



Where aspiration begins early, and thrives.

Newsletter 2.11.2019

[www.hfgsglendale.org](http://www.hfgsglendale.org)

**A Recap of Our CSW: Faith-based Education Week Activities**



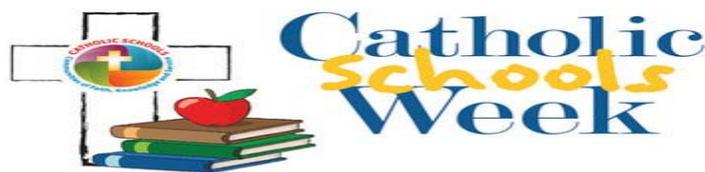
**Monday: Celebrating our Community-**Students chose a decade and then dressed accordingly. To celebrate the community, the students along with their classroom buddies wrote letters to the community (police officers, fire fighters, military, etc.) thanking them for their service.



**Tuesday: Celebrating our Students** -Students wore their formal uniform as the student body attended our Tuesday Mass. Then, they got to wear their crazy hats as soon as the students returned to campus. To celebrate the students, teachers swapped classrooms and taught an activity that highlighted the strengths of each student.



**Wednesday: Celebrating our Nation (in support of Catholic schools)**. Students wore red, white, and blue. To celebrate the nation, the students selected to meet once again with their class buddies, but this time, wrote to the parishioners thanking them for supporting the Holy Family Catholic Community.



**Thursday: Celebrating Vocations.** Students dressed in their best Disney attire or their best Universal attire. To celebrate vocations, the student body participated in a Living Rosary.



**Friday: Celebrating our Faculty.** Students arrived to school wearing their favorite jersey, their P.E. bottoms, and any shoes of choice. In the afternoon, the Student Council played volleyball against the faculty.



**SPOTLIGHT on HFGS Open House and ART EXHIBIT 2019!**



*Education is the most powerful weapon which you can use to change the world. ...  
Education is the passport to the future, for tomorrow belongs to those who prepare for it today. ...*



*At HFGS, we develop a passion for learning.*

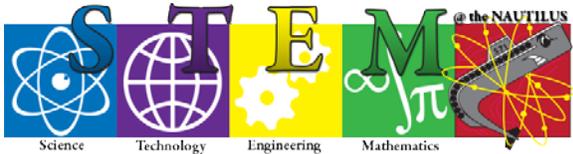


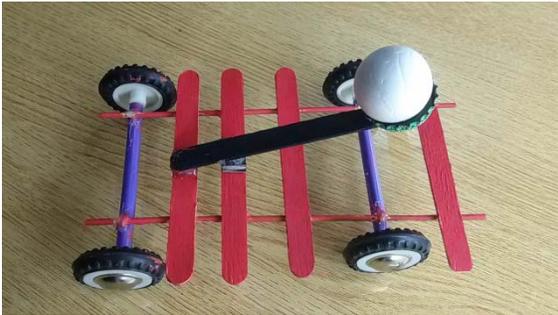


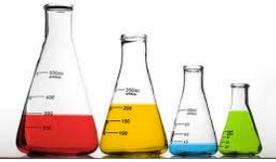
**GREAT JOB, Grant Jonke, 3<sup>rd</sup> Grade: A Recipient of The Light of Christ Medal**  
 (Photo of Mom: Stephanie Jonke, Grant, and Dad: David Jonke)

Grant received his Light of Christ medal at Scout Sunday at St. Finbar Church in Burbank. He actually completed the requirements at the end of second grade but he was awarded the medal on Scout Sunday. We are very proud of him and his parents feel blessed that he has such wonderful faith formation at HFGS! Grant’s brother, Kyle in 9<sup>th</sup> grade, now studies at St. Francis High School in La Canada while mom is an active PTO Board member of our Grade School. Way to go in the service of our Catholic Church, our community, and our nation!

