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InSights is the official all-school magazine published two times a year (December and June). Its purpose is to keep the CNG community informed about the overall life of the School and its members. We encourage you to write articles or letters. Please contact or submit them to the editor.

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Building a Better CNG

by: Dr. Eric H. Habegger
CNG Director

One of the great American architects and designers, Philip Johnson, once made the following remark about buildings, “Anybody can build a building, putting some doors into it,” he said, “but how many times have you been in a building that moves you to tears the way Beethoven’s ‘Eighth’ does?” In many ways, I believe that Johnson captured in this idea the same fundamental difference that I have found over the past 30 years as an educator between the notion of “school” and “school community.” Anyone can build a school with bricks and mortar – a place that serves a function but not necessarily possesses a unique energy and passion inherently within itself. Only a special school community can build something truly remarkable that transcends the physical buildings and grounds. At CNG these past years, we have been working diligently as a community to move forward and upward as an institution both in educational quality and in inner spirit – a spirit that moves within us a passion for building a better CNG starting first from within and moving inside out.

In the edition of InSights Magazine, you will be reading about the many ways in which our students, teachers, and community members are joining forces to create a better CNG. Their daily work has been transforming and expanding the very spirit of mind, body, and character by taking those pillars to new heights. As some examples from this edition, you will read about one of our high school Seniors spreading smiles to those around him during his work with the CNG Outreach Adult Diploma Study. You will find an article about staff members transforming school spaces to celebrate the fine arts and the creative work of our students. You will discover the impact of student participation in the Global Initiative Network (GIN) and their work to develop a society of people who will be better caretakers of our planet. And you will see that our new Condor Kids program seeks not only to strengthen bodies but also to teach the ideals of respect, honesty, friendship, and leadership. Across all of these endeavors and within many other articles in these pages, you will be helped to reach a greater level of understanding that building a better CNG happens from within – inside the buildings, inside the classrooms, and inside people’s hearts. Although we have learned that anyone can build a school, only the special people within the school community have the ability to move the hearts of others as well as their own.

As our community works to move forward each week in our relentless pursuit of continuous school improvement, we hope that you will participate in and celebrate with the many community members who find joy and passion in their work together here at CNG. Your participation in building a better CNG matters greatly because the impact will be long-lasting and transcend us. In fact, we should take to heart the profound words of Oxford scholar and art critic, John Ruskin, who states, “When we build, let us think that we build forever.” And let us hopefully find the same joy and passion in this worthy endeavor called Building a Better CNG as found highlighted in the articles of this edition. In the end, I truly look forward to working with you and our entire school community to build a better school, a stronger CNG spirit, and a better world around us.
Como parte de su Plan de Mejoramiento continuo, el Colegio Nueva Granada ha creado el Programa de Bachillerato, el cual ha asumido con el objetivo de generar cambios positivos que se reflejen en el desarrollo de competencias de nuestros estudiantes.

Con el fin de lograr las metas establecidas y brindar a nuestra comunidad un efectivo y dedicado servicio, ha diseñado un plan estratégico para la Administración de Bachillerato correspondiente al año 2014-2015. Este plan está alineado con la Misión, la Filosofía del colegio y con las metas de mejoramiento continuo establecidas. El mismo ha sido aprobado por el Director del Colegio y la Junta Directiva para su implementación. El ideal es que dicho plan mejore de forma escalonada la calidad del proceso académico de nuestros estudiantes, para asegurar mayores posibilidades en su futuro. Adicionalmente, como función importante de nuestro programa, el propósito es que nuestros estudiantes deben saber, entender y ser capaces de hacer un trabajo académico dentro de nuestro contexto social colombiano. Este programa identifica hilo común y coherencia, a través de la revisión del plan de estudio, que reúnen los enlaces del currículo en general, para que así los estudiantes puedan hacer conexiones significativas entre diferentes áreas del conocimiento y con base en sus conocimientos previos construyan nuevos conceptos e ideas.

Con la revisión del plan de estudio pretendemos producir un conocimiento teórico, práctico e investigativo que permita articular un estándar de desempeño final de cada una de las áreas y grados, acorde a las exigencias de las pruebas de estado SABER 11, y los estándares de calidad del proceso de enseñanza-aprendizaje. El ideal es que dicho plan mejore la metodología y establezca un hilo conductor desde K4-4,12 hasta la revisión del plan de estudios de Bachillerato, el cual ha asumido con el fin de lograr las metas establecidas y reflejar la misión del colegio.

La meta es clara: se trata de lo que nuestros estudiantes deben saber, entender y ser capaces de hacer en un programa académico dentro de nuestro contexto social colombiano. Este programa identifica hilo común y coherencia, a través de la revisión del plan de estudio, que reúnen los enlaces del currículo en general, para que así los estudiantes puedan hacer conexiones significativas entre diferentes áreas del conocimiento y con base en sus conocimientos previos construyan nuevos conceptos e ideas.

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María Lucía Alemán and Marcela Chiaradia Campos, both CNG moms, launched HandsOn Bogotá in October 2012, and have been placing volunteers to participate in flexible, ongoing, well-run volunteer opportunities. Projects will continue to grow thanks to the commitment and participation of volunteers wanting to be a part of the positive changes we want to see in our community.

• 2013 Year Accomplishments
  - Registered Volunteers: 312
  - Active Volunteers: 89
  - Projects Managed: 23
  - Hours of Service: 442
  - Non Profit Partners: 6
  - Corporate Partners: 7

It’s amazing how much can be accomplished with a group of committed volunteers in a single day. In early June we were invited to partner with Hilton Bogotá, offering them our Volunteer Management expertise to coordinate their Global Week of Service project, and of the three proposals, Hilton Bogotá decided to benefit our beloved Fundación Hogar Nueva Granada.

On October 3rd, HandsOn Bogotá managed 48 Hilton employees, and by the end of the day, all 121 pine trees were planted, the rundown basketball court was as good as new, and 2 new picnic tables for older students were painted. The younger students were equally thrilled to have a new huerta fully equipped and set up, as well as a hopscotch game in their playground. Nine large boards in the preschool and kindergarten classrooms and hallways were also hung.

A heartfelt “Thank You” was offered by student ambassadors at the end of both shifts, and Ximena Corredor, FHNG Director, who was thoroughly involved in the event planning, is convinced the facility improvements will show the children that they must love and care for their school each and every day and challenge themselves to take advantage of the amazing opportunities they are offered.

The day resulted in a total of 188 hours of service. And it’s certainly worth highlighting Hilton Bogotá’s significant investment, which says a lot about the company’s interest in being an active player in creating a lasting change in the community. Hopefully more companies will follow in their footsteps in Bogotá.

HandsOn Bogotá is proud to partner with companies and guide them in designing effective Employee Volunteer Programs or Days of Service, empowering them to engage their employees in programs that make a difference, bridging the gap between business and social concerns.

We also work with individual citizens that want to give back to their peers. At HandsOn Bogotá we aim to inspire, equip and mobilize volunteers to take action that changes the community. We create programs that foster civic engagement and facilitate community service to people that want to make a difference, partnering with local nonprofit organizations that are in need of volunteers and through capacity building workshops to empower them to run their successful volunteer programs.

Well aware of the studies that confirm that “adults that volunteer were introduced to service and volunteerism as young children”, our focus for 2014 will be to strengthen programs that empower and engage kids to be active in their communities. We’ll structure our programs on the successful GenerationOn youth model, a sister organization of our HandsOn Network.

Be the change. Volunteer.

www.handsonbogota.org
El primer semestre de este año escolar 2013-2014 ha pasado muy rápido, al menos para mí, y ha sido mucho lo que he aprendido. En especial, respecto al reconocimiento y solidaridad, que todo el staff y la comunidad CNG, tiene del personal de Servicios Generales y la labor que desempeña.

No podré olvidar nunca como me impactó y me conmovió aún, recordar el momento en que Dr. Habegger, en la mañana del lunes 5 de agosto durante la bienvenida a los profesores, pide el ingreso al escenario del teatro, de todo el equipo de Servicios Generales y el auditorio entero (profesores y administradores) los recibe con una ovación de pie, un estallido musical y un aplauso mezcla de gratitud, aprecio y reconocimiento. En mis 15 años de experiencia profesional nunca había sido testigo de una manifestación semejante (y eso que no he visto –pero intuyo- como serán las muestras de aprecio en Thanksgiving y Navidad).

En ciertas instituciones, el departamento de mantenimiento y servicios generales llega, en algunos casos, a ser reducido casi al papel de una “cenicienta”. En el CNG no sólo se respeta, valora y se apoya su tarea, sino que es parte integral del proyecto y de la comunidad educativa, ya que la visión institucional de educar la mente, fortalecer el cuerpo y desarrollar el carácter, sólo es posible de lograrla de manera óptima en unos espacios limpios, cómodos y sobre todo seguros.

La construcción de un mejor CNG, es una tarea de todos los miembros de la comunidad, bajo el liderazgo de nuestras directivas; pero en el caso nuestro, es una misión, un objetivo literal debido a que estamos firme e irrevocablemente comprometidos, en el propósito de actualizar y hacer más seguras nuestras instalaciones, llegar a unos niveles de clase mundial en nuestra operación de aseo, mantenimiento preventivo, y del servicio de alimentación. Todo esto realizado con el amor (plenamente correspondido) que facilita cada día la tarea de alumnos, profesores, staff y que permite el goce de nuestras zonas verdes, espacios deportivos y culturales.

Todo el CNG puede contar, para el desarrollo de sus objetivos, con un equipo de trabajo plenamente integrado, con vocación y cultura de servicio, y un alto desempeño, para lo cual nos entrenamos y mejoramos cada día.

Reciban de nuestra parte todo nuestro agradecimiento, un feliz Thanksgiving, una maravillosa navidad y un 2014 pleno de éxitos.

Por: Alexander Mesa
Director de Planta Física
Please allow me to announce a good news about CNG for you! We, CNG Confucius Classroom, recommended two students to participate in a Chinese proficiency Competition called Chinese Bridge in China from Oct. 10 - Nov. 4. It is the first time a Colombian Team participates. With the efforts of the Embassy of The People’s Republic of China in Colombia, Confucius Institute of Los Andes University, Confucius Institute of Medellín and Colegio Nueva Granada, two participants, Daniel Santiago Rodríguez Barrios (CNG) and Laura Daniela Torralba García (studying in China), and two students as audiences recommended by schools who represent Colombia were invited by Hanban to Yunnan. They are Paula Segura (CNG senior) and Alejandro (from Medellín Confucius Institute) The headquarter of Confucius Institute in Beijing covered all the expense of the trip and the international round air-tickets. Daniel Rodríguez, from Colegio Nueva Granada, won the Best Creativity Award (one of the top ten awards of the competition) and got the honor for the Colombian Team.
This year the PTA, Parent Teacher Association, decided that it would promote a strong integrated community by not only organizing its traditional events but also by introducing new activities that we hope will become wonderful CNG traditions.

In order to achieve every one of the strategies that we set at the beginning of the school year, the PTA started its activities with a wonderful breakfast to welcome new staff. We all had a wonderful time on a Saturday morning in which old and new members of the staff got to know each other in a cordial environment. We followed our activities with the welcome breakfast for new families. This event was held at the school diner with the participation of over 100 people.

In addition to all this, the new families were encouraged to take the tour of the Hogar and volunteer at this institution.

As we do every year, we gave each new student and new staff member a house t-shirt. The children also participated in a wonderful activity with the storytellers in which native speaking people from Ireland and England talked about values and different cultures to our primary and elementary students. Children had a wonderful time with their friends while learning from other cultures.

For the first time ever, CNG hosted its first Annual Halloween Window Painting contest. During this activity the PTA sold 56 windows that were wonderfully painted by our fabulous CNG artists. At the Thanksgiving assembly the 21 winners received wonderful prizes donated by our sponsors. We want to thank Avianca, Coca-Cola, Viva Colombia, La Bolera, The House, Monkis, La Capriola, Sesamo Kids, CNG, Teriyaki, Ali hotels and Elsa de Brigard Academy for their wonderful collaboration and continued support.

For the holidays, the PTA was present with wonderful gifts for all the teachers, staff, and General Services continuing our tradition of giving to those that give so much to our children and the community throughout the year.

The PTA also supported the CNG parent soccer team. This wonderful group of fathers has brought a lot of satisfaction to our school by winning the city tournaments for the last few years. Please support them by going to their games!

For next year we are having one new activity we hope you will all enjoy. CNG will host its first annual CNG RUNS FOR LIFE, a celebration of life and friendship on February 1, 2014. This will be a colorful race in which each of the participants will be able to run for that special person that is going through a rough time and send them tons of good energy. This race will be full of color and music, a total celebration of our Community and its members. The race will be followed by a wonderful picnic and many house activities. We hope you come and join us with all of your family and friends.

We will also have the breakfast for new families at the beginning of the calendar year and the tour of Bogota for those who are interested.

We want to thank all the parents that decided to be part of our Association. Without your continued support we would not be able to do any of the activities that are so important for our Community. If you want to become a member you still have time! On the fourth cycle payment families that did not have the chance to become members will be able to do so again! So do not miss the opportunity!

Thank you again for your support and we hope to see you all during the activities we design to help build community.
How do you teach entrepreneurship? This question has been analyzed by people much smarter than me and the answer seems to be universal: by doing it. So in late 2012 when I was invited by the FHNG volunteers to visit the school and see if I could volunteer, I was intrigued to find out that the school was educating their students with an emphasis on English and Commerce and that those students were being taught entrepreneurship since 6th grade. In addition, the students of 10th grade were required to create their own companies as part of the curriculum. I decided to support this by creating a program that brought real life into the classroom.

The equation for start-up is almost universally known: Have idea, turn it into a business, sell, charge, repeat, and grow. The thing is that the really great start-ups that become great companies have gotten there by focusing on what they are passionate about, doing it incredibly well, and winning customers in the process and in the long term. All that plus a bit of luck and you have entrepreneurship.

What I designed and implemented with the school faculty is a program that motivated the students to find their passions, turn that into a business concept, and develop it to the point that it can be presented to a panel of entrepreneurs who will decide whether to invest and mentor them.

I promised them that if they worked hard, there would be money and mentors to help them to further develop their businesses. During the first semester of the year I focused on getting them to find what they were passionate about. The students and I held one-on-one sessions to discover their passions and we had entrepreneurs from different industries share their experiences. Finally we presented the business model canvas for them to go away during their holidays and put their ideas into the canvas.

Once they were back, the change in terms of ideas and concepts was amazing. There were students that had not only changed ideas but created new ones, developed, and tested them in the market. One girl re-engineered keratin (a hair smoothing product) and had sold enough of them to have created a COP 1.5 million profit in the bank. We were on track! The remainder of the semester we guided them to focus on clearly defining their canvas and understanding and forecasting their income, costs, and profits.

While the students focused on that, I had to deliver on my promise of money to fund their businesses. This is where luck in my case came in. I spoke with Tatiana Sendler about ideas for fundraising and she suggested I work with Tatiana Jaramillo and Andrés Rueda as they had the know-how to motivate both CNG faculty and community and organize great events. Together, the four of us became Primary Parents for FHNG and planned and invited all parents for Primary School to a “becerrada” which raised COP 16.3 million. The other bit of luck came from presenting this to both Dr. Habbeger and Mr. Spence and getting their full support. This support led us to be able to speak with all the PC teachers who really got behind us and were fundamental in helping us achieve our fundraising goal.

So money in the bank, it was now time to get our panel of entrepreneurs together. I wanted to reproduce the format of the shows Dragons Den (UK) or Shark’s Tank (US) as they have a great way of presenting and evaluating pitches in a way that was clear and decisive. Again, the fantastic community of CNG came to my aid and I was able to assemble a great group of Dragons (all K5 dads): Daniel Chalem, Alvaro Jaramillo, Pablo Acosta, and Joe Schaefer. All of them are successful entrepreneurs in different sectors with different life and business experiences.

The Dragons’ session took place on November 26th in the CNG theatre. Of the nine companies presented, seven were preselected and four were allocated funds (COP 14 million) and mentors. All companies accepted the investment and mentorship for 20% of their companies.

The plan going forward is that that 20% share of the companies will be owned by FHNG. This would make FHNG an active incubator in the hope that if one of these companies becomes profitable it can fund the development of other FHNG student companies in the future.

Looking back, all that has been achieved could not have happened if I had not been part of this amazing community of students, teachers, parents, and staff at CNG and FHNG. We will be repeating this process and monitoring progress of the companies of FHNG seniors next year. If you feel that you have a skill or idea that you think can help us grow and improve, please contact me on: andrescruz@ms.com Thank you!
are we preparing our CNG students for a volatile, uncertain, complex, and ambiguous future?

by

María Angélica Forero
Director of Development and Community Relations
&

María Isabela Gómez
Director of Publications and Media Services

The Encyclopedia Britannica officially announced last year that its current printed edition would be its last. In the past ten years, the Internet, Google and Wikipedia have taken over its role as a source of knowledge. The vertiginous rise of Wikipedia and the decline of this standard for reference for over 200 years, exemplify the impact that changes technology is bringing to our world.

