture they used a long time ago and how they looked like. It was also very interesting to compare how furniture looks now to how they looked before.

We sincerely thought that visiting the Getty was extremely fun and an amazing opportunity to learn about the objects of the past. Besides looking at spectacular paintings and sculptures, we also saw beautiful gardens. We

particularly liked the big pond in the garden. We really enjoyed at looking at pictures of landscapes and seascapes. We would like to go back again!

TK and Kindergartners' Mini Mass with Fr. Marlon Mateo – Mrs. Teresa Nelson, Kindergarten Teacher and Vice-Principal for Primary Grades



On Thursday, November 29th, Fr. Marlon held Mass in the Kindergarten classroom. The purpose of this Mass celebration was to prepare our youngest students to attend school Mass beginning December 11th. Fr. Marlon explained the Mass and instilled a love and reverence for the liturgy. We thank you, Fr. Marlon for preparing us to attend Mass with our school community.

Dylan Brown (Brother of Luke and Zachary & Son of George and Ethel – PTO Board Members) – Sharing His Sportsmanship and His Consistent "Practice Makes Perfect!"



Loyola Varsity Soccer is ranked No. 2 in the nation according to TopDrawer's Preseason Winter FAB 50 HS Soccer Rankings! 1st in Regional and 1st in State! Last gentleman on the first row from left to right is none other than our own Dylan Brown who was Class of 2017 at HFGS! We are proud of you, Dylan and the Brown family.

2018 Social Studies Contest, Details, and Winners

<p style="text-align: center;">TK – Miss Alexa Isaac</p> <p>Lesson: Good Choices Vs. Poor Choices</p> <p>Description of project: Students will cut out "Good Choices", "Poor Choices", and 8 photos of situations (i.e. sitting nicely, pushing, sharing, etc.). Each student will be given a large piece of construction paper with a fold down the middle and will be instructed to glue "Good Choices" on one side and "Poor Choices" on the other. Teacher will read and show each choice and the student will glue it on the side they think it belongs on. Tie breaker worksheet will be read aloud by the teacher and students will independently write down their answers.</p> <p>Rubric: 8 items to be sorted into either good or poor choices. Tie Breaker: Quality of cutting and glueing of project. Tie Breaker: "Reading a Map" Worksheet.</p> <p>SLE: Globally responsible citizen Academically prepared.</p> <p>Standards: ADLA TK Standards SS 1.a Identify traits of a good citizen. SS 2.b Compare and contrast maps and globes.</p> <p>Winners: 1st Place: Benjamin Kodo 2nd Place: Howl Hodges 3rd Place: Mason Tagorda</p>	<p style="text-align: center;">KINDERGARTEN - Mrs. Teresa Nelson</p> <p>LESSON: Learning and Working Now and Long Ago</p> <p>California Social Studies Content Standard:</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p> <p>4. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>5. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> <p>Objectives:</p> <p>a. Specific: Students will demonstrate understanding and empathy for how people lived and worked long ago which reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p> <p>b. Relevant: Students will compare, contrast, and sort objects of the first Thanksgiving, and those used today. Students compare and contrast items used in school long ago, and today.</p> <p>Methodology: Written questions Student Participation: Individual Criteria: 35 questions. Students with highest number of correct answers. SLE: "A student of Holy Family is academically prepared".</p> <p>Winners: First Place: Evan Funn Second Place Tie: Ava Lily Gutierrez and Zachary Abel Third Place: Jacob Maldonado Honorable Mention Tie: Trinity Villanueva, Greyson Miguel, Aiden Espino Nhep, and Miles Bulaon</p>
<p style="text-align: center;">1st Grade - Miss Justine Bote</p> <p>Task / Activity Title: Good Citizenship Poster</p> <p>Description of the Activity:</p> <p>1. We have learned what it takes to be a good citizen and what a good citizen does! Students will create a poster of what they believe a good citizen is and what a good citizen does by providing examples and pictures to match the examples.</p> <p>Ex. A good citizen follows the laws. I can follow the laws by listening to my teacher at school.</p> <p>Please have the poster be no bigger than 18 x 24 inches.</p> <p>Social Studies Standard(s): Students describe the rights and individual responsibilities of citizenship.</p> <p>SLE's: Has knowledge of history and current events.</p> <p>Criteria for Grading: 1. Accuracy 2. Creativity</p>	<p style="text-align: center;">2nd Grade - Miss Elisha Ty</p> <p>Lesson: Map Skills</p> <p>Objective: I can identify a map by its symbol and use symbols in a map key to identify places on a map. I can also use cardinal directions to describe locations on a map.</p> <p>Procedure: Imagine that you are a Map Maker. Create your own neighborhood complete with houses, streets, a school, a grocery store, a playground, a hospital and a post office. Do not forget to include your compass rose and your map key!</p> <p>Student Participation: Paired Groups</p> <p>Methodology: Modeled, Guided Practice and Collaboration</p> <p>Criteria:</p> <ul style="list-style-type: none"> ● Results of work, thought and creativity shown with partner on the map created ● Quality of Map created [neatly done, colored, well thought out, all requirements included] - tie breaker