**Science Contest 2019 All Class Participants & Winners – Congratulations!**

<p><b>Transitional Kindergarten - Miss Alexa Isaac</b></p> <p><b>Description of Project:</b>                  Students will be given a photo for each of the 5 senses. On the carpet, pictures will be laid out. Teacher will announce senses one by one and students will pick two items from the carpet and glue it next to that sense.</p> <p><b>Rubric:</b>                  Can identify all 5 senses.                  Can explain why each item matches that sense.                  Neatness.</p> <p><b>SLE:</b>                  Academically Prepared</p> <p><b>Standards:</b>                  Use 5 senses to make observations.</p> <p><b>TK Science Contest Winners:</b>  <b>1st Place: Howl Hodges and Ryeon Pasco</b>  <b>2nd Place: Mason Tagorda and Cayla Villanueva</b>  <b>3rd Place: Victoria Rojas and Brianna Cervantes</b>  <b>Honorable Mention: Dorian Whitney and Zaxton Delfin</b></p> 	<p><b>Kindergarten - Mrs. Teresa Nelson</b></p> <p>The Kindergarten class will have their in-class performance task of a diorama depicting the water cycle for our school wide science contest. The students will recreate the water cycle using their choice of the following materials: sand, beans, oats, clay, cotton, blue paper, sequins, tissue, and construction paper. Grading by means of a rubric with 4 categories and 1-4 points was utilized: Identifies Cycle Process, Water Cycle Illustration, and Neatness.</p> <p>The unit on the water cycle covered the following California Content Standards:</p> <p>PHYSICAL SCIENCE</p> <p>b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.</p> <p>EARTH SCIENCE</p> <p>3. Earth is composed of land, air, and water. As a basis for understanding this concept:</p> <p>a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.</p> <p>b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</p> <p><b>Kindergarten Winners of Science Contest:</b>  <b>First Place: Dominic Fulgencio</b>  <b>Second Place: Nicholas Arias</b>  <b>Third Place Tie: Sienna Tagorda and Miguel Interior</b>  <b>HM Tie: Blake Tiongson, Mia Haley Ruiz</b></p>
<p><b>1<sup>st</sup> Grade – Miss Justine Bote: Animal Research Project</b></p> <p><b>Objective:</b>                  I know that animals have different external features that help them survive in their environment.</p> <p><b>Procedure:</b>                  Students used the National Geographic Kids website and did research on one of the following animals: snowy owl; sea otter; or desert tortoise. Students then proceeded to use their research to write an animal research report.</p> <p><b>Standards:</b>                  Students know different plants and animals inhabit different</p>	<p><b>2<sup>nd</sup> Grade – Miss Elisha Ty: Life Cycle of Animals</b></p> <p><b>Objective:</b> I can create a poster to display the life cycle of an animal.</p> <p><b>Procedure/Materials:</b>                  Students will have the opportunity to choose ONE animal from any animal classification and research its life cycle. Students will use pictures to show a stage of an animal’s life cycle. Please include a label and description of each stage of the life cycle. Finally, please have at least four stages of the life cycle displayed on the life cycle poster.</p> <p>The purpose of this project is to introduce students into an in-depth</p>