In a world of infinite and instant knowledge which accessing information labels us as consumers, what skills do our students need? We know the assimilation of that information, the interpretation and application of it, are clearly skills they should attain. But what else? How can we better prepare them to face the volatile, uncertain, and ambiguous future they will encounter?

There are a myriad of experts and organizations that are trying to answer this very question. At CNG, the Board of Directors, the Administration, principals, and many faculty members have been pondering this question for the past few years.

"This is why, when Charles Fadel, senior fellow for the Partnership of 21st Century Skills came to Bogotá to give the "Schools and the 21st Century Skills" conference, all CNG Academic and Administrative Directors eagerly attended."

Within the first few minutes, Fadel, a global education thought leader and expert on what it means to offer students the skills they will need to thrive in the 21st century economy, exposed us to research-based statistics and data on the tremendous evolution our world has undergone as a result of globalization, information communication technologies, population size, change in demand of skills in the workforce, and the exponential growth of computing.

Fadel argues that our current education system, developed to fulfill the needs of an industrial economy should evolve in order to provide students the skills set to be competitive in the new economy. Beyond wisdom and integrity, shouldn’t we also be teaching students fluidity (with technology), adaptability, resilience, curiosity, courage, self-awareness, synthesis/integration, as well as developing their creativity? What knowledge is more RELEVANT for students in today’s world? Should we be teaching personal finance, entrepreneurship, technology, and engineering? Should our students become, as Andreas Schleicher of the Organization for Economic Co-operation and Development lays out: GREAT collaborators, synthesizers, explainers, “versatilists”, “personalizers”, localizers, and, Fadel adds, innovators?

At the beginning of our school year, our school Director used Archimedes’ words to introduce his plan and goals for the school year, “Give me a lever, a fulcrum, and a place to stand, and I will move the world.” We were pleasantly surprised when Charles Fadel used the same symbol and words during the conference. So, what is our lever? We believe we need a school community that embraces a move towards more RELEVANT education. We need an engaged Board of Directors and parent community, highly qualified and trained teachers who provide students with RELEVANT knowledge and the skills they will need to maximize their individual potential in the 21st century economy. We will also need to join forces with schools around the globe who have a shared vision, and ultimately, a school that contributes to the transformation of policy in Colombia and the world.

CNG has always been at the vanguard of education in Colombia, and the challenge depicted above provides our institution with yet another opportunity to demonstrate why we are continuously and successfully “BUILDING A BETTER CNG.”

For more information we invite you to visit the following website: Center for Curriculum Redesign www.curriculumredesign.org
Students in the High School are provided opportunities each day to learn and grow in their classes, which they do in ways that demonstrate greater and greater success on many different measures. We have seen increased student interest in taking a variety of electives to explore interests and deepen knowledge as well as challenging themselves through registration in honors level PreAP and AP courses, which adds to student buy-in as well as growth in learning. Over the past five years we have seen increases in learning in our standardized testing measures, which clearly shows the growth that is happening in our student body each and every day. And these measures aren’t only the result of a challenging academic program in the high school, but are measures of cumulative learning that is happening throughout the school. However, learning in this quantified manner is something that is expected at a school like CNG.

However, what is not as evident, but I want to highlight, is the amount of growth that happens beyond the learning in the classroom – the growth that allows students to take advantage of tomorrow’s opportunities today. Students in the high school are provided many opportunities to learn how to be better students, better people, and better citizens.

This year we changed the lens through which students and teachers look at life skills replacing them with CNG’s four pillars of character – integrity, high expectations, respect, and community welfare. Students have the opportunity to self-assess their growth according to this rubric as well as to receive feedback from teachers in regard to these skills. As a community we believe these skills are essential to ensure students are living the Golden Rule and developing the skills they need for today and for their futures. When students are referred to the office for inappropriate behavior, much of the conversation is about the choices the student made followed by a written reflection upon his/her actions. Students are forced to take time to consider other actions that might allow for their greater success as humans in dealing with peers or adults. In both of these ways, we try to ensure the outcomes expected of students are transparent and clear, in order to help them self-identify the areas where they need to grow as well as to provide a road map for that success.

Another way this happens for students is through participation in the vast array of student sports and organizations, where students learn a variety of “soft skills” such as cooperation, communicating clearly, and planning for success to mention a few.

Developing leadership skills in our students is an important component of this. Another place where students learn some of these skills is through our diverse social service programs, where students have the opportunity to learn about people in need and find ways to contribute to help and assist. Developing compassion and empathy in our students is a critical part of this program. One of the cornerstones of CNG’s High School is that students are challenged on a daily basis with opportunities to learn today the skills and characteristics they will need for tomorrow.
Freedom from Chemical Dependency (FCD), our partner in our STAND 4 CNG alcohol and other drug education initiative, recently visited CNG to continue making a positive impact on the decisions of high school students when it comes to alcohol and other drug use. The consultants spent time meeting with students in grades 9, 10, and 12 where they openly discussed the impact of alcohol and drug use on teenagers. The consultants also met with student, parent and teacher groups.

The teacher group, Stand4 Your Friend, has been working on ways to intervene and help students. This group developed a folder that advertised actual statistics from the student FCD survey from October 2012 and also provided a referral form students could use to refer another student they were concerned about. The Stand4 Your Friend group has already begun work with students who have been referred through this process. Referrals to the teacher group are confidential and do not involve administrators unless the teachers are unable to see progress in the student’s choices and decisions related to alcohol and/or other drug use for an extended period of time.

High School parent and student groups are still working on their projects for this year. Students are in the process of looking at speakers who may be able to come and speak to high school students. They are also considering ways to become mentors and talk to younger kids in the school about the importance of making good choices in life.

Finally, we would like to share with you some of the research that FCD has recently shared with the school. It helps to explain the development of the adolescent brain and the impact that alcohol and other drugs can have on the brain. We hope this will help all who read this article to understand the importance of delayed use.

Consider some of the stereotypes about teenagers: that they’re “impulsive,” “reckless,” “irresponsible,” “moody” or “rebellious.” These stereotypes have roots in adolescent brain development, and especially within the following three areas of the brain:

1. The limbic system governs emotional life, particularly in regard to feelings of fear and stress. These brain structures are very active during adolescence.
2. The prefrontal cortex controls personality, reasoning, decision-making, and impulse control. If you think about those stereotypes, it probably won’t surprise you to learn that the prefrontal cortex is still developing in teens.
3. The reward pathway is a series of brain structures that links the limbic system to the prefrontal cortex. Through sensations of pleasure, the reward pathway reinforces ties between one’s emotions and one’s reasoning.

During adolescence, the prefrontal cortex is the last area of the brain to develop. As a result, pleasure and emotion—not reasoning—guide most teen behavior.

This means teens are more prone than adults to engage in risk-taking behaviors. Their impulses are very powerful while their ability to control those impulses is less so. To simplify: in teens, the “on” switch is fully developed, while the “off” switch is still growing.

Meanwhile, adolescents are inundated with social and cultural messages concerning the risks and rewards of substance abuse. Most of these messages underestimate the risks of use and overestimate the rewards.

Some teens are guided to substance use, because they believe it will be a low-risk, high-reward behavior. The evidence-based social norms approach to prevention tells us this is not really so. In fact, FCD’s social-norms based survey reveals that students who suffer the most severe health consequences of use are those who have also underestimated the risks of use and overestimated how prevalent use is among their peers.
I would like to dedicate this article to a special young man in our community who is showing us all how hard work, determination, and sheer desire to overcome life’s challenges will be the cornerstone of what it will take to build a better CNG. Thank you Daniel Toro for your courage and strength of character that has come to exemplify not only the qualities of a CNG student, but also the human spirit.

Building a better CNG means different things to different people. From my perspective as an Associate Principal and AP Coordinator, one of our greatest strengths is the quality of the Advanced Placement Program we have here at CNG. A high quality program begins with instruction and CNG has recruited some amazing, very dedicated teachers who work extremely hard to teach our students the knowledge and skills needed to be successful not only in their AP course, but on the AP exam as well. We have nearly 400 students enrolled in one or more AP classes with students having on average a 3.5 in their students enrolled in one or more AP Exams. Many of you may not know this, but the College Board recognizes that this is not an easy accomplishment and is one that requires perseverance, sacrifice, and many hours beyond the school day to prepare for this challenging assessment. This past year 69 CNG students (25% of all CNG students) scored a 3 or higher on one or more AP Exams. Many of these students are not only students, but also AP Scholars. What if every CNG student, teacher, administrator, staff member, had these same qualities? Can you imagine what we could accomplish? Imagine what you could accomplish? And guess what? Each of us does, in fact, have these qualities and I look forward to seeing what CNG can accomplish in the months and years ahead.

Building a better CNG begins when you and I recognize these talents and unleash them into our community. Being successful in an AP class definitely takes hard work and sacrifice, but it does being the best that you can be, in the end, that is what it will take to build a better CNG.

As mentioned in my first statement, building a better CNG means different things to different people. As we continue to build upon the strengths of our AP Program, I would like us to consider the qualities that have made the AP program successful: talent, hard work, sacrifice, perseverance, and a willingness to go above what is expected. What if every CNG student, teacher, administrator, and staff member, had these same qualities? Can you imagine what we could accomplish? Imagine what you could accomplish! And guess what? Each of us does, in fact, have these qualities and I look forward to seeing what CNG can accomplish in the months and years ahead. Building a better CNG begins when you and I recognize these talents and unleash them into our community. Being successful in an AP class definitely takes hard work and sacrifice, but so does being the best that you can be and, in the end, that is what will take to build a better CNG.
The mission of the Leadership Program is to motivate and prepare students to be responsible global citizens, and provide them with the necessary tools to accomplish CNG’s school mission. Sponsors of the organization hope to empower Leadership students to analyze situations and develop strategies for solving problems on their own and within groups. One way students develop their leadership skills is by developing and leading Leadership Community Engagement Projects (LCEPs). Leadership students have been responsible for creating nine highly successful LCEPs in the last two years. Those projects include:

1. OMA- On the Move Association
2. Volun-Cheer
3. CNG Recycling Program
4. Blood Drive
5. Pro-Kindness Program
6. Dance Hogar
7. Hogar Leadership
8. Girls Soccer Camp
9. Free Afterschool Tutoring Program

We hope to add several new student organizations this year that will help address even more of our community’s needs. If you have an idea for a future Leadership project, please email cpatton@cng.edu with your ideas.

Many students feel a sense of ownership for the LCEPs they have developed from nascence into their legacy. Other students, who are just joining Leadership, already know what project they want to join because the groups have become ubiquitous on campus. This is what Leadership students are saying about their LCEPs.

“Joining Leadership this year was definitely a great opportunity for me. I have gotten to meet more people in my grade and other grades especially on our retreats. In Leadership we also get to work with other people to achieve the same interests and goals in our community engagement groups. This is what builds a better CNG.”

Mariam Alarcon ’16, Beginner (1st year in Leadership)

“Leadership is a program that helps us to have better teamwork and skills to lead people. Being in Leadership is a great opportunity because we go on retreats and we can learn many things that are related to cooperation, creativity, and patience by being in a community-engagement project. For example, OMA is a project that plans healthy events for community members. Everyone can participate and that makes CNG better. For these reasons, Leadership helps to build a better CNG.”

Ha Eun Kim ’17, Beginner (1st year in Leadership)

“CNG provides many opportunities for students to improve their skills and benefit the community surrounding them. The Leadership program is one of these. Students who are involved in this program have the opportunity to develop their group working skills both as a leader and as a follower. Through the involvement in this program students begin to understand what the importance of a good leader is and how it will build a better community. Leaders encourage, inspire, and help achieve and this is necessary for the well-being of the community. Personally, I think this program has helped me learn and improve many skills that are hard to acquire alone.”

Isabel Botero ’16, Intermediate (2nd year in Leadership)

“My second year in Leadership meant the initiation of the student lead programs like the Blood Drive. I was chosen to be the leader of the group even though most of my teammates were older than me. The Blood Drive taught me how to manage an event where you have to meet expectations from both your team and the people attending the event. The satisfaction of developing something that enriched my community made my team grow immensely. We helped build a better CNG and I learned to be a leader with initiative and to help my community. I am proud of my journey and I wouldn’t be the leader I am without Leadership.”

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Isabel Botero ’16, Intermediate (2nd year in Leadership)
Being an ambassador is a very important position in the Colegio Nueva Granada family. We are the face and spirit of the school. Being the image that CNG views as ideal to represent the community is very rewarding. We’re the link and direct voice between the entire school and incoming students and their families. As ambassadors, we show prospective parents and pupils that Colegio Nueva Granada is not only a place where they can study, but a community formed by students, teachers, and staff where being yourself feels very comfortable. As we walk the stairs from the main gate up to the soccer field, we see in Colegio Nueva Granada a second home and in the end we want prospective families to be able to see this too.

One of the most fulfilling moments as an ambassador is seeing the impact we can make on parents and students. Walking in the hallways and saying hello to someone you gave a tour to, is when we know we did our part right, by making the visitors feel sure and comfortable with their decision to choose CNG. When we see this, it makes us content because we know that we were successful in being positive representatives of our school and who we really are.

As a community, CNG is always willing to help its students in difficult moments, but indeed without forgetting to celebrate the best of them. We want prospective families to know that as the representative body in our community we’re willing to lend a hand and stand up for them when they can’t do so for themselves. This is why support is found in every classroom and in every peer.

Being an ambassador who represents the CNG community is one of the highest honors. This position shows the trust that our school has placed on us. They believe in us and are confident about our ability to make prospective families and students feel at home even for just an hour… or maybe for the rest of their lives. People come in from all over the world to see our campus. At first, they are strangers. We know nothing about them, yet they think they know all about us. They build an idea of our community and they come prepared with a lot of questions. Our goal is for them to leave with a clear image of the kind of people that Colegio Nueva Granada helps to educate. An image built and expressed by us.

STUCO is an organization composed of elected students from grades 9, 10, 11, and 12 who are engaged and willing to go beyond just academic learning. We are interested in the real issues the student community faces, we connect and integrate with several aspects of the community, and we also explore what is happening on campus so as to create relationships with all members of the community. By working together, we are capable of achieving cooperative learning which allows us to resolve conflicts that the student body faces. We are the bridge between the students and the school leaders and this allows us to unite all of the interests that different groups have in the school.

One of the most important aspects of STUCO is that we help organizations and foundations that help people in need. We take a lot of pride in the fact that we hold many different activities to collect funds that help countless different organizations such as Fundación Hogar Nueva Granada. Additionally, we are also trying not just to help our school community, but also the overall welfare of the city in which we live. We want to make a positive change for people who are very much in need. To do this, we have come up with creative ways to collect these funds from initiatives such as Lunch a Month that the student body and entire school enjoy.

There are several aspects that make STUCO a crucial foundation of the CNG community. First, STUCO is a student organization that is constantly innovating itself to keep up with student needs. We are in a continuous journey of achieving excellence with non-stopping improvement. Moreover, STUCO is helping CNG more forward by empowering the students of today and enabling them to not only envision change but also to create a bright future. And lastly, we recognize there is a place for everyone at school and we therefore encourage all students to speak up, have a voice, and help create positive changes so all students can pursue and achieve their individual and collective goals. Being able to see the change occur is our goal and we ultimately are the advocates of the student voice. We are here to listen to all of the students’ concerns and we will work to make the future a better one for the student body.
Model United Nations (MUN) is a student-led organization that helps to prepare participants in the fields of economics, political science, and international relations. Through often intense role-playing, students defend their assigned countries’ ideas with well-researched arguments and propose viable and effective solutions to the problems confronting the world today as well as problems from the past. MUN provides an international forum allowing our students to measure their academic quality with other schools from around the world and to compete in a healthy, respectful, and diplomatic manner. Beyond the academic rigor and challenges, CNGMUN helps train students in the skills of research, logistics, event planning, and diplomacy. Ideally, MUN is an organization that helps students to understand, dream, envision, and participate in helping to create a better world for tomorrow.

After twelve years at CNG, every year we discover new places on campus. CNG’s ten-hectare campus is one of the most diverse places we know. We are surrounded by hundreds of species we’ve never seen before. The main focus of the new High School student organization, Global Issues Network (GIN) the past year was to show everyone in the CNG and the Fundación Nueva Granada (FNG) communities that we are surrounded by a huge gift: nature and biodiversity. This is a goal that we are still trying to accomplish through different projects.