<p>3. Neatness 4. Effort 5. Completeness</p> <p><u>WINNERS:</u> 1st Place (2 way tie): Kamila Cervantes and Adelyn Santos 2nd Place (three way tie): Addison Miguel, Chloe Atienza, Zoe Klebes 3rd Place (three way tie): Jaden Gonzales, Alexander Kodo, Victoria Capul Honorable mentions: Grace Ramirez, Caleigh De La Cruz Catotocan, Atasha Duano-Perfecto</p>	<p>Standards:</p> <ul style="list-style-type: none"> ● 2.2: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. <ul style="list-style-type: none"> ● 2.2.1: Locate on a simple letter-number grid system the specific locations and geographic features in the neighborhood or community (e.g., map of the classroom, the school). ● 2.2.2b: Identify the essential map elements: title, legend, directional indicator, scale, and date. <p>SLEs: Participates in academic competitions. Can access, gather, and apply data from a variety of sources. Accepts challenges. Communicates effectively in speaking and writing. Participates courageously in classroom discussions. Applies critical thinking in forming opinions. Adapts easily to experiences in the arts. Is enthusiastic about extracurricular activities. Works well with others. Is environmentally aware of resources.</p> <p><u>WINNERS:</u> First Place: Autumn Braden, Peighton Clavio, and Camila Tagorda Second Place: Alexia Chavez and Giselle Reyes Third Place: Gabrielle Pangilinan and Alexander Tejada Honorable Mention: Gavin Miguels, Benjamin Molla, Rhys Leoncio, and Adam Villa</p>
<p>3rd Grade – Mrs. Pamela Wardle</p> <p>Objective: Students will research and create a postcard based off of one of California's 4 regions. (Coast, Mountains, Central Valley, or Desert) Procedure: Students will use textbooks as well as other research resources to create a postcard of them visiting one of the 4 regions of California. California State Standards: 3.1 - Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 3.1.1 - Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). Common Core Standards: W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. W.3.7 - Conduct short research projects that build knowledge about a topic. W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories SLE's: Academically Prepared: Has knowledge of history and current events. <u>Winners:</u> 1st Place: Emma Aguilar/Shanessa Dias/Miarose Flores 2nd Place: Montserrat Lopez/Audrey Monilla Honorable Mentions: Cailey Villanueva, Lourd Lyronn Ubungen</p>	<p>4th Grade - Ms. Katy Huntley</p> <p>In 4th grade Social Studies' text students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. The current theme is "Newcomers to California," with the general objectives of understanding the coming of the Spanish to the land that is now California, the reasons why Spain sent explorers to the region and the different settlements Spain built there, taking into account the difficult geographical barriers presented to both explorers and settlers. Students are to consider why people in power explore other worlds (God, Gold, Glory) and its impact on native populations; to reflect upon their own families' reasons for immigrating to California.</p> <p>Objective: To understand the coming of the Spanish to the land that is now California; Spanish explorers; different settlements; geographical barriers; changes to Native Californians. Procedure: Chapter 3 Standard II: Students describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods. SLEs: Has knowledge of history and current events. Appreciates different cultures, traditions, and ideas. Shows patriotism for the United States of America. Social Studies Contest Criteria and Percentage Breakdown: 25% Social Studies Academics 25% Social Studies Themes: Cooperation and Conflict Resolution 50% Social Studies Project: Preserving Cultures</p> <p>Students will individually identify and research their culture(s), and share one aspect of how they keep its customs and traditions alive!</p> <p>Ideas for Projects: Folktale, Myth, or Legend (Retold in the Native Language, e.g. Arabic, Celtic, Spanish, Tagalog) Diorama, Skit, iMovie, Poem, Short Story, Essay, Recipes, Music, Recounting of a Historical Event, Timelines Dance Performance Projects will be evaluated as follows: Presentation of project to the class as a whole: Does the whole class understand clearly what is being presented? (25%) Originality: Does the project exhibit original and independent thinking? (25%)</p>