<p>kinds of environments and have external features that help them thrive in different kinds of places.</p> <p><b>SLE's:</b> Communicates effectively in speaking and writing. Can access, gather, and apply data from a variety of sources.</p> <p><b>1<sup>st</sup> Grade Science Contest Winners:</b>  <b>1<sup>st</sup> place (2-way tie): Emma Tan, Victoria Capul</b>  <b>2<sup>nd</sup> place (3-way tie): Ellie Fernandez, Caleb Bayaua, Bethany Samuy</b>  <b>3<sup>rd</sup> place (3-way tie): Atasha Ocampo, Addison Miguel, Adelyn Santos</b>  <b>Honorable Mention: Aiden Valdez, Zoe Klebes</b></p>  	<p>research and understanding of how animals grow up. Students will also comprehend the differences of various animal life cycles.</p> <p><b>Student Participation:</b> Individual  <b>Methodology:</b> Modeled, Guided Practice, and Collaboration  <b>Criteria:</b> Students are to classify each life stage of the animal that was chosen.  The quality of the concluding project is to be completed neatly, colored, well though out, and all requirements included.  <b>Standards:</b>  2. Plants and animals have predictable life cycles as a basis for understanding this concept:  a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.  b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs and mice.  c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused of influenced by the environment.  d. Students know there is variation among individuals of one kind within a population.</p> <p><b>SLE:</b> 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><b>Winners:</b>  <b>FIRST PLACE: Alexia Chavez</b>  <b>SECOND PLACE: Giselle Reyes and Autumn Braden</b>  <b>THIRD PLACE: Camille Gammad, Calix Salunga, and Annika Licup</b>  <b>HONORABLE MENTION: Michael Samija, Alexander Tejada, Sofia Saure, and Gavin Miguels</b></p>
<p><b>3<sup>rd</sup> Grade - Mrs. Wardle: Animal Habitat Diorama</b></p> <p><b>Objective:</b> Students will create a diorama to represent an animal habitat.</p> <p><b>Assignment:</b> You will research your habitat using books, videos, encyclopedias, and the Internet to help you make an accurate model of an animal's habitat.</p> <p><b>Materials:</b>  Shoebox  Construction paper  Markers, crayons, colored pencils  Glue  Scissors  Various recycle materials (cardboard, popsicle sticks, cotton balls, clay, etc.)  Notecards  Small animal toys</p> <p><b>Directions:</b>  Turn an empty box (large shoebox or other type box of your choosing) on its side so you can see into the box. This will be the stage for your display. Start by drawing and/or creating the habitat inside your box. You may use any material that is</p>	<p><b>4<sup>th</sup> Grade- Ms. Katy Huntley</b></p> <p>Students completed a science experiment/investigation as part of their 2<sup>nd</sup> quarter grade, and for submission to the science contest. They used the scientific method, and exhibited their investigation and findings in an approved visual format such as an iMovie, poster, written report, diorama, and so forth. They choose any branch of science studied thus far, or an area of high interest, e.g., robotics.</p> <p style="text-align: center;">The Scientific Method:</p> <div style="display: flex; align-items: center;"> <ol style="list-style-type: none"> <li>1) Question</li> <li>2) Hypothesis</li> <li>3) Strategy</li> <li>4) Experiment</li> <li>5) Data</li> <li>6) Analysis</li> <li>7) Conclusion</li> </ol>  </div> <p><b>Projects were evaluated as follows:</b>  Presentation of project to the class as a whole: Does the class understand clearly what is being presented? (10%)  Originality: Does the project follow the Scientific Method (STANDARD IV: Investigation and Experimentation), and exhibit original and independent thinking? (50%)  Mastery of project: Does the project evidence SLEs? (15%)  Self-evaluation: Has the student evaluated their work carefully and</p>