Since last school year, we have been working with our sister school, Fundación Nueva Granada, and by creating a sense of equality, we are trying to promote sustainability. We are doing this by working together, both at CNG and FNG, through the labeling of the plants on both campuses.

We are also focusing our learning to identify invasive species and native ones. Another project that we are going to pursue is one in which we will start a garden like the one the SKIPERS have done in the primary school. GIN has focused on helping the environment and making not only CNG, but also the world a better place. We are building a better CNG through education. We are creating consciousness. We are showing our community the advantages of everything that is surrounding us. We are building a better CNG, a better FNG, and also better relationships, through ecology. At CNG not many are aware of the gift that we have around us, however other schools are not as lucky to have such biodiversity on campus. We are finding the use of plants in our environment and learning how to take care of them.

By focusing on the environment, and working with students from the FNG, we are not only promoting sustainability and equality, we are also promoting a sense of responsibility to take care of everything that surrounds us. GIN’s goal is to make an impact locally on an important global issue: biodiversity loss. Each and every member is trying to leave a powerful legacy. Through programs like GIN, CNG is becoming better every day.

why is MUN important?

by Dave Chen
and Humberto Salazar
High School MUN Advisors

by: María Pombo ’16
and Juanita Ferrer ’16
High School Students

working together

by Maria Pombo ’16
and Juanita Ferrer ’16
High School Students
As part of the initiative to build a better CNG, there are now three full time college counselors to help students set realistic goals in both career and college choices and find the optimum "fit" or "match." We hope you will join us in welcoming Alex Becker, who comes to us from a private school on the east coast of the US. Alex joins the team which includes Terry Finnin and María Lucia Puerta.

College counselors stress the importance of course selection and academic progress, urge students to maintain good attendance, practice good citizenship, make wise social choices, and be involved in school activities. They work with students to help them better understand their interests, values, and aptitudes. They help them choose possible majors and careers, and guide them through the university admissions process, be it local or abroad.

Students are encouraged to attend college fairs, meet with university representatives, participate in the different career workshops, explore summer program options, take the appropriate college entrance exams, and search for academic and athletic scholarships. The PSAT offered in October and the mock SABER 11 tests provide a baseline that will help students understand their current performance and make a plan that will allow them to reach their goals and better fulfill their potential.

During the first three months of this school year, CNG has hosted three large college fairs and over 80 different college visits, including universities from the United States, Canada, the United Kingdom, Argentina, and Switzerland. Trips to visit the local university campuses have already begun with seniors having visited CESA (Colegio de Estudios Superiores de Administración).

Seniors meet regularly with their college counselor to review the application process, check deadlines and requirements, and clarify any doubts or concerns. Parents are invited to participate in these meetings, as well as to attend the First Tuesday of the Month chats that are hosted by the college counselors and consist of a variety of topics of interest. These include: The College Application Process in Colombia, the United States and Beyond; Applying for Financial Aid in the USA; Helping Teens Choose a Career; Managing College Application Stress; Interpretación de los Resultados del SABER11, Pre SABER y Simulacro; and Transitioning into College.

College and career counselors work year-round to develop a professional network of contacts. In addition, they are committed to attending conferences around the world in order to know about the latest trends and news in college admissions. These include local workshops, the CIS Forum in Europe, the CIS Institutes, the Summer Harvard Admissions Institute, and the OACAC Summer Conference, as well as attend regional college tours and individual invitations to get a sense of the different campuses.

A look at the accomplishments and distribution of the Class of 2013 is a clear example of the world of possibilities that becomes available to CNG students.

Class Of 2013 University Enrollment Data

- **Study in Colombia**: 46%
- **Study in USA**: 33%
- **Study in other countries**: 14%
- **University of choice not yet defined**: 7%

CNG 2013 Class Facts

- $2,252,946 USD in scholarships and grants to U.S. colleges and universities
- $67,104 USD in scholarships to Colombian universities
- 1 Confucius Institute full-ride scholarship to study in China during the 2013-2014 school year
- 1 NCAA student athlete
- 1 Commended Merit Scholar
- Over 12,500 hours of community service completed

If you haven’t taken time to get to know your son or daughter’s college and career counselor, please stop by our offices in the High School Office. Terry Finnin works with families with last names A-H, Alex Becker works with families with last names I-P, and María Lucia Puerta works with families with last names Q-Z.
Every year in October all of our grade 10 and 11 students take the PSAT/NMSQT test. The results of this test are used internally as a way to measure our students’ performance, evaluate our programs, and make the necessary adjustments in order to build a better CNG.

Additionally, 11th graders who are US citizens or US permanent residents are automatically competing for a variety of recognitions and awards. In the past two years the National Merit Scholar Corporation and the National Hispanic Recognition Program (NHRP) have included several of our students on their prestigious lists. Last year Camille Connor, alumni class of 2013, was recognized as a Commended Merit Scholar and from the Class of 2014, Mateo Wissmer, Yevette Abadi, Alberto Andrade, Gabriela Aldana, and Laura Cadena have been named National Hispanic Scholars.

In late September, more than two thirds (about 34,000) of the approximately 50,000 high scorers on the PSAT/NMSQT® receive Letters of Commendation in recognition of their outstanding academic promise. Commended Students are named on the basis of a nationally applied Selection Index Score that may vary from year to year and is typically below the level required for participants to be named Semifinalists in their respective states. Although Commended Students do not continue in the competition for National Merit® Scholarships, some of these students do become candidates for Special Scholarships sponsored by corporations and businesses (http://www.nationalmerit.org/nmsp.php).

The NHRP was initiated in 1983 to identify outstanding Hispanic/Latino high school students, and to share information about them with interested four-year postsecondary institutions. The NHRP does not provide monetary awards, but being recognized is an important academic achievement. This year, the NHRP has recognized about 5,300 Hispanic/Latino students selected from a pool of over 259,000 who took the 2012 PSAT/NMSQT®. To be eligible, students must be at least one-quarter Hispanic/Latino (based on the program’s definition) and have achieved a minimum PSAT/NMSQT® score for their region (http://www.collegeboard.com/student/testing/psat/about/nhrp.html).

We offer our congratulations to Camille, Mateo, Yevette, Alberto, Gabriela, and Laura! We hope you will join us in congratulating these fine seniors as well as all our students who take the PSAT seriously with the intent of helping us build a better CNG.
You have probably heard the expression, “to see the world through the lens of a camera.” But let’s be real, that is close to impossible. It goes beyond our reach, but some of us plan to see and document as much of the world as we can. Personally, I plan to do it with photographs by capturing moments.

According to William Blake, one should see the world through small and simple details. Blake stated that we can find “heaven in a wild flower.” Following his thinking, I have found meaning in simple objects. The eyes of babies shown in photographic stillness represent the innocence and beauty of the world.

My first step was to take black and white photography classes during my freshmen year. With the help of Stalin Lopez, our current photography teacher at CNG, we worked with the lighting and focus of each negative, got our hands dirty with repulsive-smelling chemicals, and applied all the concepts of perspective and angles before the “click.” After a semester of hard work, I had reached a level which could be described as a “professional beginner photographer.”

With this knowledge and my black and white camera in hand, I traveled to places around the world capturing people, places, things, and most importantly, memories. More than 46.1 million tourists a year visit Rome, the eternal city. How many of them do you think look beyond the historical stone-based arches of the majestic Coliseum? For me, there is much more to it: light, texture, shadows, and details.

The words of William Blake are a metaphor for how we should be present in our lives and not miss the seemingly unimportant moments. It doesn’t mean that you have to base your life on vanishing points, angles, and perspectives. It means that you should always notice the small details of life: a sunny day, a starry night, a smiley “good morning”, a good night kiss.

The desire to discover, move, and capture the strange mix of a world developing in color and contrast, is like working in the dark room, creating a mixture of chemicals to develop a picture that reflects yourself onto photographic paper. This desire has influenced not only the way I see through the lens of my camera, but it has also become the composition of my life.

Although you can’t forget, never mix the wrong developing chemicals. If you do, don’t tell Stalin.
Colombia is the country with the greatest amount of displaced people in the world, with a growing number that surpasses 5 million. There are people abandoning their homes every day as they attempt to escape their violent surroundings or search for an alternate lifestyle that will provide enough money to survive. However, they have nowhere to go and end up becoming part of Colombia’s homeless population which continues growing accordingly.

As a result, there is currently a rising amount of organizations that seek to improve these people’s lives by building a home for them and helping them start off their lives. Many of these give schools the opportunity to assist as volunteers in the construction of homes, and CNG students have occasionally had the chance to participate. The majority of those who attend are elated with the gratification of building and giving a home to a formerly homeless family.

Consequently, we began thinking up ways through which we could grant CNG High School students the opportunity to build homes regularly and in a structured manner. That is how he came up with a new High School organization: DYGH (Desarrollo y Gestión de Hogares). DYGH will act as a liaison between the school and house-building organizations in order to increase and support students’ interest in social welfare. We will meet with the different existing non-profit organizations and choose the one that seems best. Once we consolidate a group, we will begin fundraising, and then our efforts will pay off when we visit a community and build homes for families in need. It is just the beginning of DYGH, but hopefully it will continue helping CNG make a difference and give back to the country that has given us so much.

What is OMA: OMA stands for On the Move Association and it is one of the organizations from Leadership which started last year. We are currently five members so if you have any questions please speak with our representatives: Marcela Cho and María Godoy are the co-chairs and our sponsor is Ms. White.

Purpose: Living a healthy lifestyle and exercising is more fun when we do it together. OMA’s goal is to promote a healthier environment for the whole school community in a fun way.

What we do: We are planning to have several events during the year which will include cooking classes, participation in the Ciclovia, making trail mix in advance of CWW trips, and many more healthy, fun activities.

How can people join? All students and staff can join us for any of our events. You do not have to be in Leadership to participate. Everyone is welcome at our events and you will be updated about the events with posters around the school and announcements. Keep an eye out!
Las ventajas que tiene la implementación del TCRWP en la clase de español y literatura del Colegio Nueva Granada pueden resumirse en cuatro palabras: equilibrio, conocimiento, pensamiento y novedad.

El equilibrio está representado por la adecuada proporción en el desarrollo de las habilidades de la lectura y de la escritura; el conocimiento, teniendo en cuenta que la palabra está estrechamente relacionada con las estrategias más que con la información, concierne a la manera como se acerca el estudiante a las distintas clases de texto; el pensamiento, un poco derivado de lo anterior en forma de didáctica, permite ubicar todos los esfuerzos académicos en el desarrollo de procesos mentales; y por último, la novedad, está relacionada con la perspectiva o criterio desde donde se abordan los tradicionales contenidos de enseñanza en literatura y lengua castellana.

En primer lugar, muchos de los planes de estudio, sin que se lo propongan expresamente, dedican la mayor parte de sus esfuerzos a reforzar una de las dos cualidades fundamentales: la lectura y la escritura. Una verdadera educación aborda todos los escenarios de desarrollo y acude a ellos sin distinciones entre buenos o malos estudiantes. Como muestra de lo anterior, el TCRWP ofrece una muy buena galería de estrategias pedagógicas tales como la lección corta, los distintos tipos de lectura, la elaboración de cuadernos de registros y los cuatro tipos de escritura que se proponen para el desarrollo curricular.

En segundo lugar, la revolución del siglo XXI, gracias al torrente desmedido de la tecnología, ha transformado el concepto de “conocimiento” y lo ha desprendido de la información, para situarlo cerca de las estrategias con las que se permite hacer algo con esa información. Ejemplo de lo anterior es el excelente repertorio que trae el TCRWP con respecto a la forma cómo el estudiante puede establecer criterios para acercarse al texto; tres niveles lo representan: análisis de personajes, la lógica de las evidencias textuales y la diferencia entre temas y tópicos. Tres momentos que sintetizan la tradicional teoría crítica literaria con las nuevas tendencias como la intertextualidad, la semántica y la pragmática textual.

En tercer lugar, y en consonancia con las exigencias del ministerio de educación, inclusive, superando el repertorio al ser más conciso y directo, el TCRWP ofrece una variada cantidad de mecanismos pedagógicos concretos que garantizan el aprendizaje de los estudiantes. Muestra de lo anterior son las partes que tienen estrategias como la lección corta, el club de lectura, el círculo de escritura, la evaluación por niveles y la discriminación de los momentos tanto en la lectura como en la escritura, todos ellos fundamentados en procesos de demostración, explicación, análisis, interpretación y realización de inferencias.

Por último, y como expresión de un debate que es preciso dar a lo largo del currículo, el TCRWP transforma la manera de enseñar tradicionales contenidos como los de la historia de la literatura y la gramática. Ellos no son un fin en sí mismo sino una excusa, una pestaña de profundización. Este último punto abre una polémica muy interesante, sobre todo frente a las exigencias de exámenes estandarizados y el mínimo de información y conocimiento que exigen algunas universidades locales y extranjeras. De todas formas, el debate no le quita fuerza a un método que propone transformar las prácticas pedagógicas para conseguir en los estudiantes el pensamiento crítico del ser humano.

Los cuatro momentos proponen un interesante escenario para el desarrollo de la clase de Español y Literatura, y se convierten en un reto novedoso y motivante para el año lectivo 2013-2014.

TCRWP: Teachers College (Columbia University) The Reading and Writing Project

por: Andrey Porras Montejo

Profesor de Español & Pre-AP Español

Colegio NUEVA GRANADA  January 2014
Our modern world is filled with statistics. We see them every day in the newspaper, on TV, and especially on the Internet. To the right are just a few statistics you may come across on an average day...

The problem is, with so much information, so much data, and so many statistics—how do we make sense of it all? Of course, that is where the field of STATISTICS comes in. Colleges have responded by requiring more and more statistics courses. In general, any field of study that requires research also requires statistics. Here is a partial list of majors that require statistics: Psychology, Biology, Civil Engineering, Mechanical Engineering, Aerospace Engineering, Nursing, Veterinary Science, Animal Science, Nutritional Science, Business Management, Accounting, Finance, Marketing, Economics, and Sociology. There are many others and requirements may change from university to university. Of course this is passing down to the high schools, with many schools starting statistics courses and in 1997 the College Board started an AP Statistics class. Since its inception, AP statistics has increased at a faster rate than any other AP class as shown in the table on the left.

CNG has worked hard to be on the crest of this advancing wave and three years ago started the first courses dedicated to statistics. Numbers have climbed from 34 in 2011, to 66 in 2012, and 79 this year (2013 – 2014), AP Statistics is open to juniors or seniors while students taking statistics far exceeds the number taking calculus.

All of the AP Statistics courses at CNG are taught by Mr. Jeff Killmer. According to Mr. Killmer, there are four main themes to statistics:

- Gathering Data – Using observational studies, sampling, experimentation, and surveys. This also includes planning and conducting a study.
- Analyzing Data – This is exploring data and making sense of it through graphs and summary statistics. It also involves describing patterns and departures from patterns.
- Probability of Data – Exploring random phenomena using probability and simulation.
- Making Predictions from Data – This involves Statistical Inference where we try to make predictions and reach conclusion about a population by making and testing hypotheses based on a sample from that population.

Mr. Killmer goes on to say that Statistics is different than any other math class. There are not a lot of calculations that need to be memorized or done by hand. Students are provided with a formula sheet with all of the important information and they are always allowed to use a calculator. Reading, writing, understanding and communicating are emphasized! There is often more than one answer, technique or procedure and the answers we get are not certain because of the changing nature of statistics. We use real data and real applications right off of past AP exams and everyday newspaper and Internet articles. Unlike some high school courses, statistics is something students will use every day!

All students are invited to take statistics. It may be the most important class you ever take!
I love the theme of this edition of Insights: Making a Better CNG.

No matter how good we think we are, we have an obligation to our young people to relentlessly pursue continuous improvement in order to provide them with the best education we possibly can. This journey is a process that all stakeholders must participate in – not just educators. Parents, and most importantly students, have a direct role in ensuring that we evolve from good to great, which as it occurs can’t help but lead to a better CNG.

But is it enough to simply make CNG a better place, and by extension, improve our own stations in life? Inescapably, we are incredibly blessed in our lives. Our families are strong, we come from means, we have successful role models to serve as guides for future successes. Our young people have unlimited opportunities in front of them – they literally have the ability to accomplish whatever they set their minds to. However, much of the world does not live our daily reality. They do have the access to a quality education, come from families of means, or have mentors who have achieved at a high level to serve as a roadmap for future success.

This is why I am constantly challenging our students to make the most of their CNG experiences. Our job is to provide them with a balanced education that not only educates the mind, but also the body and character as well. Our goal is to have them leave CNG with an extensive “life tool kit” that will prepare them for great success. They are wildly successful in whatever they do. However, much of the world does not live our daily reality. They do have the access to a quality education, come from families of means, or have mentors who have achieved at a high level to serve as a roadmap for future success.