	<p>Mastery of project: Does the project show the work of a "Globally Responsible Citizen?" (25%)</p> <p>Self-evaluation: Has the student evaluated their work carefully and thoroughly? (25%)</p> <p>"We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers' and sisters' keepers (cf. Gn 4:9)."</p> <p>California State Standard: Students learn the story of their home state, unique in American history in terms of its many waves of immigration [and] its continuous diversity . . ."</p> <p>Winners: First Place: Zachary Panis Second Place (Tie): Megan Cruz and Dulce Ramirez Third Place: Eli Ongyu Fourth Place (Tie): Drake Morales and Andrew Villa Fifth Place (Tie): Isabella Lopez and Jordan Navarro Honorable Mentions: (in Alphabetical Order) Sienna Aguayo, Dresden Clavio, Alexia Colletta, Juliana Esquivel, Devin Lua, Sophie Long Denmark Miraballes, and Maia Vergara</p>
<p>5th Grade: The American Colonies - Mr. Clarence Clark</p> <p>Overall Objective: Students can demonstrate a thorough knowledge of the American Colonies and how their cultures influenced their later declaring independence from Britain.</p> <p>Standards: California History 5th Grade</p> <p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.1.3 Explain their varied economies and systems of government.</p> <p>5.4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p> <p>SLE: Academically prepared: Has knowledge of history and current events; Participates in academic competitions.</p> <p>This Social Studies Contest consisted of three parts:</p> <p>1. A "Comparing the Colonies" activity (18 points) 9 questions based on a packet information (2 points each)</p> <p>2. An "Imports and Exports" individual performance task (18 points) Bar graph (9 points) 1 point deduction for each missing element:</p> <ul style="list-style-type: none"> ● Use of figures ● Shows imports ● Shows exports ● Has title ● Has labels <p>1 point deduction if disproportionate</p> <p>List of trends (9 points) Shows at least two valid trends supported by the bar graph Proportionate deductions (-1, -2, etc.) for invalid trends</p> <p>3. A "Basic Colony Facts" assessment (40 points)</p> <ul style="list-style-type: none"> ● 15 points awarded across the board (all students) ● 26 questions on the founding dates of colonies and other relevant information from packet and textbook <p>Note: Cases of tie scores were broken, to some extent, based on current student percentages in Social Studies. Packet work and assessments were due 11/15/18. Packets not submitted by 11/27/18 were excluded from the contest.</p> <p>Winners: 1st Place: Catherine Mejia 2nd Place: Ira San Pedro 3rd Place (4-Way Tie): Racli Bautista, Christa Endoso, Maxine Peñaojas, and Allison Yue Honorable Mention (2-Way Tie): Colin Cortes and Shanelle Dias</p>	<p>6th Grade: Ancient History – Mr. Krikor Kiladjian</p> <p>Objective: Students presented an ancient civilization (i.e., type of government, rulers, society, inventions, architecture, achievements, collapse) and recreated an artifact from the civilization.</p> <p>Procedure: Students will conduct online research and prepare iPad presentations (utilizing Keynote, Power Point, or any other suitable application) in groups. Secondly, students will bring art supplies to recreate the artifact.</p> <p>California State Standards:</p> <p>a. 6.2 (Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush).</p> <p>b. 6.4(Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece).</p> <p>c. 6.7 (Students analyze the geographic, political, economic, religious, and social structures during the development of Rome).</p> <p>Common Core Standards:</p> <p>a. 6-8.RH.7 (Integrate visual information - e.g., in charts, graphs, photographs, videos, or maps - with other information in print and digital texts).</p> <p>b. 6-8.RST.4 (Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics).</p> <p>c. 6-8.WHST.9 (Draw evidence from informational texts to support analysis, reflection, and research).</p> <p>SLE's:</p> <p>a. 2.3 (Academically prepared; has knowledge of history and current events)</p> <p>b. 3.1 (An effective and confident communicator; communicates effectively in speaking and writing)</p> <p>Contest Rubric: There are two equally weighed components to the presentation. Students will be assessed on their iPad presentation in addition to how effectively they deliver the information.</p> <p>In regards to the iPad presentation, students will be graded on content, design, visual appeal, and creativity.</p> <p>The delivery of the presentation will be gauged on level of preparation, content, organization, and speaking skills.</p> <p>Students have a 6-8 time limit to present. Not reaching the minimum threshold or exceeding the maximum mark will result in a reduction of score.</p> <p>Winners: 1st Place (tied): 1. Angelo Quejarro, Brendan Jazmines, and Jared Cadua 2. Evelyn Samija, Kayla Kochoa, Claire Kerr, and Lindsay Cervantes 2nd place (none) 3rd Place: Samantha Nuno, Catherine Bautista, Natalia Gurrola, and Leon a Cochico Honorable Mention: Rachel Pangilinan, Charlotte Reynaldo, Jaeden Ortiz, and Samantha Estrada</p>