<p>safe and helps you create a scenic representation of the habitat you have chosen. Here are some suggestions for materials to use: paint, crayons, markers, magazines, plastic toys, popsicle sticks, modeling clay, toothpicks, construction paper, sticks, leaves, twigs, grass, tissue paper, fabric, cotton, computer printouts.</p> <p>Create replicas of the plants and animals and place them in the habitat, as they would naturally interact. You may decide to hang some of the creatures from the roof of the box with fishing line or string. Arrange the materials in the diorama as desired to create your habitat display. Be creative!</p> <p>Label your diorama with the name of the habitat. The label should be in large print and attractive.</p> <p><b>Habitats that can be represented:</b> Arctic, Ocean, Pond, Desert, Woodland Forest, Tropical Rainforest</p> <p>Assigned: January 7, 2019 Due: January 22, 2019</p> <p><b>3<sup>rd</sup> Grade Science Contest Winners:</b> <b>1st Place: Gabriel Malaguit</b> <b>2nd Place: Noah Samuy and Montserrat Lopez</b> <b>3rd Place: Breanna Parada and Lean Eira Tomines</b> <b>Honorable Mentions: Zechariah Flores and Kaseidy Kochoa</b></p>	<p>thoroughly? (25%)</p> <p><b>Science Contest Criteria and Percentage Breakdown:</b> 10% Student Votes 15% Science Academics 25% Science Participation 50% Science Project and Presentation</p> <p><b>4<sup>th</sup> Grade Science Contest Winners!</b> <b>First Place (Tie): Kaeden Calix Alconaba, Sophie Long, Zachary Francis Panis, Wil Ethan Tomines</b> <b>2nd Place (Tie): Joshua Estrada, Isabella Lopez, Devin Lua, Denmark Miraballes</b> <b>3rd Place (Tie): Dresden Clavio, Dylan Jazmines, Aidan Krishnan</b> <b>Honorable Mention (in alphabetical order): Sophia Oriol, Francis Ramirez, David Ventura, Maia Vergara, Andrew Villa</b></p> 
<p><b>5<sup>th</sup> Grade - Mr. Clarence Clark</b></p> <p><b>Standards:</b> <a href="#">California Science 5th Grade</a></p> <p>2.a Students know many multicellular organisms have specialized structures to support the transport of materials.</p> <p><b>Objective:</b> Students demonstrate a mastery of cells, their specializations, their basic categorizations (unicellular v. multicellular, animal v. plant, prokaryotic v. eukaryotic), their structure (including major organelles) and ways of dividing (mitosis and meiosis).</p> <p><b>Summative Assessment:</b> Cell Unit (42 multiple choice questions) <b>SLE:</b> Academically prepared: Can access, gather, and apply data from a variety of sources; Participates in academic competition.</p> <p><b>5<sup>th</sup> Grade Science Contest Winners:</b> <b>1st Place (tie): Ira San Pedro</b> <b>Sheenamarié Tanghal</b> <b>2nd Place (tie): Christa Endoso</b> <b>Catherine Mejia</b> <b>3rd Place: Anthony Padlan</b> <b>Honorable Mention (tie): Maxine Peñaojas</b> <b>Allison Yue</b></p>	<p><b>6<sup>th</sup> Grade - Mr. Jared Soliman</b></p> <p><b>California Common Core State Standards Science 6:</b></p> <p>1.a Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.</p> <p>1.e Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.</p> <p><b>Contest:</b> Students individually or in pairs will research and create a poster representing a particular volcano. The poster must include: The volcano's name and location Chief characteristics Eruption History Post-Eruption facts Interesting facts ex. Myths or Legends Pictures and/or illustrations</p> <p><b>6<sup>th</sup> Grade Science Contest Winners:</b> <b>First Place –Angelo Quejarro</b> <b>Second Place (tie) –Ava De la Cruz Catotocan; Samantha Estrada</b> <b>Third Place (3 way tie) –Claire Kerr; Lindsay Cervantes; Kayla Kochoa</b></p>
<p><b>7<sup>th</sup> Grade: Life Science; Mr. Krikor Kiladjian</b></p> <p><b>Objective:</b> Describe the stages of cell reproduction (interphase, mitosis, and cytokinesis) and explain the structure of a cell.</p> <p><b>Procedure:</b> Students will conduct online research and prepare a tri-fold presentation (students are to utilize various art supplies to produce an aesthetically appealing presentation)</p>	<p><b>8<sup>th</sup> Grade: Physical Science; Mr. Krikor Kiladjian</b></p> <p><b>Objective:</b> Students will research and explain the appearance, general composition, relative position, size, and motion of various astronomical bodies in the universe.</p> <p><b>Procedure:</b> Students will conduct online research and prepare a tri-fold</p>