This is why I am constantly challenging our students to make the most of their CNG experiences. Our job is to provide them with a balanced education that not only educates the mind, but also the body and character as well. Our goal is to have them leave CNG with an extensive “life tool kit” that will prepare them for great success as they one day assume leadership of the planet from us. We want them to be wildly successful in whatever they do. Hmmm, you might ponder. How does individual success make us. We want them to be wildly successful in whatever they do. Hmmm, you might ponder. How does individual success make us.

When Literacy Partners estimates that roughly 12 percent of the world’s population is functionally illiterate. WE collectively have a problem. When the United Nations Food and Agricultural Organization estimates that roughly 1 in 8 of the planet’s 7 billion people have a problem. When the United Nations Food and Agricultural Organization estimates that roughly 1 in 8 of the planet’s 7 billion people are suffering from chronic undernourishment, WE collectively have a problem. When the World Bank estimates that over 13 billion people in developing countries live on less than $1.25 per day, WE collectively have a problem. On a personal level, I recall a Classroom Without Walls trip that I took with middle school students in another country at another school. We were at a coffee plantation and as the owner was showing us his facility, one of our students asked how much per day he paid his workers. He proudly stated that his workers made more than the local prevailing wage and then shared the local currency figure. Our students estimated that it was roughly $1.50! One of them then did a quick calculation and realized that his workers’ daily wages were less than it cost us to buy a Gatorade sports drink at our school cafeteria. Those students realized that THEY had a problem in their country that they were responsible for fixing when they became adults.

One might ask why we need to make the world a better place when our lives might seem to be just fine. Aren’t others account- able for their own situations and aren’t we the masters of our own successes and failures? That brings us back to the question of whether or not we have the responsibility of making the world a better place and the role of personal success in that endeavor if we do. In my view, we have an absolute responsibility to help those less blessed than we are. I also believe that there should be no shame in being successful. People who work hard should enjoy the fruits of their labor and good decision-making. However, with great success comes great responsibility. Two of the World’s richest people, Bill Gates and Warren Buffet, have embarked on a very successful campaign to contribute their fortunes to various causes devoted to making the world a better place. Gates to this point has given $58 billion dollars of his $56 billion dollar fortune to charitable causes. Buffet is committed to giving 99 percent of his $58 billion dollar fortune away to charity before he dies. No one would claim that either one of these uber-wealthy individuals will die poor; they will still continue to lead very privileged lives with their remaining wealth. The point for me is that they are doing what they can – which is quite a lot – with what they have. My challenge to our students is to give something back to their country that they were responsible for fixing when they became adults.

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Having arrived in Bogota fourteen years ago, no one could have told me I would be here for such a long time. How did it happen? I started teaching fifth grade and discovered that CNG was a pretty special place. We had good facilities, dedicated teachers, helpful administration and staff, and hard-working general services workers. Parents and students were all looking for a good education for their minds, bodies, and spirits, and were dedicated to improving whatever needed honing.

I have seen many positive changes in teaching materials, available equipment to use, technology, support staff - both academically and technologically, and improved spaces for teaching and activities. I have seen the professional staff becoming more educated and experienced, and even more supportive and cooperative. Although standardized testing and measurement are not my favorite components of teaching, I have seen the scores going up and the accreditations looking impressive.

The school keeps looking better in other ways, as well. Our achievements in sporting events are outstanding. NHS and MUN are active and helpful in improving the leadership and citizenship of our students. Two new organizations called Girl Space and WEB are also promoting self-esteem and leadership. We have stretched the creativity of our students through Destination Imagination, musical concerts, theater productions, and art shows. There are multiple opportunities for students to “shine” in everything from gymnastics, to karate, to chess, to “stacking”.

What about the additional pressure put upon teachers to raise the bar? Does this have a deleterious effect on them? Well, if so, there are ample opportunities to relax and enjoy life at CNG with choices ranging from exercise or dance classes to ultimate Frisbee. Alabama courses for professional development continue to be available at reasonable cost, and there are frequent chances to attend seminars, workshops, and activities that are aimed at improving our teaching.

So what’s wrong with CNG? How can we make it a better place? I think I am the wrong person to ask. The answer to why I am still here after fourteen years is that I think CNG is a constant “work in motion” with administration and staff and parents working to improve the school in whatever ways they see feasible. Having seen quality staff being hired, improved facilities, smaller class sizes, updated materials, first-rate technological equipment, physical plant expansion, and additional support personnel, I think it goes without saying. I am happy at CNG and will continue to enjoy and participate in improving whatever will contribute to making CNG a better place. Thanks for including me in the CNG family.

The Middle School has been working hard to foster a love of reading in our students. We have committed ourselves to 15 minutes per day, four days a week of silent reading during advisory. Research is very clear that providing children with regular intervals of sustained reading helps them to become better, lifelong readers. In the efforts to encourage this commitment, we started a competition over the October recess for our students to take pictures of themselves reading on their break. Their pictures blew us away. From the power of a young woman reading Anne Frank’s diary in the Anne Frank museum in Amsterdam to the daring stunt of reading in a roller coaster, the MS students showed their commitment to reading.

This supplement to their academic reading provides the opportunity to form new relationships around reading. We hope that parents will join in CNG’s efforts to demonstrate the importance of reading as an integral part of daily routines.
John Hattie in his book Visible Learning suggests that what is critical to student learning is that students are participants in their own learning process. With this year’s adoption of Columbia University’s Teachers College Reading and Writing Project our students have become agents in their own learning through the writing workshop model.

The reading and writing units for Middle School are closely intertwined. The work done through reading is supported through the writing workshop and vice versa. The workshop is composed of skills and strategies being explicitly taught and modeled by the teacher. Students then take this learning and apply it to their own writing. One important component of the workshop that helps build student independence is the peer interaction as students work to self-assess, confer, and collaborate to improve their work. The workshop model allows students to enter into a system of continuous improvement.

Our first writing unit for sixth grade focused on the personal narrative. The students enjoyed delving into the skill of telling their own stories. One important aspect of the writing workshop is celebrating their writing. Long gone are the days when the only person to read your work was the teacher. During these parties their classmates, teachers, administration, and even students in other grades are given the opportunity to participate in the process. Students today know the importance of writing for an audience and devour the chance to read others’ work. Celebrating our writing is done through publishing parties at the end of a writing unit.

Publishing parties build a sense of community, allowing teachers to throw open the doors and invite others to join the celebration. Learning Center Support Teacher, Wendy Quick says, “Students learn a lot from reading each other’s papers. They may get ideas from their peers, but also they learn more about each other on a personal level. I look forward to attending these parties for these same reasons.” It’s also a fun opportunity for teachers to connect with their students who have moved on. Fifth grade teacher Renee Cheng brought her class to a sixth grade party. She says, “As a teacher who had previously taught some of the sixth graders it was so rewarding to see how they had grown as writers and added an extra dimension to the celebration.”

Students also welcome having an authentic audience for their work. Editing, usually students’ least favorite aspect of writing, takes on greater importance when the piece will be displayed to the community. Sixth grade teacher Ninna Buurto says, “Publishing parties are ways to share your writing with others and feel proud of your writing.” Her classmate, Eduardo Carrizo, agrees, “By doing publishing parties, you know your piece is worth something.” In the future, we will continue to expand the audience for students’ work, hosting publishing parties at the end of a writing unit.

Here are some comments from teachers about this new co-teaching model:

“I have already benefitted so much from having a special education expert in my math classroom this year. It is invaluable as a teacher to have someone who can help you modify lessons to reach every learner.”

Rhonda Swaerkosz, Math Teacher

“I think that going to the classes and having the opportunity to see how the students behave and work in the group is very valuable. It has given me the opportunity to see how they work, and what they need to develop or reinforce, to be more involved in their learning process.”

Judy Pando, Learning Support Specialist
When I first started working at CNG a year and a half ago, I was of course, full of expectations and hopes about my career as a teacher. My mind was constantly drifting into different ideas on how to help my students feel motivated, help them enjoy their learning process and to make them aware of how important it is for all of us to contribute to building a better world. As you might know, when you start walking a new path in your life, you have to keep your eyes open and watch for any unexpected stones that can block your way or make you fall. Well, I have to say that instead of a path full of stones, I have found a stair full of little angels that have nourished my life, my career and have helped to build the best working environment you could ever dream about. The question now becomes, who is teaching who? Who is really building the pillars and values of our CNG community? Are we talking about a vertical power structure where the teacher is located at the top and the students below, as listeners and not very active participants? Or instead, are we talking about a horizontal power structure, where both students and teachers benefit from a mutual learning experience?

I believe that standing in front of a class, is a two-way learning experience, where teachers and students are at the same level. We all know things that the other does not. We all have something to teach and to learn. I could even argue that this horizontal power structure might not be as balanced or horizontal as we think. Most of the time, I believe we as teachers get more from students than what we give to them. I have found a couple of examples that represent how this two-way learning experience takes place at CNG and secondly, how the students are the ones who are constantly contributing to the future of our community.

1. When I’m having a bad day, I just let the students transmit all their happiness, joy, and energy to me. I look at their faces, focus on their smiles, and laugh with them. I notice that they always make me laugh with their spontaneity, especially when I least expect it and when I most need it. That is the best medicine for a bad day.

2. I never underestimate my students. They are not only SMART, but they know us better than we think. This means that I can always learn something from them. If there is something that I have to improve, they know what it is and they will have advice for me. I listen to their suggestions and comments, take them seriously, and let them know that their feedback is important. It is generally always for the better.

3. My mother says that “el que enseña aprende dos veces” (the one who teaches learns double or twice) and she is right! She is not only referring to the act of repeating truths so many times that you can actually say them backwards without trouble. What my mother means is that whatever it is that you are teaching, you are not an expert, and sometimes we can’t answer some of the questions that our students have. They have amazing minds that think deeply and they can come up with the weirdest, yet, very relevant questions that I haven’t thought about before. This is the time when I run desperately and start checking books, the Internet or asking my colleagues. This is a way that helps me prepare to myself for future occasions and learn new things every day. Each time I think I know the answer, I’m also prepared to keep learning new things from my students.

4. Nobody makes me feel as proud of my practice as they do. All my effort and dedication is nothing compared to theirs. Their reach extends to unimaginable places and they are way younger than any of us. You should see my face when I realize that my students are studying extra lessons outside the classroom and they come up with a word that we haven’t studied before. Those “small” things end up being tremendously meaningful, and they are meaningful not only because they show their effort, but because those are the first steps for them to be leaders.

The four points argued above are just a quick glance at what you can experience as a teacher. If you haven’t considered becoming one, give it a try! I did and here I am, writing this article and telling you how happy and proud my students make me feel. They, in the end, are the ones who choose you, the ones who push teachers, administrators, and the CNG community in general to keep improving. They are the reason for us to be here.
If you haven’t taken the time to attend a CNG Fine Arts event recently, you have missed out on a great opportunity to see our students excel. From the All-school Musical to the elementary Music Showcase, the primary school Earth Art display to the AP Art exhibitions, the high school theatre production to a band benefit concert at the Hamburgueseria, a presentation by The Little Singers to the concerts and activities during Arts Week, the Fine Arts are alive and flourishing at CNG.

The Fine Arts faculty consists of highly educated, dedicated, and talented teachers who work diligently to create programs of excellence for their students. These programs provide a venue for giving the students a voice for their opinions and beliefs—exploring creativity, individuality, and empathy. Recently, the Fine Arts Department has been working hard to align curriculum with the newly adopted US National Standards and benchmarks, and as a result our programs have become more rigorous and engaging.

Positive changes in CNG Fine Arts are not limited to our curriculum, but are also happening in the physical space. Recently the drama department reclaimed the theatre bodega and a dead-file room, which were transformed into better storage for costumes, props, and set pieces. New Mac computers were added to the existing computers in the high school drama and film classroom, providing the students with the essential tools needed to create quality projects, and an art gallery in the theatre foyer and more storage space for the high school art classes are in the works.

As we strive as a community to build a better CNG, the Fine Arts cannot be neglected. According to recent research they play a major role in student success. A 2009 study, conducted through Johns Hopkins University by Hardiman, Magsmen, McKhann, and Eiler, determined that arts education:

“...can improve students’ learning and academic experiences, resulting in demonstrably positive outcomes that include deeper engagement in subject matter and better retention of content; greater emotional involvement in the learning process, and deeper social awareness; and the ability to apply principles across disciplines.”

In addition, according to a 2010 study conducted in the Missouri School Districts, Leslie Scheuler stated that exposure to Fine Arts education “significantly related to higher standardized test scores, higher attendance and graduation rates, and lower disciplinary rates for serious student infractions.”

Through participation in the visual and performing arts our students develop self-discipline, self-reliance, self-reflection, cultural awareness, and social understanding. When asked the question, “What benefits have you gained from your Fine Arts courses at CNG?” CNG senior Nicolas Acosta responded:

“The Fine Arts don’t only develop new abilities, but develop character. I personally see the Arts, if not 100%, at 99% of my persona. Having contact with any type of Art nurtures your mind and soul. It’s not a way to spare time, rather, it’s a space to interact with yourself and let go. It’s the space to express yourself and become someone unique.”

Unfortunately, not enough of our students are taking advantage of the opportunities they are provided to participate in the Fine Arts Programs offered at CNG. Parents, counselors, and teachers should be encouraging participation in both the performing and visual arts since participation in the CNG Fine Arts program helps improve the overall educational success of our students and supports our Dream 2020 Community to dream with their eyes wide open.

References:


By: Kate Oliverson
MS/HS Drama & Fine Arts Coordinator, Teacher

excelling through the fine arts
eyes wide open

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With the empowering of students by the digital media and the immense benefits it brings, the need for establishing a real awareness of its dangers, if wrongly used, is of vital importance in the raising of responsible Digital Citizens here at CNG and in bettering our school climate overall.

In fact, in addition to our Character Development topics covered since the beginning of the year, we invested several weeks in mid-October examining our Digital World. Our middle school Advocaries have addressed such topics as the issue of Digital Life, and the 24/7 social nature of the virtual media. Students also assessed how much time they spend with their media activities so that they can avoid the dangers of being over-digital. Students then worked on learning to leave a positive digital footprint. Students also distinguished good-natured teasing from cyberbullying and whether they would be bystanders or upstanders. At the end of October, we culminated with a superb Assembly on what it means to be a Digital Citizen and covered such themes as Digital Access, Digital Law, Digital Communication, and Digital Etiquette.

In short, we’ve closely examined what it means to be a Digital Citizen, with all the rights and responsibilities that come with being one. It was an incredibly valuable experience identifying how we educators and our students can improve in the effective and efficient use of technology, so that we can build an excellent digital character community together!

Digital ethics or etiquette could not be more relevant these days, as we are continuously faced with the digital media’s pros and cons. It’s vital to be digitally armored and have clear guidelines as to the “do’s” and the “don’ts” of technology use, or as Dr. Mike Ribble would put it, to have clear “electronic standards of conduct and procedure.”

We need to be able to handle with grace our digital dilemmas and grayish areas of our virtual world, where opinions on appropriate behavior vary widely. There’s a fine line and we need to be on the watch for it so that we all are not caught unaware and suddenly find ourselves “crossing the line” of inappropriate behavior. We also have to be aware of not becoming lone rangers. It is too easy to become self-absorbed in such a vast technological world that we isolate ourselves and become prey to those with the wrong intentions or to such negative effects as isolation, depression, or eye burns. Additionally, a good digital citizen should be thoughtful about engaging in the “...norms of appropriate, responsible behavior with regard to technology use” (Dr. Mike Ribble, Raising a Digital). Students and teachers need to be attentive and alert to the Web’s predators and, hence, be spared from the potential dangers and their dire consequences upon their lives and those of others. The challenge for users is to take hold of the digital wheel, and to steer one’s life in the right digital direction!

At the end of our digital citizenship journey, we believe that we have worked hard on instilling a more positive, constructive digital culture here at CNG. We will continue to accept our responsibility to provide a safer and more secure environment for our students, with the goal of decreasing the threats of cyberbullying and cheating, but also raising our learners and educators proficient use of technology and ultimately increasing the level of academic achievement in our esteemed school.

By: Gonzalo Hernández
Ethics and Character Coordinator

Professional development is one of the many ways that the Colegio Nueva Granada brings your children into 21st century learning environments. This year two science teachers were sent to the National Science Teachers Association (NSTA) Annual Conference in Portland, Oregon to explore more about the recently released Next Generation Science Standards (NGSS). These types of conferences are excellent learning environments for teachers as professionals as it not only allows us to attend sessions where we can be exposed to new topics in the area of science but also provides workshops, smaller seminars, insight to new materials (in the case of science both written and hands on) and also very importantly gives us the opportunity to mingle with other teachers to see how they are approaching introducing new 21st century science performance expectations into the classroom.