Cub Scout News from Mr. Geoff Graham and Mr. Jonathan Alcantara

Enjoy the activity photos from the Cubs' Den meeting. The Lions collaborated on the Build it Up and Knock it Down activities. It was a pleasure seeing them work together. Active life goes with our Cubs!



Wednesday, December 5, 2018: A National Day of Mourning & Prayers for President George Herbert Walker Bush, 41st President of the United States of America – Thank you for your public service and leadership. May you Rest in Peace.



CONFESSIONS for 3rd through 8th Grade on Monday, December 3rd, 2018:

A GUIDE on how to go to Confession...

1. You always have the option to go to confession anonymously, that is, behind a screen or face to face, if you so desire.
2. After the priest greets you in the name of Christ, make the sign of the cross. He may choose to recite a reading from Scripture, after which you say: **"Bless me Father for I have sinned. It has been (state how long) since my last confession. These are my sins."**
3. Tell your sins simply and honestly to the priest. You might even want to discuss the circumstances and the root causes of your sins and ask the priest for advice or direction.
4. Listen to the advice the priest gives you and accept the penance from him. Then make an Act of Contrition for your sins.
5. The priest will then dismiss you with the words of praise: "Give thanks to the Lord for He is good. You respond: **"For His mercy endures forever."** The priest will then conclude with: "The Lord has freed you from your sins. Go in peace." And you respond by saying: **"Thanks be to God."**
6. Spend some time with Our Lord thanking and praising Him for the gift of His mercy. Try to perform your penance as soon as possible.

AN ACT OF CONTRITION

Oh my God,
I am sorry for my sins with all my heart.
In choosing to do wrong
And failing to do good,
I have sinned against you
whom I should love above all things.
I firmly intend, with your help,
to do penance,
to sin no more,
and to avoid whatever leads me to sin.
Our Savior Jesus Christ
suffered and died for us.
In His name, my God, have mercy. Amen.



Advent is a good time for Confessions because this beautiful season brings to mind hope, love, joy and peace. December is also the darkest month of the year, and not just because of our distance from the sun. In Advent, we also cannot ignore that inconvenient feeling that all is not perfect in our lives. In a deep way that we can hardly express, we long for the completeness that can only come from Jesus Christ. Advent is a perfect time for reconciliation and penance because of two reasons: One, **it allows us to faithfully and ritually acknowledge our own incompleteness.** Second, **it allows God to touch us, and give us the completeness, the healing, the fullness that only He can give.**

Thank you and Happy 1st Sunday of Advent!

Dr. Fidela B. Suelto, Principal