<p>in groups.</p> <p><b>Common Core Standards:</b></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><b>SLE’s:</b></p> <p>a. 2.2 (Academically prepared; can solve problems and draw conclusions)</p> <p>b. 3.1 (An effective and confident communicator; communicates effectively in speaking and writing)</p> <p><b>Contest Rubric:</b></p> <p>Students’ presentations will be assessed on content, design, visual appeal, and creativity.</p> <p>Secondly, students will be assessed on the construction of their DNA models.</p> <p><b>7<sup>th</sup> Grade Science Contest Winners:</b></p> <p><b>1<sup>st</sup> Place:</b> Ava Vasquez, Arwen Orbita, Mary Jo Makhoul, and Edson Barillas</p> <p><b>2<sup>nd</sup> Place:</b> Samantha Jerpseth, Ashley Hurjak, Charbel Slaibi, and Jay Martinez</p> <p><b>3<sup>rd</sup> Place:</b> Yuan Miranda, James Chavez, and Daniel Gonzalez</p>	<p>presentation (students are to utilize various art supplies to produce an aesthetically appealing presentation) in groups.</p> <p><b>Common Core Standards:</b></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><b>SLE’s:</b></p> <p>a. 2.2 (Academically prepared; can solve problems and draw conclusions)</p> <p>b. 3.1 (An effective and confident communicator; communicates effectively in speaking and writing)</p> <p><b>Contest Rubric:</b></p> <p>Student presentations will be graded on content, design, visual appeal, and creativity.</p> <p><b>8<sup>th</sup> Grade Science Contest Winners:</b></p> <p><b>1<sup>st</sup> Place:</b> Renee Pelongco and Alyssa Fuellas Ayala</p> <p><b>2<sup>nd</sup> place:</b> Ellamae Fortin, Chelsea Nazareno, Riley Miguel, and Bethany Nazareno</p> <p><b>3<sup>rd</sup> Place:</b> Anthony Nazareno, Dawson Chung, Rance Bautista, and Brandon Chung</p>
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**March Madness 2019**

Our March Madness calendar will be posted soon. Each day in March, our Student Council Commissioners will pick two winners (families) to win great prizes! Thanks to our PTO!



**For our weekly prayer and meditation:**

"Lord Jesus, let my heart sing for joy in your presence. Give me eyes of faith to recognize your presence and fill me with your Holy Spirit that I may walk in your way of love and peace."

**Psalm 132:6–10**

- 6 Behold, we heard of it in Ephrathah, we found it in the fields of Jaar.
- 7 “Let us go to his dwelling place; let us worship at his footstool.”
- 8 Arise, O LORD, and go to your resting place, you and the ark of your might.
- 9 Let your priests be clothed with righteousness, and let your saints shout for joy.
- 10 For your servant David’s sake do not turn away the face of your anointed one.

**Fr. Jim's Message and our Church Website:**

<https://d2wldr9tsuuj1b.cloudfront.net/20009/bulletins/20190210.pdf>

**Our School Website Calendar:**

<http://localendar.com/public/HFGS-Bulldogs>

**2<sup>nd</sup> Graders' Sacrament of Reconciliation – Saturday, February 9, 2019 at 10:00 a.m.**



Congratulations on our 2<sup>nd</sup> Graders' completion of their Sacrament of Reconciliation, their first Confessions this weekend! In their journey to prepare to continue to receive the love of God and strengthen their faith, today our students along with the children from our RE, Religious Education classes did ask for God's forgiveness and received absolution from our priests. Thanks to all our 2<sup>nd</sup> grade families for providing the faith, Fr. Jim, Fr. Sam, Fr. Luis, Fr. Marlon, Miss Ty, Mrs. Rodas, Mr. Rodriguez, Mr. Fernandez, Mr. Makiling, our Faculty, Staff, Student Council, and all those who have supported our 2<sup>nd</sup> grade.

There can be no better way to make progress on our spiritual journey than by returning in humble and gentle repentance and love to God, whose forgiveness reinstates us as his children and restores us to peace with his Church and our neighbors.

With every prayerful best wish, we remain.

Sincerely yours in Christ,

*Dr. Fidela B. Suelto*, Principal