The Next Generation Science Standards were developed by the National Academy of Sciences, Achieve, The American Association for the Advancement of Science and the National Science Teachers Association. Their development began in 2007 and they were released this year. The standards have three dimensions: a practice (activities that scientists and engineers engage in to understand the world or solve problems), a disciplinary core idea (concepts in science and engineering that have broad importance within and across disciplines and are relevant to people’s lives) and a crosscutting concept (ideas that are not specific to any one subject area but cut across them all – cause and effect is an excellent example). Performance expectations describe what our students are expected to be able to do at completion of instruction at the different grade levels.

Currently the NSTA is developing professional development focused on helping teachers learn more about the new standards, understand more deeply the content and structure of the new standards and translate the standards into classroom practice. CNG science teachers will, I am sure, be attending these training opportunities in the future, and due to our early adoption of the new standards, perhaps will also be the trainers of some of these sessions. Our next big step as a science department at CNG is to study the new standards and performance expectations and translate these into benchmarks to use with our students. This includes refocusing the way we approach subject material so that it is more in tune with the framework provided by the NGSS.

CNG is on the cutting edge of a paradigm shift in science teaching and learning where students are more prepared than ever to go out into the real world and apply what they learn in school to their future careers. And that, after all, is what we endeavor to do in our schools. Professional development is going to help us to get there.

By: Nicolette Was
Middle School Science Teacher
People often ask me why did you move your whole family to Colombia and leave your home behind in Canada? My response is always that I love the culture and the opportunity that living overseas has provided my family. In the short time we’ve been here, our children have become fluent in Spanish and we have been welcomed with open arms into a beautiful culture. Colombia is the fourth overseas country I’ve lived in, after France, Paraguay and Thailand. We are here, not because we don’t love our home country of Canada, but because we cherish the opportunity to become immersed in other cultures. This experience does not come without its bumps in the road. We miss family and friends and sometimes, it’s hard to appreciate the philosophical differences, but a sense of humor and willingness to be open to the differences and learn from them has given our family the opportunity to become molded by our host countries.

CNG is a bilingual, international school which follows an American curriculum. Inherent in these three characteristics are several cultural values and clashes. In any school environment, identity becomes an essential struggle that all students must endure and triumph over. This identity is fed by the various ponds from which our students feed over the course of their education. From their peer group and family to their teachers they have and the events they take part in, every day is a molding experience for our students. As a counselor, I regularly hear from students who feel victim to judgments others make about their identities. This can result in misunderstandings, hurt feelings and identity crisis, but it can also create the opportunity to foster a rich mosaic and profound cultural understanding for our students. As a counselor, I regularly hear from students who feel victim to judgments others make about their identities. The challenge comes in helping students feel proud of their individuality when faced with hurtful remarks and actions, while encouraging them to contribute to the CNG mosaic. It is in the clash of cultures that we all learn more about ourselves and others if given the time to reflect.

When dining with some Colombian friends the other day, they asked me what the difference is between Canadians and Americans. As I struggled to pinpoint our differences, I realized that we have melted into one culture in the face of living amidst others. I know there are differences, just as there are between Colombians and Argentinians. It goes beyond our spellings, just as there are between Colombians and French. This is what we are about - finding the best combinations and qualities of all the cultures around us and integrating and honoring the diversities in its population. How do we own this mantra and make diversity a piece of who every student is? It is important for all stakeholders to remind our students to open their hearts and homes to the opportunity an international school education is giving them. Stretch beyond the comfort zone and seek out and celebrate the richness diversity provides us with. CNG is working hard to integrate and honor the diversities in its population, but more can always be done to cross the cultural frontier. As my Nephew sang the CNG song to me while wearing his Colombian jersey beneath the mezuzah on our door, I knew we were in an amazing place because she can be all those things and more living in Colombia, attending CNG, as a global citizen with a Canadian passport.
Sometimes, what one sets out to do and focus on is not so obvious to others. Interested in seeing if this would be the case when it comes to our students’ observations about what we are working especially hard on in the Elementary School these days, I did some investigating. I gathered random groups of 3rd to 5th grade students, and conducted mini focus groups where I posed the same question: How is the Elementary School ‘Building a Better CNG,’ one student at a time? Although perspectives ranged some, to my delight, there was confluence in key themes that emerged, particularly in the areas of literacy, community building, and character development. Read on, for a sampling of student voices!

• The biggest change I see is in reading. I used to read without thinking. Now I realize that reading IS thinking! (My mouth gapped at this one!)

• I really like readers’ workshop. I have time to book shop and I feel like I am reading harder books but I understand them better.

• My teacher is teaching me HOW TO THINK, and how to predict and make connections, and how to ask myself questions while I read.

• I like how we are using the ipads and google docs…And learning how to make google presentations…

• I like doing projects. It’s where I learn most. It’s what I remember most.

• My teacher shows me her own writing and talks about books she is reading. This helps me see her in a different way and I really like this.

• I love writing realistic fiction – about things that happen and small moments where I get to stretch out my ideas to make the story better.

• I am a reader and I am a writer. That’s how I see myself now.

• I feel so much better at math. I do reflex math and I know my tables. I use different strategies to solve problems. I am way more confident with numbers.

• We talk more about learning. Our minds think a lot more. (Another ‘wow’ student statement!)

Character Development and Community Awareness:

• We work in partners and groups more. Everyone has their own topic, but together we share and help each other and learn more this way.

• At recess, there is more supervision and less accidents and hardly any bullies now... I think kids are more respectful.

• I like the bottle cap program and recycling. I feel like I can help and make a difference... I like that we are helping kids at the Hogar. I like that we are thinking about how our workers help us... I feel grateful.

• We talk more about learning. Our minds think a lot more. (Another ‘wow’ student statement!)

Well, there you have it: some Elementary students’ thoughts on what’s new and special, and how we are building a better CNG, one student at a time. Phew! They get it!!

Building a Better CNG
From Elementary Students’ Eyes

by: Julie Hunt
Elementary School Principal
When Jules Verne (1828-1905) wrote From the Earth to the Moon, in 1865, and 20,000 leagues under the Sea in 1870, he was writing “fantasy” or “science fiction”. Barely a century later, underwater feats and space travel no longer surprise anyone, but Verne’s books are now regarded as “visionary”.

When prodded to think about making C.N.G. the best possible school that it can be, I was reminded of these two books that I had read as a child in wonderment. There is no limit to our dreams and, most importantly, no matter how outlandish these dreams may be, there is always the possibility that, in a not so distant future, they may have become a solid reality.

Our first thought on the topic of a “school of excellence” is that it should become the best possible “learning community” that it can be. Parents, students, teachers, and administrators should all make a commitment to being “joyful lifelong learners”.

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Four very different, but exciting professional books read recently, agree on this particular point, but make distinct recommendations on how to do this. In my opinion, all four recommendations are necessary to produce the synergy that will actually take our school on how to do this. In my opinion, all four recommendations are necessary to produce the synergy that will actually take our school to the point of excellence that it wishes to reach.

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The school has already started its journey along the path of excellence. As members of this community, let us all put forward our best and most noble individual efforts, to transform our practices and make our school shine like the lighthouses that help vessels reach their ports safely after a memorable journey.
One of the challenges of a well-developed school counseling program is allowing for change. School counselors get trained in certain ways only to find that the new "best practice" is sometimes in conflict with the old "best practice." Those of us who were working before the new millennium were mostly trained in the tradition of the "3 Cs" of counseling, consultation and coordination. However, a crucial philosophical shift occurred in the last decade or so, which provided a comprehensive framework for school counseling programs and a way to insure that we are meeting the needs of all students.

The American School Counselors Association (ASCA) National Model, written by Dr. Trish Hatch and Dr. Judy Bowers, was published in 2009 and it had an immediate impact on the field of school counseling. This model provided the mechanism with which school counselors could design, coordinate, implement, manage, and evaluate their programs for students' success as well as answer the question, "How are students different as a result of counseling? This model also called for school counselors to contribute directly to student achievement in three core domains: Academic, Career, and Personal/Social, and to collect data to analyze effectiveness.

In subsequent years, a couple of ambitious international school counselors saw the need to tweak the ASCA model in order to incorporate the distinctive needs of international school students and with that, the International Model for School Counseling Programs was conceived by Brooke Fedler and Cheryl Brown in 2011. The International Model's key contributions are the addition of a fourth core domain, the Global Perspective Domain, which focuses on cross cultural interaction for international school students and the use of modified terms and language more familiar to international school counselors.

The International Model was an exciting contribution to our field and it has become the tool that the best international schools around the world have utilized to guide their counseling program's strategic and professional growth plans. Over the past couple of years, the CNG Counseling Department has been systematically altering the way we work with students, teachers, administration, and parents to become aligned with the International Model for School Counseling Programs. We have made great strides, having analyzed and reassessed all areas of our counseling program including foundation steps, responsive services, system support, guidance curriculum, program implementation, and accountability. Although the process of continuous improvement is ongoing and challenging, we are confident that our efforts are contributing to more comprehensive offerings and a more effective school counseling department -- well aligned with CNG's vision and mission.

The Proyecto Vida program continues to be a proactive and positive addition to the Elementary and Primary Schools. For the past 15 years, the CNG Elementary and Primary Schools have utilized a unique approach called "Proyecto Vida" to augment the efforts of faculty. Organized alongside the counselors and supported by the homeroom teachers, Proyecto Vida is staffed exclusively by CNG parent volunteers who visit each homeroom four to five times a year to give lessons on a variety of topics, which include raising self-esteem, bullying prevention, assertive communication, peer pressure, friendship skills, the benefits of a positive attitude, and other relevant themes. Lessons make use of role-playing, cooperative learning and lively discussions. In the end, the real power of Proyecto Vida is that students engage in learning of lessons, the very same themes that we work on all year, at school, from their parents or the parents of their peers. It is a great example of the strong parent-school partnership we value so much at CNG. For parents who are not available to volunteer with the program, all lessons are sent home beforehand so that they can be read and discussed as a family.

At this time, there are approximately 50 Proyecto Vida volunteers, generally giving their time in support of this program. Besides actually teaching the content in homerooms, a number of volunteers, behind the scenes, work hard to support other aspects that are crucial to the success of the program including organizing the materials for each lesson, translating lessons, creating bulletin boards, training the volunteer parents, sending communications, writing and answering emails, and planning future directions and improvements.

In communications with Lillian Kasson, a long-standing Proyecto Vida volunteer and current Elementary School liaison, she mentioned that she has noticed a greater support for the program in recent years and has seen an upswing in parent volunteers and in teachers reinforcing the messages of the lessons. More volunteers have resulted in increased dedication to special initiatives such as the lost and found; the respect for privacy campaign, and the bullying prevention/active witness campaign.

The Proyecto Vida program continues to be a proactive and positive addition to the Elementary and Primary Schools. In a very real way, it helps support a key part of our school vision in "developing character for leadership and service in the world of today and tomorrow." When children see parents and school reinforcing similar themes about getting along, respect, kindness, and the good friend, the messages are all the more powerful. We are more grateful and encourage your involvement. PV can always use more volunteers! Please send an email to proyectovida@cng.edu to see how you can support its effort throughout the year.

References


Big expenditure brings big expectations. As elementary gets more iPads we focus our attention on the Application of Apps.

“Technology needs to provide us with a low floor (an easy way to get started) and a high ceiling (lots of possibilities for taking things even further). There also needs to be wide walls, so that projects can be extended into other domains...” - Mitch Resnick

The App landscape for the iPad can be overwhelming but in elementary we are quickly learning how to differentiate between content apps that may be used for a short time, like a book being checked out from the library, and production apps that become tools we use throughout the year for students to produce their own multimedia. Explain Everything, a wipe board screen casting app, fits our criteria.

Mr. Gahringer’s fifth graders piloted its use during their study of circuits. Students documented their learning by photographing their circuits they created with batteries, wires, bulbs, motors, and switches. They then photographed their schematic drawings from their wipe boards and their research notes. The images easily imported into Explain Everything slides and students began recording their multimedia presentations that they then shared with their peers for review.

Coincidentally, a week earlier I “attended” StemX, a free online education conference that has no physical location. Presenters and attendees meet on Blackboard and interact, similar to how they would at a traditional education conference, only here the participants are scattered around the world. Reshan Richards, the creator of Explain Everything, presented on his app. I was able to ask him a few questions.

I learned the intention of creating the app was for highlighting process, to make thinking visible, and provide a foundation for reflection and revision. Students’ thinking can be captured without the teacher having to be present which means that certain students, maybe shy in front of the group, or not apt to record all of their thoughts on paper, can work and perform at their own pace in a tactile, visual, and auditory format.

Intuitive and social learning took over. After a brief introduction to the app, students mostly discovered and taught each other how the app functions, similar to the cooperative learning shown in Sugata Mitra’s “Hole in the Wall” (see his TED Talk) where students with no computer training were able to learn and teach each other without adults. Students quickly manipulated the arrows, text, zoom, laser pointer, and then recorded multiple versions until satisfied. But the most thrilling observation was seeing students who don’t share as enthusiastically as others create flawless oral presentations. The inner perfectionist revealed in each student. Their videos uploaded easily to Google Drive for peer review and teacher assessment.

Pencil, paper, wipe boards, and markers, and most importantly our hands and brains were all put to use. Traditional technologies were still present, but Explain Everything and one powerful mini-media production studio, or iPad, helped us transform our learning to a new form and level. Not only did students have to organize their thinking into written research notes, but they had to visually organize slides, logically order their presentation, and work on verbal delivery. By putting their work up for peer review they used each others’ critical judgement before it ever reached final review.

The Applications for Explain Everything are limitless. Teachers can flip their classrooms by sending the lecture home for homework and doing the homework as classwork where students have access to the teacher. Or students could do something as simple as photograph their text, record their reading and thinking, annotate it, and share it with anyone, anywhere. It only takes a few minutes to learn and it is APPLICable to just about any content, any subject. Explain Everything gets added to our toolbox for building a better CNG.
In twenty-first century classrooms students are producers of knowledge, not just consumers,” says Rachel Kreibich a third-grade teacher at CNG. “With the advent of technology in the classroom, they are embracing new opportunities to learn and to take ownership of their learning experience.”

The teachers have patiently and enthusiastically solved the many technical issues involved in bringing technology into CNG, limited equipment, a sometimes slow WiFi connection, Internet sites such as Wiki Spaces and Google Docs that are not fully compatible with the iPads and students not yet understanding the importance of memorizing their logins and passwords. The Internet browser, Puffin has also helped a lot because it allows the students to work with Wiki Spaces and Google Apps as if they were on a desktop computer.

Third grade teacher Rose Van Grinsven’s students have taken a different direction with the use of technology for their Space units. They are using the results of their inquiry to create e-books which will include stop-motion animation. They are using iPad apps called Book Creator and Stop Motion. The Book Creator app allows the students to bring audio, photos, and videos into their books to create relevant and visual artifacts of their research. Stop Motion will be used to model their planetary bodies moving through space. These animations will be added into the e-books to illustrate their learning. These books will then be available for primary students by placing them in our iPad e-book collection in Apple iBooks.

As you can see, our third-grade classrooms are building a better CNG by embracing 21st-century learning and enjoying the challenges and adventures of utilizing technology in the classroom. Stay tuned for more stories of exciting technology integration in the future...

Jiho Park and his participation in Math Olympics continue to be a winning combination. In the Primary Math Olympics this year there were ninety-six schools competing and four thousand nine hundred sixty-four students. Jiho finished in first place for the CNG team after the first three classifying rounds and went on to place fourth individually in Colombia. Jiho accepted his medal and prizes at the National Math Olympics Awards ceremony on Saturday, October 19. He proudly moved down the line at the awards table shaking the hands of both Universidad Antonio Nariño’s department heads of math and physics, then the president of Colombia’s Math Olympics and the president of the university.

Students at CNG have been competing in Math Olympics since 1984. That year the first CNG student placed individually in the national Primary competition. Jiho carries on a long and proud tradition.
CNG is the school that has offered a warm home and comfort zone to all of its members for 75 years. It has contributed to students’ lives like no other educational institution has ever done. I was asked to answer the following three questions for my Writers Workshop class to write an essay, and to answer them all in my essay. The questions were: How would I build a better CNG? How does the Elementary School Writer’s Workshop (that I’m currently in) contribute to building a better CNG? and How do I as a student contribute to making a better CNG community? I have made my goal to answer these three questions in the best way possible and, at the same time, showing my own personal opinion and thoughts.

How I would build a better CNG would be by allowing students to have the resources that they use during school hours and have the chance to use them after school for work like research or finishing assignments. For example, having the use of the library (which in my opinion is the most important place in the school) after school hours. I know you are allowed to do this in High School and Middle School but it should be available in Primary and Elementary too.

Another way that I would build a better CNG would be by making the school more handicap-friendly. Every day the Infirmary has a very wide range of students coming in because of accidents and if they turned out to break a leg or a body part that made them handicapped, how are they going to get around? The school has a lot of stairs that lead to key points that the students use almost every day and, if they have a problem, well they are in trouble. Therefore, the school should change this. The final way in which I should build a better CNG would be by demanding a certain number of books they should read by the end of a certain length of time. The school says to the students that they should do this but they don’t give any consequence. For example they should lower their reading level. This would help the student realize the importance of reading. Another way I would apply this would be by the teacher giving the student extra reading assignments so he or she would get comfortable by reading and finally by giving him or her personal lessons to improve his fluency.

How does the Elementary School Writer’s Workshop contribute to building a better CNG? In my opinion it contributes because it helps kids that are excited about writing get an extra class that will expand their knowledge. For example, they would have a teacher that specializes in this subject that can concentrate in the student helping him/her correct every mistake making him/her an expert in writing. Another example of how it contributes is that, when it helps students it also helps in class time because those students are learning more and when they get to class the teacher will be surprised of their knowledge.

How do I as a student contribute to making a better CNG? In my opinion I contribute to building a better CNG by being a good student and getting good scores on the MAP and Stanford tests to improve the school. I also help by being in the Student Council and supporting the school with ideas. For example, last year when I was in STUCO we came up with a bottle cap collecting competition to help children in need. I also contribute to making CNG a better school by studying and being a better person and also by being active during competitions with other schools.

As you can see I have answered these questions in the most honest way and with my own thoughts and opinions and by giving ideas on how to improve the school.
Improving CNG through improving our friendships
by William Seward
PS/ES Associate Principal

Developing character to provide leadership and service in the world is something we take pretty seriously here at CNG. In fact, it’s one of the tenets of our mission statement and, as one of the founders we will be launching a new school-wide character education program later this year. Suffice it to say, developing our students’ character is important to us. And in the Primary School this is reflected in our ongoing efforts to teach and model to our students what it means to be a good friend who treats others the way he/she wants to be treated. We are always looking for new ways to teach new conceptions that will help our students in this lifelong endeavor.

In October, both the PS and the ES welcomed fellow students from our sister school, Colegio Fundación Nueva Granada. This in itself was nothing new. Students from both schools have had a program of classroom visits for a number of years. This year, however, we decided to “turn up the volume,” as the principal confesses would say. We created a system whereby students will be in the same group from K4 through fifth grade. Using the House system, we assigned all students at CNG and the CFNG to a group based on their House membership. As students progress from year to year, they will remain in the same House. And therefore, the same CNG-CFNG group.

With this system, students from CNG and CFNG will have the opportunity to build relationships with each other over the course of their primary and elementary school years.

In October, when students from the CFNG came over for a visit, we had CNG students in groups by Houses and did the same for the CFNG students. CNG Ospreys cheered and welcomed the CFNG Ospreys into the group. CNG Hawks yelled and chanted as the CFNG Hawks joined the group, and so on until all students from both schools were in a House group.

Teachers facilitated brief morning get-to-know-you activities so students from both schools would begin to see the larger group as a team. Then, it was a couple hours of team oriented outdoor activities that the PS students. Teams worked together to carry a ball on a parachute from one end of the field to the other. They built relay races which really put the emphasis on working as a team. The PS and the ES students from both schools would begin to see the larger group as a team. Then, it was a couple hours of team oriented outdoor activities which really put the emphasis on working as a team. They developed relationships, and in the process of doing so, they created the opportunity to work for change together.

Character can be taught and reinforced in many ways. Direct instruction is one way. Allowing children the opportunity to interact and work with other children that both share similarities and differences with them is another. When we expanded the understanding of the world around them, our students learn to appreciate what their roles are and the roles other play in the world. They learn to respect the differences of others. They develop relationships, and in doing so, they create the opportunity to work for change together.

Every year we welcome new families from around the world into our classroom communities. These students bring with them amazing experiences and world visions that enrich our community. It also presents us with certain challenges that traditional schools do not face. How do we educators and parents welcome these children into an established circle of friendships and families? How do we help them build the relationships and friendships that are so crucial to a child’s social and emotional development? How do we begin to establish the bonds that won’t just stretch over the years, but also around the globe?

In Primary School we address these questions in a unique and inspiring way by throwing them a party. Each year our classes are encouraged to hold an integration event. It can be a breakfast held at school, a picnic at a park, or a gathering at a family’s finca. The point of these activities is simple: to build friendships among children, parents, and teachers. During my time at CNG I have found the integration events are a wonderful opportunity for my students and their families to get to know one another.

This year my class is bursting with diversity. In addition to kids from Colombia, I am also teaching students from Korea, China, Spain, and the United States. Thankfully, I also have a group of dedicated parents who whipped up a fantastic plan for our integration day. Right after CNG’s half-day Halloween Celebration, we traveled to a finca near Bogota. With its rolling green hills, clear skies, and fresh breezes it afforded the perfect venue for our integration day. Once there the children ran around in their costumes. A storm trooper made tea and cakes with Spider Man while witches and Wonder Woman swung from the tree swing. As parents watched their children play, they traded stories about all the where places they had lived and all the things they had seen. After eating pounds of candy corn, drinking gallons of Kool Aid and lemonade, and indulging in a traditional Colombian BBQ, all of the children gathered around the campfire to make S’mores. For many of my first graders, this was a first-time experience. The children loved roasting the marshmallows, while the parents showed them how to build the sweet, sticky sandwich with chocolate and graham crackers.

How could you top a day like this? Well, on Monday the students came to school bursting with stories of the amazing experiences their classmates told their partners what their favorite part of the day was. In writer’s workshop students wrote small moments about their experiences. Matias wrote about the finca, but said it was worth the wait. Katelyn shared how at first she was scared to go on the tree swing, but once she tried it she found that she was really good at it. Our integration day was not just a party; it was a chance for my students and their families to build new friendships, to discover commonalities, and to learn new things about themselves.

Well you came and opened me
And now there’s so much more I see
And so by the way I thank you
“That's What Friends Are For”
by Dianne Warwick

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Building a Better CNG?  Yes, here at the primary school, we are always trying to build a better CNG and this year is no exception.

The 2013-14 school year started with a large investment in technology for the Primary School. Approximately one hundred twenty iPads and two sets of primary level robots were purchased. As the PS/ES Technology Integration Coach, it has been an exciting first trimester introducing these new learning tools to teachers and seeing them gradually making their way into the primary classrooms.

One of the first daring teachers to bring a class set of iPads into her classroom was Juanita Martinez, a K5 teacher. “Our kids have been privileged with the use of iPads in the classroom,” says Ms. Juanita. “I don’t know what the magic is, but there is magic in technology. The movement, colors, sounds, they all combine to help the kids develop their thinking and logic skills” Juanita shared that with the iPads the students are able to work on ABC order using an app called, “Word Wizard”. This phonics app allows students to write their high frequency words and hear their pronunciation as they build the words. It’s a great tool for working with word families and for helping students sound out words during independent reading. Another app the students used was called, “Clicker Sentences”. Using this tool, students are easily able to write a variety of sentences using the week’s sight words. The students soon discovered the ability to use the camera within the app and enjoyed adding photos to their work to represent words in their sentences. “The children feel encouraged and empowered in writing their sentences. I truly believe we are creating great writers in our primary school” Juanita added.

Almost all of the K5 classes have now had the iPads in their classrooms. K5 teacher Veraliz Barbanza had this to say about using the iPads, “I believe iPads are a great teaching resource... children enjoy learning the proper way to use an I-Pad and its apps. Children get to practice needed lessons in a fun way and learn about the world of technology! We want to provide just enough education, so children have access to excellent technology that prepares them for the future and teaches them responsibility to use it well” The children are really enjoying the chance to use a different tool to practice and learn their reading and writing. This is what some of the kindergarteners in Verita’s class had to say about using the iPads:

- “I-pads help us practice how to write letters correctly!” says Jorge.
- “I like to play with I-pads and practice alphabet letters. I like to write my name!” says Sebastian.
- “And finally Sienna states, “I can show Verita my work by saving it in the flower icon.”

Grade Two has been exploring the use of the iPads, too. The students have been having fun learning to use the Camera App through a lesson called, Camera Safari. The camera is a big part of using the iPad and the ability to take well framed and focused pictures adds a personal dimension to the work the students will produce using apps such as Explain Everything and Book Creator.

When deciding on apps to use in our classrooms, we strive to choose ones that are open ended, yet closely linked to our curriculum. So far these include Book Creator, Clicker Sentences, Clicker Doci, Word Wizard, Word Wizard Spanish, Writing Wizard, Explain Everything, GeoBoard, Numberkiz Pro, WavePad, Puffin Web Browser and iMovie. Other apps for more directed learning include Kids Learn Sight Words 1-300 and a variety of interactive books including the Millie the Dog series and My Beastly ABCs.

In addition to supporting learning in classrooms via iPads, we have also introduced a set of new primary school robots, as well. These robots resemble little bumble bees and are called BeeBots. The students use forward, backward, right and left buttons on the top of the robot to program the robots’ movements in order to take measurements and solve equations. The robots are excellent for developing problem solving and step-by-step thinking in our students. And even our K4 students have used our new BeeBots to practice their counting and numeral-object correspondence skills.

Miss Kenna Rammer’s first graders thought using the BeeBots was both fun and easy to do. First grader Emilio, from Ms. Kenna’s classroom, stated, “I like the robot when it made me think hard about getting it to the equation I wanted. I had to count how many steps and how many turns to get to the equation.” Kenna commented, “I love using the BeeBots, because it’s a challenging skill and when the students work with a partner it becomes much easier. Instead of just thinking about how to control the robot, they get to use someone else’s ideas of how to control the robot and how get to one place. Also, they have to make a lot of compromises and decisions while working together, which is an important skill to learn for first graders” Grade two is looking forward to using the Beebots later in the school year; when they study cardinal directions.

When iPads first came on the market, The Children’s Technology Review stated that they were the “perfect storm for early childhood age children”; allowing for creativity, innovation and play. Our experience so far agrees with them. Combined with the BeeBots, we are building a better CNG through technologies especially suited to our youngest learners. It has been a very exciting fall for the primary school.
Los programas como Talentos, que promueve el Colegio Nueva Granada, definitivamente lo convierten en una institución que crece día a día en su afán por mejorar. He sido participante de este programa como profesora de arte desde hace nueve años, y no me canso de admirar los grandes logros de los alumnos de Argelia y Atalayas, quienes vienen todos los Sábados, a ampliar sus horizontes. La mejor forma de entender lo que esta oportunidad significa para ellos, es desde sus propias palabras.

Estas son algunas de sus introspecciones:

• Aquí en el CNG, puedo expresar muy bien mis sentimientos con pintura y enseñan cosas muy interesantes. (María Alejandra grado 7)
• Esta programa es muy importante para mí, porque me enseñan cosas nuevas y muy interesantes. La he pasado muy bien en las salidas, ya que a la mayoría de los lugares no había ido. Me gustaría que me tocara hasta 9º para aprender más y que no se acabe en noveno. (Adriana grado 8)
• Lo que más me ha gustado del Nueva Granada es que nos ha llevado a conocer los museos de arte. (Laura grado 7)
• El programa Alianza me parece muy chévere y divertido. Me gusta que puedo aprender cosas nuevas sobre el arte. Me gustan las clases porque aprendemos nuevas técnicas y a usar nuevos materiales y nuevos temas. También me gusta la actitud de la profesora, que es muy inspiradora. Me parecen interesantes las galerías donde vamos, porque he conocido diferentes tipos de arte y temas que yo desconocía. (Laura grado 7)
• Para mí Talentos es un lugar donde me puedo expresar y relajarme dibujando y inspirándome en los museos. (Angie, grado 8)
• El programa Talentos, me abre nuevas puertas, aprendiendo nuevas cosas. Me expreso libremente y me entrego, con nuevas galerías (Jessenia grado 7).

Sólo me resta invitar a toda la comunidad del CNG a participar de este programa, pues como ven a través de los testimonios de los niños, si se puede lograr un cambio positivo en nuestra juventud, con solo dar cuatro horas de su tiempo cualquier Sábado.
In the Department of Athletics and Co-Curricular Activities, as in every other department in the school, we have been challenged to Build a Better CNG. This is a tall order considering the incredibly high bar that has been set over the years, and for some it would seem impossible. When pondering where to begin, we looked to the MIGHTY ANDEAN CONDOR for inspiration.

In Andean mythology, the Condor is viewed as a symbol of power and health. It was associated with the sun and believed to be the ruler of the upper world. Through hard work, determination and prolonged success, CNG Athletics has grown to have a similar reputation. A constant presence on podiums and an overflowing trophy case are evidence of that. In order to maintain that status, we have set lofty goals and have the drive and determination to meet them.

This school year, coaches in every sport have begun data collection projects. We will use this data to measure the effectiveness of their practice, to identify key areas for improvement and to design a plan for the short, mid and long term. In this pursuit of continuous improvement we are already seeing early returns. In the following pages, you will see the successes that have been born of these labors, most notably the 3rd consecutive General Cup won by our student-athletes at this year’s High School Binational Games in Cartagena.

The example of the Condor’s majesty, as one investigates more deeply, can be linked to more than just the field of play. With wings that span up to 10 feet, the birds range throughout the Andes Mountains, Patagonia, and the coastal regions of western South America. Their habitats include high peaks, lowland deserts, and grassy plains. They may travel up to 150 miles a day in search of prey, which they locate primarily by sight (National Geographic). This is wonderful inspiration to our students as they embark on their Classroom Without Walls journeys, beginning as early as K4. These adventures progress further and higher each year.

Providing CNG students a Condor’s view of Colombia and Peru is an essential part of our educational process. This opportunity provides enduring understandings of the world they live in as well as memories that will last a lifetime. In order to make participation in this process as easy as possible for students and families, we have established a year-long process divided into four stages. First, we begin with the registration and payment step (which begins in May of the previous school year). We also offer multiple payment plans and options. Second is the logistical preparation stage, where curriculum is designed, groups are set, and all details pertaining to travel are finalized. Third, is the actual trip itself. The final stage is for reflection, data analysis and goal setting for the next year. Just as the Condor embarks on a journey each day, our cycle is renewed with the knowledge of past experience and the determination to do even better in our next attempt.

Although Athletics and CWW take our students off campus on a regular basis, the challenge of building a better CNG through the Department of Athletics and Co-Curricular Activities is also met on campus. During the day with the House Program and after school in Condor Activities, we have continued to expand our programs, offering more activities, hiring top quality instructors, and surveying the community to ensure that we are meeting the students’ interests and needs. If we are to match the standards of the Condor, and be known as a symbol of power, health and liberty, we must ensure that students are exposed to and educated in the values, skills and habits that are proven to lead to success.

It is said that the Incas believed Condors to be immortal. One popular legend tells that when a Condor starts to feel old, it will launch into flight from one of the highest peaks and then simply fold its wings and dropping to its death on the rocky cliffs, only to be reborn again. Another ancient myth tells of the Condor daily lifting the sun into the sky, and returning it safely to a sacred lake each night. Part of building a better CNG certainly entails ensuring that our graduates are prepared to outlast the rapid changes the world throws our way; sore high when needed, handle the heat from the proverbial sun when in high pressure situations, and be prepared to be born again when a line of business has reached its end. The Great Condor is not only the symbol of our success on the playing field, but an example for us to follow on the continuous journey of Building a Better CNG.
As part of the Continuous Improvement Plan, we have been working with our providers to offer our students competitive programs which allow them to have real life changing experience. Classroom without walls brings the best of both worlds, formal classroom education and experiential education, promoting learning, social and cultural awareness, environmental awareness and positive youth development.

Every year, students participate in a survey that allows us to see the growth in these areas. Elementary, Middle School and High School students are queried after each CWI trip. This year, in High School with the help of the HS Counseling Department, our provider Zambo (Off bound Adventures) implemented a Pre-Trip Survey, four weeks prior to departure, which allowed us to see the growth after each experience.

Elementary School general results

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Middle School general results

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High School general results

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Elementary School students were measured in four areas (Affinity for Exploration, Team Work, Environmental Awareness and Enriched learning). In general, students were impacted positively during their ES CWI Experience, showing higher results in affinity for exploration. Three hundred and forty-eight students answered the survey, of those students 123 were the 3rd grade students (Guatavita), 124 were 4th grade students (Cachipay), and 101 ere 5th grade students (Villa de Leyva).

In Middle School, eight areas (Teamwork, Perceived Competence, Peer Relationship, Empathy, Internal Locus of Control, Social & Cultural Awareness, Environmental Awareness and Enriched Learning) were measured and all reflected high positive achievement. The area with the highest growth was Social & Cultural Awareness. In Middle School 333 students, participated in the survey, 113 were 6th Graders (Zona Cafetera), 102 were 7th Graders (Santander) and 116 were 8th graders (Golfo de Morrosquillo).

In High School, seven areas were measured (Team Work, Affinity for Exploration, Social and Cultural Awareness, Environmental Awareness, Perceived Competence, Enriched Learning and Peer Relationship). All areas were positively impacted after the CWI Experience. The highest growth was evidenced in Affinity for Exploration. In High School 269 students participated in the survey, 105 were 9th graders (Amazon), 86 were 10th graders (Ciudad Perdida) and 78 were 11th Graders (Peru).
This year, the 9th grade class will be going to the Amazon for their Classroom Without Walls trip. In Colombia, water sanitation is a major issue, especially in rural areas. The Cocama community of the Amazon are sadly one of the many victims of this issue. Since water quality and sanitation services are inadequate, they have no clean potable water to drink from, generating an unending cycle of disease and sometimes death.

However, with the school’s principle of building a better community of leaders through academic and social engagement, we have come up with a band-aid solution for the issue that will begin in the Amazon. Our goal is to purchase, through transparent fund-raising means, sixty Lifestraw Family, which are point of use water filters that convert contaminated water into clean and safe drinking water on the spot. Each Lifestraw Family has the capacity to filter a total of 18,000 liters of water, for example river water, which is enough for a family of five for three years. The project and effect will be self-sustainable since we will change a life, a community, a country, and build a better CNG in the long term. Above, to the left, is water from the tap in Mesitas del Colegio, and to the right is the same water filtered and cleaned by Lifestraw.

Any donation will make a big difference and the project will eventually grow. For now, we will be impacting the lives of 330 people of the Amazon; but later on, we want to take a more significant approach and expand beyond the Amazonian boundaries, turning the project into something all CNG grade levels will do in different parts of Colombia.

The project’s self-sustainable advantage will save the Cocama the money they usually spend on water over three years, letting them save money for another Lifestraw in the future ($120,000 COP). The money that they save thanks to having Lifestraw can be used for their benefit, for instance in education. Many lives will be saved and improved, and they will have more opportunities thanks to the advancement this will bring.

Everyone has the right to clean drinking water, so why not help? In the future, this will be an ideal solution not only for communities without access to it but also for helping develop water infrastructure and access in Colombia as a whole. By greatly impacting up lives, this sustainable project will reduce poverty, life quality, and inequality in Colombia. All we need now is your help and support to make this possible.

global impact starts with you and Lifestraw. help spread the word.

lifestraw
changing the world since 1996

by: Mariana Villa’14
High School Student
Condor Activities provide a platform for developing learning skills vital to the 21st century learner. These encompass creativity, innovation, critical thinking, problem solving, communication, and collaboration.

Condor Activities have a variety of options that contribute to the fulfillment of our school’s mission. Students can discover their skills and develop their talents in areas such as art, dance, languages, music, sports, science and technology. Our programs contribute to educating our students within a perspective to be global citizens and leaders in the world of today.

In the pages that follow, you will find testimonies of parents and instructors that are evidence of how Condor Activities contributes to build a better CNG.

By: Solita Barón, Director

My husband and I are both educators and are very much aware of the importance of academic growth in a child. However, equally important is the need for our youth to pursue other interests. These are the activities that allow them to work in teams, to challenge themselves personally, to develop discipline and are the activities that may well end up being their hobbies and recreational opportunities as adults and later when they are retired.

My daughter has been participating in many different Condor Activities and sports since K5. She has played ping pong and football and basketball. She has danced, she has played voice, sings in the choir, and has been part of a musical ensemble. She has participated in school plays here since she was 3 years old. She is in Writers’ Workshop and Chess. Some of these activities she has been taking continuously over the years and others she had a taste and decided they were not perhaps where her interests lie. But that is the spirit of Condor, giving our children the chance to find out more about themselves, what they like to do, what they love to do, where they are talented and where they need to push themselves more.

Our experience as a family has been wonderful watching our daughter struggle to organize her time to practice her violin while keeping up with her school work, having her come home excited about her latest chess move, watching her progress as a writer and get up in front of hundreds of people from other schools to play her violin. She has worked hard to be a better sportsman and a good sport. Condor has allowed her to grow as a person and added color to her life. I highly recommend that all families take advantage of the diverse opportunities CNG offers in the Condor Activities program.

By: Solita Barón, Director

Condor Activities have been a great compliment to the school work for our children, María and José Miguel. Since K5, both of them have enrolled in multiple after-school classes, some of them being carpentry, jewelry, robotics, Lego motion, chess, mandarin, airplane building, cooking, scrapbooking, calligraphy, guitar and violin.

Throughout this program our children have been able to develop new skill sets and identify their vocations. In addition, the Condor Activities classes have allowed them to make friends with children different from that of their classroom, including children from different grades.

We really appreciate this program for offering multiple fun and interesting opportunities for our children after school.

By: Español Ferrer Family

Our children, currently in 5th and 3rd grade, have participated in Condor Activities since Kinder 5. Our daughter has participated in many activities, ranging from roller skating and wall climbing to cartoon drawing, robotics, stop lego animation and scientific experiments. These settings have contributed to explore her passions, strengthen her self-esteem, develop her creativity, and give her a strong sense of the career she wants to pursue in the future.

Our son, on the other hand, has benefitted immensely by his involvement in Karate, which has clearly contributed to improve his weaknesses. Karate has helped him become more disciplined, focused, and challenged, as each semester he “graduates” to a next level, giving him a sense of accomplishment and motivation to continue.

CNG Condor Activities has provided our children the very unique opportunity to explore a diversity of sports and activities beyond the classroom and academic settings, which to us, is vital for a holistic education that will help them develop the skills they require to embrace 21st century challenges.

By: Largacha Family

Condor Activities is a fantastic program that expands the integral education that our children receive at CNG. The quality of the activities and the commitment and passion of the teachers and the managing team is exceptional. We love to see our children happy, enjoying what they do and learning at the same time, while having the option to choose among a wide range of activities accordingly to their interests.

We are very thankful for Condor Activities, and with CNG for supporting this fabulous program. It will be difficult for us to find a program like this one in other international school.

By: Palacios Ferrer Family
Building a better CNG

Siguiendo la misión del Colegio, Condor Activities busca fomentar una educación más integral. Gracias a esto los niños cuentan con una gran variedad de clases extracurriculares en las que pueden disfrutar de acuerdo a sus habilidades o preferencias.

Mi nombre es María Amparo Cala, soy una fuente convencida de la importancia que ha tenido el programa de Condor Activities en la educación y el desarrollo de mis tres hijos. Desde muy pequeños han podido aprovechar los innumerables beneficios de estas actividades y a través de los años he visto el enriquecimiento personal que cada uno de ellos ha conseguido. Un ejemplo es el caso de mi hijo Lorenzo (9th) quien a través de las Artes Marciales (Karate) ha vivido una experiencia maravillosa. El nos ha demostrado que con su disciplina y perseverancia ha alcanzado el más alto nivel: ser Cinturón Negro. Hoy es ejemplo de vida para muchos niños y por supuesto para nosotros padres. Mi hija María Andrea (9th) es otro ejemplo de constancia y esfuerzo. Ella recibió muchas clases extracurriculares en las que aprendió, disfrutó y adquirió la disciplina que le ha permitido ya por varios años pertenecer al equipo de volleyball, uno de los equipos que más triunfos y satisfacciones nos ha dejado como comunidad y como familia.

Hoy siento que si desde pequeños nuestros hijos abren su mundo y potencian sus habilidades serán los adultos que necesitamos mañana. El CNG es sin duda la mejor elección que pudimos tomar al nacer. El CNG es sin duda la mejor elección que pudimos tomar al nacer. El CNG es sin duda la mejor elección que pudimos tomar al nacer. El CNG es sin duda la mejor elección que pudimos tomar al nacer.

Cómo apoya Science Experiments a construir un mejor colegio.

La clase de laboratorios es un experimento en el cual el ingrediente principal es la sorpresa. Todo ha sido diseñado para que niñas y niños experimenten el asombro, para que jueguen con elementos cuya principal característica es la de comportarse como no lo habían imaginado nunca, y que los deja perplejos y sensibles al misterio del universo que nos rodea.

Esa felicidad que les genera esa magia, ese asombro, ese inicio que las descubrimientos y sus alegrías como la física y la química y les da un espacio en donde se divierten, juegan y comparten sus descubrimientos y sus alegrías con estudiantes de otros cursos. Science Experiments les ofrece oportunidad de conocer un mundo desconocido que los hace crecer como personas.

Por: Carolina Ruiz, Coordinador de Experiencias

El Programa Suzuki: Sembrando la semilla de la música en nuestros niños.

A lo largo de más de seis años nuestros niños se han alimentado de esa hermosa experiencia que constituye la formación musical como instrumentista. Ha sido más de un lustro en el que hemos observado como un gran número de niñas y niños han sido nutridos con los sonidos de bellas melodías que salen de sus instrumentos como fruto de horas y horas de entrega, disciplina y dedicación. Los padres de estos niños han sido también contagiados de música pues la base del método Suzuki la constituye el triángulo de aprendizaje en el que el niño, el profesor y el padre de familia facilitan un aprendizaje efectivo.

Un método mundialmente reconocido, unos maravillosos docentes y una organización impecable han permitido que cientos de niños y niñas se hayan hecho partícipes de esta escuela de música. Tras estos años varios de ellos han sido reconocidos en sus logros obteniendo el diploma de graduación por libros establecido en el programa. Violinistas, pianistas, guitarristas, flautistas, trompetistas y clarinetistas constituyen el presente y el futuro de la vida musical de nuestro colegio.

En la actualidad 112 niñas y niños de todas las escuelas viven día a día la experiencia de formarse como músicos pero especialmente como grandes seres humanos. Como lo afirma el japonés Shinichi Suzuki, creador de este exitoso método: “La enseñanza de la música no es mi propósito principal. Desear formar a buenos ciudadanos, seres humanos nobles. Si un niño oye buena música, desde el día de su nacimiento, y aprende a tocarla él mismo, desarrolla su sensibilidad, disciplina y paciencia. Adquiere un corazón hermoso.”

Por: Rubén Sánchez
Coordinador Programa Suzuki, Condor Activities

The value of creativity in Condor Activities

Nowadays, creativity plays an important role in education. In Condor Activities we take that to heart, and it is why our art program has such amazing activities. We are focused on recognizing creative skills and behaviors in our students and ensuring children are engaged in developing their autonomy. We aim at unlocking the creativity within each child throughout different techniques found in all of our activities.

Por: Andrea García & Diana Sanabria, Art Teachers
The Binational Games is a sporting tradition that Colegio Nueva Granada has always fully participated in and this year was no exception. For 22 years, CNG student-athletes have prepared for and participated in the Binational Games, which were created with the purpose of building a healthy environment where fair play and friendship were the basis of competition. The most recent games took place in the city of Cartagena and our student-athletes honored and followed these principles and represented CNG with integrity and sportsmanship. The effort and dedication of our high school athletes paid off when CNG was awarded the General Cup for the XXII version of the High School Binational Games on November 16, 2013. Our third straight.

Sportsmanship, commitment, and determination are the necessary ingredients to achieve a successful outcome in any game. The student-athletes who participated in these games proved themselves worthy of winning the championship. “It was exciting to see the growth of the team throughout the whole tournament because of our dedication and commitment,” said Mariana Gonzales, a ninth grade basketball player.

- CNG was able to obtain the General Cup because of where our teams placed:
  - First Place: Girls’ Basketball and Girls’ Soccer
  - Second Place: Boys’ Volleyball
  - Third Place: Boys’ Basketball and Girls’ Volleyball
  - Seventh Place: Boys’ Soccer

Two student-athletes achieved recognition as Most Value Players of the tournament, each in their respective sport and category. Gabriela Maldonado for girls’ soccer and Eduardo Coron for boys’ volleyball. In addition, Maldonado also was recognized for being the highest scorer in girls’ soccer. CNG goals. Valerie Behar as Best goateender for allowing the least amount of goals. In addition, Natalia Vélez, was awarded Best Attacker in women’s volleyball.

CNG athletes gave their best and made their school and families proud. Hard work and determination have enabled this group of students-athletes to move forward and remain in search of new achievements in the Binational Games and beyond.

“The important thing in the Olympic Games is not to win, but to take part; the important thing in life is not triumph, but the struggle; the essential thing is not to have conquered but to have fought well.” Pierre de Coubertin, French pedagogue and founder of the Modern Olympic Games.
I look back in time, and most of my memories have to do with soccer, a sport I have practiced since first grade. From first to fifth grade our “competitions” were festivals in which we were all winners. Once or twice a year, a school hosted the festival and in one afternoon, we played about four games. That was when I played with the girls team.

But with the boys, it was different. I was the only girl playing in the boys team, and at that time I was the goalie. I loved playing with them because it was difficult. They were stronger and faster, but I craved the challenge. During those years, I suffered my first defeat and I felt it had been, in part, my fault. We reached the final of Copa Campestre, and at the last minute a free kick was conceded to the other team. At the age of 12, I was very short, and I saw as the ball went over the reach of my arms and to the goal. Nobody blamed me, but I blamed myself.

After fifth grade, I entered middle school: the big leagues in many ways. At that time I thought I was already a grown up, having my own locker, and a different teacher and room for each class. Apart from that, the girls soccer competition became real. I was now eligible to play in the ‘C’ team, and now, we could either win or lose: no more festivals. Also, I could now go to the Binational Games, but I could only play for the girls team. That year, they were going to be held in Pereira the week before Holy Week. My family had already made travel arrangements, and I couldn’t go to Pereira. At that time, I really did not care about my absence. I was more excited about my trip, and Binational was not a big deal. Yet.

The following year, COALBA (the school in Guajira) was hosting, and this time, I was able to go. After long, hot games, we reached the final. Our opponent was the Bolívar School from Cali, the toughest opponent in the competition. After a fierce match filled with opportunities for both sides, we won. It was my first Binational title. In eighth grade we beat the Columbus School from Medellín, in penalty kicks after drawing the final 1-1. In ninth grade we lost vs Bolívar, but got our revenge the next year in Pereira, and the following one in Medellín.

Now, at the beginning of October, only one month and a half away from my last Binational, I think back to sixth grade and the little importance I gave to Binational at that time. I regret not going. I regret having skipped one of the most amazing experiences ever. At that time I had no way of knowing what they would mean to me. I had no way of knowing that, five years later, I would wish I could have unlimited binational games. But things come to an end eventually, and this year, binational will too.

Eight months from now I will be graduating from school. The long, 14-year journey will end. For everybody out there: enjoy school and the opportunities it gives you. For the student-athletes out there: enjoy each and every binational games you attend. Give your best. Give your all. Train hard, and never give up. Winning Binational Games has been one of my happiest memories from school and soccer, and I really hope that, on November sixteenth, I can say I won my last Binational Games.

EDITOR’S NOTE: Andrea captained the undefeated CNG A Girls’ Soccer team to the 2013 Binational Championship. She was the tournament’s second leading scorer (9 goals in 5 games) and also accepted the Overall General Cup on behalf of CNG. She will graduate as one of the most decorated student-athletes in CNG history.
Physical Education classes are usually taken for granted. Although some think they are really important, the majority of people who enrol in P.E. electives do not do it because of their benefits, but because they are mandatory.

Cardio and Toning will change people’s perspective on what to expect in a P.E. class. The only requirements are a positive attitude and, most importantly, motivation.

We follow a rubric to have proper guidance and to challenge our physical capabilities. This class has proven to be one of the most challenging I have ever been in; as well as a good attitude, it calls for physical efforts you might not be aware of, which gives you a great opportunity to prove yourself what you are capable of. Being an athlete, when I finish my day with cardio and two hours of volleyball practice, my body is exhausted!

Cardio is covered by running 24 km per class; for toning, in some classes there are routines of push ups, legs or belly workouts.

Instructors play a key role in these types of classes. When you have a good instructor that motivates you and always pushes you for more, you can reach your goals more easily.

Personally, I really consider taking this course again next semester because I know I am working my way to a better body and to find out about my weaknesses and strengths.

by: Gabriela Pupo ’15 and Laura Rodríguez ’15
High School Students

ATHLETICS & CO-CURRICULAR ACTIVITIES

ATHLETICS
& CO-CURRICULAR ACTIVITIES

January 2014

Cardio and Toning

by: Marian Aristizabal ’15
High School Student

I am not an athletic person. I can tell you that much. At times, I even enjoy being that lazy version of myself who feels there is no real reason to do anything and there is no real need for me to worry about it either.

This year I took two other P.E classes before I looked back at the end of the semester and thought “Hey, I actually did something!” That third class was Cardio and Toning. By name, you might think “No, thanks! That sounds like a lot of work!” Being honest, I’ve said so myself, but what you might not know yet is the feeling you get while being in the class. It is pretty awesome!

In Cardio and Toning class you are expected to push yourself, as much as you like, which is a very rare quality that only a few classes ever share.

So if you find yourself trying to decide what P.E. class to take I strongly recommend this one, not only because it is a great workout, but because it is also surprisingly fun.

by: Marian Aristizabal ’15
High School Student

Toda mi vida yo he amado los deportes y las actividades que me pongan en buena condición física. Viendo de un colegio muy competitivo, nunca esperé encontrar algo similar al nivel al que venía entrenando toda mi vida.

La clase de Spinning & Conditioning me llamó mucha la atención porque iba a tener la oportunidad de hacer algo nuevo. Desde el momento que entré a la clase me di cuenta de que toda la gente estaba trabajando muy duro durante la hora y media de clase, dándole todo su esfuerzo para alcanzar cierta distancia.

Recuerdo que la primera vez que me dijo Ricardo, mi entrenador, cuan-
do lo conocí, fue que él quería ayudarnos a cumplir nuestras metas y trabajar con nosotros individualmente para lograr mejores condiciones físicas.

Mi grupo de Spinning trabaja muy duro, y siempre tenemos el apo-
yo de todos durante los días más difíciles para poder cumplir nues-
tras metas. Cada uno de nosotros tiene algo diferente que nos hace
competir para ser mejores, y yo pienso que ese apoyo del grupo y de
Ricardo ha hecho la clase más fácil para mí. Siento que todos somos
una gran familia al final del día.

Nunca pensé que me fuera a gustar tanto una clase como ésta; se
las recomiendo a todos porque de verdad sirve si haces todos los
ejercicios como son. La atmósfera en el salón es muy rica, porque
 tienes la música y las conversaciones que te empujan a ser un ma-
yor esfuerzo.

Mis expectativas de la clase fueron superadas, y estoy muy contenta de continuar porque es un lugar donde realmente siento que estoy sacando provecho y veo resultados como en mi colegio anterior.
On September 27th the CNG campus became a witness to the Middle School students’ joy to participate, good sense of competition, and their great efforts to overcome their challenges.

We started off the day with a video where our dear Prof, the creator of the House system, gave encouraging advice that inspired students to compete with their heart and the best spirit.

We proceeded with the cheers competition, an activity that integrates all house members, and challenges them to put together a creative performance, involving choreographies and chants to show passion and love for their houses. Later, throughout the day students rotate by grade level through many different activities such as sprints, relays, softball throw, high jump, jump rope and cooperative games. The first three places in each activity were awarded with medals and points for their house.

To end the day, we had a Dodge Ball tournament where teachers and students had the chance to face off against each other. The ultimate grudge match!

In every activity the students had to challenge themselves and others to play hard, and play fair in order to achieve a victory for their house.

By: María Alicia Orozco
House System Coordinator

Con el objetivo de buscar ciertas bondades que se reflejen en resultados a corto plazo en las capacidades físicas y desempeño en el terreno de juego en los equipos femenino y masculino de mayores del colegio, hemos implementado un tipo de entrenamiento que se denomina funcional y de suspensión.

El espíritu del entrenamiento funcional describe el entrenamiento del cuerpo humano más allá de los músculos que participan en cada ejercicio. Analiza cómo lograr que los ejercicios seleccionados para determinado deporte, en este caso el fútbol, constituyan un entrenamiento integrado del cuerpo humano.

La razón fundamental de implementar el entrenamiento funcional con los equipos de fútbol del colegio es que ‘la vista y el equilibrio’ son pilares fundamentales del rendimiento deportivo. La vista provee información al cerebro respecto a la ubicación del cuerpo en el espacio; al cerrar los ojos podemos percibir que nuestra capacidad de mantener el equilibrio disminuye significativamente. Cualquier tipo de movimiento que se desarrolle con los ojos cerrados y requiera de equilibrio, evidencia la importancia de la vista en el equilibrio del cuerpo en el espacio.

El entrenamiento en suspensión permite que el cuerpo actúe en un mayor porcentaje, for- talezca el COEX de forma integrada con cada movimiento y no requiere de máquinas para el trabajo. No solo sirve para fortalecer cada articulación, músculo, tendón, ligamento y demás sistemas que conectan y funcionan para que realicemos cada actividad de movimiento, sino también para evitar y prevenir lesiones al momento de la competencia.

Aumenta la fuerza, resistencia, potencia, y equilibrio para contar con un mayor soporte muscular y ser capaces de realizar los diferentes trabajos específicos de futbol. Es el complemento ideal para obtener un mejor desempeño.

En el entrenamiento en suspensión las cargas no son altas debido a que cada jugador(a), trabaja con su propio peso corporal, con la inclinación y dificultad del movimiento. De esta for- ma, se cuenta con una gran variedad de ejercicios que permitan trabajar todos los músculos.
condor kids
construyendo un mejor

Por: Andrés Rodríguez P.
Coordinador de Condor Kids

Respeto, Honestidad, Amistad, Liderazgo, forman parte de los valores más importantes que todo niño debería tener en una sociedad que desafortunadamente día a día pierde el horizonte. Es muy importante crear nuevos programas con ideales integrales. Para el Departamento de Atletismo y Actividades Co-curriculares los niños de hoy son los protagonistas del mañana, por esta razón hemos creado “Condor Kids”, un programa deportivo orientado a los niños de K5, primero y segundo grado.

“Condor Kids” es una gran base, un espacio ideal para crecer, formar, aprender, vivir, jugar, viva a través de las sonrisas. Queremos ver esa estela blanca de oreja a oreja. El tras fondo de este escenario es una estructura concebida a partir de la idea de construir un mejor CNG, formar futuros líderes integrales con habilidades físicas, nuevas destrezas, respeto, compañerismo, apoyo a quienes lo necesite, contenido social.

El cronograma de “Condor Kids” presenta un sistema de rotación para los niños de K5, primero y segundo grado. A continuación, se muestra cómo se ha diseñado para cada nivel de grados.

**Para el departamento de atletismo y actividades co-curriculares**

Es un ideal poder proyectar “Condor Kids” a niños de ocho, nueve y hasta doce años y engulléncernos de contar con estudiantes secundarios que refuerzan su predisposición para actividades físicas, mentales y sociales que les permitan la oportunidad de adquirir destrezas, respeto, compañerismo, apoyo a quienes lo necesiten. De esta manera se creará un nuevo horizonte para el futuro, y un horizonte que desafortunadamente día a día pierde el horizonte. Es muy importante crear nuevos programas con ideales integrales.

El Colegio Nueva Granada es sin lugar a dudas una de las instituciones más reconocidas, importantes y protagonistas en áreas multidisciplinarias, no solo al interior de nuestro país; sinón con reconocimientos mas alla de las fronteras, trasponen las líneas geográficas y exportamos talentos a universidades en el exterior.

Para el departamento de atletismo y actividades co-curriculares es una experiencia inolvidable tener que ofrecer programas de calidad, y alcanzar el pueblo que hay que desear, y estamos seguros de que lo estamos logrando.

En el mes de octubre, los departamentos de Atletismo y Actividades Co-curriculares de K5, K6, primero y segundo grado, de K6, primero y segundo grado, han participado en el Festival de condor kids, en el que se vienen mostrando diferentes habilidades, tanto en índole individual como en equipo: fútbol, gimnasia, baloncesto, voleibol, hockey, tenis de mesa, escalada y track and field. Los niños han sidoengage y se adentran en espacios de nuevas experiencias corporales que les permite explorar la predisposición para actividades físicas, mentales y sociales que refuerzan su proceso de desarrollo y crecimiento.

El Coordinador de Condor Kids presenta un sistema de rotación que permite a cada uno de nuestros niños, conocer y experimentar diversas disciplinas deportivas, tanto de índole individual como en equipo: fútbol, gimnasia, baloncesto, voleibol, hockey, tenis de mesa, escalada y track y field son el abanico de posibilidades para que los niños crezcan. Cada tres meses los grados K5, K6, primero y segundo grado, apoyan a los grados de K6, primero y segundo grado, en el desarrollo de un nuevo programa de actividades co-curriculares. Para el departamento de atletismo y actividades co-curriculares es un ideal poder proyectar “Condor Kids” a niños de ocho, nueve y hasta doce años y engulléncernos de contar con estudiantes universitarios becados por su rendimiento deportivo. Queremos protagonistas en liga deportiva al interior de excelentes instituciones con becas por su desempeño físico, de la mano de la formación integral en valores, tal y como nuestro programa ha sido concebido.

Por: Daniel Bocanegra
P.E Teacher 1st and 2nd grade

**By: Daniel Bocanegra**

P.E Teacher 1st and 2nd grade

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**According to the NASPE (National Association for Sport and Physical Education), national guidelines), children from 5 to 12 years old should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week and should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits (NASPE 2012). In response to that statement, the Department of Athletics and Co-curricular Activities is looking for different strategies in order to provide our kids with opportunities to achieve appropriate levels of quality physical activity.**

One of those strategies for our young kids has been the new Primary School Condor Kids program that is looking to foster participation in sports and generate lifelong wellness habits.

Founded in fun, character and physical skill development, the program has been designed to offer different sport activities. At this moment: table tennis, track and field, wall climbing, volleyball, basketball, and hockey are all part of the rotation. These activities, along with our most successful programs at this age, soccer and gymnastics, are allowing our students to achieve the foundations for a healthy life style.

During this first trimester, our students have lived through amazing experiences. For example: K5 students have been participating in the adapted program for table tennis created by coach Mauricio Adarve, who has selected, designed and modified games and equipment in order to maximize enjoyment and learning for this level. This experience is an example of how Condor Kids looks to create a learning environment that addresses different learning styles and facilitates skills acquisition without losing enjoyment, and I am sure that the other coaches for 1st and 2nd grades have also being implementing great strategies to keep our kids smiling.

Also, as part of the program, the Department of Athletics and Co-curricular Activities has scheduled 3 Condor kids Festivals this school year where our students will be showing what they have learned and experience what is coming.

We want to continue moving forward with programs like Condor Kids and encourage our young kids to be the best students-athletes of tomorrow.
Esta frase célebre anónima, es el recuento de lo vivido por todos los asistentes al festival de Minibaloncesto Sacs jugado en Armenia, Quindío, entre el 17 y el 19 de octubre del 2013. Todos, niños y niñas, entrenadores y acompañantes, vivieron una de las experiencias más enriquecedoras de sus vidas. Fue una experiencia deportiva y de vida.

Desde la idea de participar, todos los esfuerzos de directivos, maestros, padres, entrenadores y toda la comunidad que hizo posible la participación de los equipos de cuarto y quinto grado, a nivel femenino y quinto grado a nivel masculino, convergen en un solo objetivo: aprendizaje y experiencia de vida para los niños y niñas.

Esta experiencia fue el motor para brindar lo mejor a los jóvenes deportistas, para que vivieran momentos inolvidables. Esta experiencia de vida implicó, que el baloncesto fuera la excusa para poner en evidencia aspectos del desarrollo humano más importantes como lo son: la amistad, la disciplina, el compromiso, la identidad, la responsabilidad, la autonomía, la diversión, reconocer diferencias y valorar lo propio.

“Profe perdí mi camiseta”, “profe no encuentro mi billetera”, “profe yo metí cinco cestas”, “profe ella es nuestra nueva amiga y se llama Luisa, y es de Medellín”. Son frases que evidencian el gran aprendizaje que deja para los jóvenes deportistas.

Además, levantarse en un horario exigente, preparar sus implementos, modificar la dieta, soportar el cambio de clima, responsabilizarse de las cosas como equipo, respaldar a los compañeros, sentir rabia, alegría, tristeza, satisfacción, cansancio; se vuelven situaciones divertidas cuando en la mente y el corazón de los niños está la excusa del deporte.

De esta manera, a parte de fortalecer procesos formativos y deportivos, lo más valioso fue fortalecer la amistad entre los y las participantes. El festival permitió que los niños y niñas tengan la oportunidad de hacer amigos y aprender con ellos, y esos son “los trofeos” que se trajeron de Armenia.

Como la frase termina, la huella queda en cada uno de los corazoncitos y cuerpos de todos los que tuvimos el honor de participar en este festival. La Huella queda para siempre y será inolvidable.

Además, esta permite a los que vienen a la oreja prepararse mejor para enfrentar el mismo camino.

“Todo error deja una enseñanza, toda enseñanza deja una experiencia y toda experiencia deja una huella”

reviviendo
el festival

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“Todo error deja una enseñanza, toda enseñanza deja una experiencia y toda experiencia deja una huella”

El presente año vivimos una nueva experiencia con los niños de escuela elemental, experiencia que se convirtió en un reto deportivo donde cada niño de 4to y 5to grado demostró cada una de sus capacidades deportivas aprendidas en las prácticas de basketball y sobre todo su actitud y ganas en los juegos, demostrando el deseo de dirigir, tirar, ganar y dejar en alto el nombre del Colegio Nueva Granada.

Demostramos que estamos iniciando un proceso de campeones, donde lo primordial es la amistad y disfrutar de tan hermoso deporte como lo es el basketball. Nuestros deportistas después de prácticas exigentes llenas de sacrificio lograron llevar a la competencia un juego en equipo donde todos brillaban poniendo cada uno de su parte para que su compañero también brillara. Mucha técnica, táctica, actitud en la defensa y en la ofensiva y ganando los juegos con diferencias grandes en el marcador, imponiéndose siempre con un juego limpio.

Este evento fue algo totalmente nuevo, enfocado en la competencia donde tiene que existir un vencedor, y dejando atrás los festivales a los que nuestros deportistas de escuela elemental estaban acostumbrados.

Tuvimos la oportunidad de participar con dos categorías; masculino equipo sub 10 y equipo sub 12. Los resultados con los dos equipos fueron muy positivos, se aprendió, se ganó experiencia, se mejoró en muchos aspectos y nos damos cuenta de los errores que debemos corregir. El equipo sub 10 obtuvo el título de manera espectacular y sigue practicando mucho para seguir mejorando. El equipo sub 12 solo perdió un partido donde se ganó mucha experiencia jugando contra un equipo con deportistas de nivel de clubes y nivel nacional. Aún así fue un equipo ejemplar y admirado por muchos otros deportistas, entrenadores y espectadores del basketball Bogotano.

Nos queda un largo camino, con mucho trabajo, esfuerzo y dedicación, tenemos claro que aunque tengamos unos deportistas campeones llenos de valiosos y pertenecen por nuestro colegio, queremos que el Colegio Nueva Granada sea cada vez mejor en todo sentido.
As usual, CNG teams have found their way on to the podium with almost every team!

**SOCCER**
- **Boys C**
  Uncoli – 3rd Place (CNG 5 vs. Andino 2)
- **Girls B**
  Uncoli – 2nd Place (Unfortunately, after an undefeated season, the final had to be forfeited as the girls were in Cartagena winning the HS Binational Games title and the game could not be rescheduled)

**VOLLEYBALL**
- **Girls A Team**
  Uncoli – Champions!
- **Boys A Team**
  Uncoli – 3rd place
- **Boys C Team**
  Superate (Bogota City Championships) - 1st place (Qualified for National Championships)

**BASKETBALL**
- **C Basketball Girls** - Uncoli – Qualified for "Cuadrangulares” finished 7th place
- **B Basketball Boys** Uncoli – 3rd Place (came back from a double digit half time deficit against Saint Georges to win the bronze medal)

**CROSS COUNTRY RUNNING**
After an absence of several years, CNG returned to UNCOLI running with great success.

**Individual Results:**
- **Girls C (infantil) 2000m** – Marianne Von Arnim – Champion
- **Girls A 200m (mayores)** – Celia Sommer – 3rd Place.

**CHESS**
In Chess, there are 4 tournaments each school year, and individuals are rewarded after each one. The team trophy goes to the school with the most points at the end of all four tournaments.

**1st Tournament (September)**
- **Uncoli individual results:**
  - Michelle Akerman “infantil mixto” champion.
  - Pablo Quintero “infantil mixto” 2nd place.
  - Jack Akerman “infantil mixto” 3rd place.
- **Team results:**
  - 1st Place “categoría infantil” with 12 points.

**2nd Tournament (November)**
- **Uncoli individual results:**
  - Michelle Akerman “infantil mixto” champion.
  - Jack Akerman “juvenile mixto” 2nd place.
- **Team results:**
  - Remain in 1st Place “categoría infantil” in the hunt for the overall title.

Table tennis, and gymnastics have competitions in late November (after submission date). Please check the cng website for the latest results.