2009-2010

MISSION

Prepare tomorrow’s leaders by educating the mind, nurturing the spirit, and strengthening the body.

VISION

We envision our students as self-confident, fully-bilingual and bicultural adults, with the academic preparation and well-rounded development to enable them to competently provide leadership and service in their country, in the international community, and in their home.

BOARD OF DIRECTORS 2009-2010

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Ana Maria Ibarra
Juan Saltasanga
Guillermo Villaveces
Rafael Pardo
Barry McCombs
Director
Maria Isabel Wiesner
General Manager

SCHOOL PROFILE 2009-2010

STUDENT BODY: 1784
60% Colombian
10% U.S.
19% Dual (US-Colombian)
11% from other countries

EMPLOYEES: 357
253 Faculty
50 Administrative Support
54 General Services

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K4 Admissions Season 2010 - 2011

Jan 25-29, 2010
Formal interviews for existing CNG families

Jan 30, 2010
Prospective candidate observation at CNG
$70,000 fee, pay at CNG on the day of the observation

Feb 16-26, 2010
Formal interviews
New Families

Mar 24, 2010
All prospective parents informed of admission decision

Mar 26, 2010
Written response from parents informing CNG if their child will enroll in K4 for the 2010-2011 school year.

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Welcome to this ceremony celebrating an important milestone in the history of Colegio Nueva Granada, the official inauguration of the Confucius Studies program which has been formalized by an agreement between CNG, the Chinese Government, and the Yao Hua School in Tianjin.

I would like to begin my remarks by telling you a story. It is a true story of a young Colegio Nueva Granada student who went to school here a while ago. She was a little thin, very shy and timid girl and like many of you, wondered what she would do when she grew up. If you look at some of our old annuals, you will see that she had many of the same experiences you are having now. There are pictures of her with some of the sports teams and in other extracurricular activities. You can see her on a camping trip with her classmates and every year you can see that she is gradually growing taller and more mature. Like you, she learned excellent English and because of her association with American teachers and students she became completely comfortable and capable functioning in Colombian or American society. That is to say, she became completely bilingual and bicultural. Eventually, she graduated and decided to study in the United States, but after getting her degree, she wanted to make her life in Colombia. She married, had children and began looking for ways to give something back to her country. Because she had prepared herself well, opportunities eventually came to serve in the government. She was first appointed to be the Director of Planning for the City of Bogotá, then was called to serve as the Minister of Foreign Relations, and nearly four years ago was named the Colombian Ambassador to the United States, a position in which she has served with great distinction during a critical period in the history of Colombia and the United States. You should have figured out by now that I am speaking of Carolina Barco.

You may be asking yourself what this story has to do with today’s event in which we are celebrating the formation of the Confucius Studies program at our school. When I began thinking about establishing a Chinese language program at CNG a number of years ago, I had a vision of the school’s future but it was a vision based on the school’s past and I had former students like Carolina Barco in mind when I formed this vision. Carolina is a prominent example but there have been many hundreds of former CNG students, who have been able to overcome barriers of culture and language to provide leadership to meet the significant political, economic and environmental challenges that divide nations and societies. Another example is our Board President,
Francisco Diaz who is accompanying us in this ceremony today. The preparation these students received here has served Colombia, the United States, and other countries well in the past, but what about the future?

Certainly, excellent fluency in the English and Spanish languages will continue to be extremely important. English continues to be the common language for international relations and international commerce. The United States with its unique history, democratic institutions and geographic location will continue to exercise an important leadership role for the foreseeable future and CNG’s traditional ties to U.S. culture and language must remain a priority. But the world is changing and we must broaden our horizons, and in doing so, we need to look to the East. We already have a few alumni living in China.

When my father was stationed in Hong Kong, shortly after World War II, China was in the midst of a bloody revolution that would be followed by years of social upheaval and economic stagnation. The sleeping dragon has now awakened and is making its presence felt in the world having become the 3rd largest economy in the world and recently the world’s largest exporter. And if the opportunities provided by this awakening are great, the challenges and difficulties are equally so. As our alumni have worked to increase understanding and cooperation between Latin America and the United States, they were helped by the fact that these cultures have shared thousands of years of a common Western heritage that doesn’t exist with the Far East. The poet Rudyard Kipling wrote, "East is East and West is West and never the twain shall meet." In our time East and West must meet. To confront the economic, environmental, political, and security threats to a world wherein events that occur in one part of the globe have an immediate impact on the rest of the world, there must be a meeting of the minds. For that to occur there is a great need for people who speak each other’s languages. Language is the window to thought and culture. The ancient Greeks believed that their language limited their ability to think and act because they had no way of expressing certain ideas. The Chinese language embodies a way of thinking and seeing the world much different from our own and no translation can entirely bridge that difference of view. Every time you learn a language, you learn a new way of thinking.

When we started offering Mandarin Chinese a few years ago it was difficult to find teachers and we had a few false starts getting the program off the ground. Now, by becoming a Confucius Studies Institute, we will have teachers from China whose salaries are paid by the Chinese Government as well as cultural and academic exchange programs for students and professors that will provide real cultural understanding. Additionally, we can become a testing center for Mandarin Chinese.

We are beginning small, but the day will surely come when some of you sitting here will be using your Chinese language and cultural abilities learned in our school to fill important leadership positions. And yes, it is quite likely that there is a shy, skinny girl at our school today who will someday be serving as Ambassador to China and accomplishing great things.

You students are very privileged to have the opportunities you have and you have a great obligation to take advantage of them. As the Apostle Paul wrote, “let no man despise his youth.” I will be leaving as director of CNG at the end of this school year, but as I leave, I challenge you students, teachers and administrators to make of this Confucius Studies Institute a valuable addition to Colegio Nueva Granada and everything it has the potential of becoming.
Usually, big and important ideas have a big mind behind them. This is the case with CNG’s recent inauguration of the Confucius Institute. Dr. Mc Combs’ idea and dream of offering CNG students the opportunity to learn the Mandarin Chinese language and culture is becoming a reality.

Thanks to an agreement signed between CNG and the International Council of the Chinese Language – HANBAN – in Beijing we have been able to establish the Colegio Nueva Granada Confucius Institute. Confucius Institutes seek to promote and assist the development of high quality language teaching and learning. Each Confucius Institute is itself a cross-cultural entity that works within and between two cultures, in our case, between the Chinese and CNG culture. As of May 2009, 328 Confucius Institutes have been established in 82 countries and regions. The CNG Confucius Institute is the third to be established in Colombia and first in a K-12 school.

Even though CNG has been offering Chinese classes for the past three years, we will now be offering a more structured program which will include not only the teaching and learning of Mandarin Chinese, but also an immersion in Chinese culture. In this effort, we are receiving guidance from the Universidad de los Andes Confucius Institute. We have also designated a CNG - Confucius Institute Academic Advisory Board led by Ms. Shaysann Kaun and four of our staff members: Kevin Zhang, Sheldon Guenther, Gabriel Ruiz, and Cristina Casas.

As of January 2010, we will also welcome to our staff, Ms. Di Hao. Ms Hao is coming from Beijing and has vast training in teaching the language. Mr. Zhang and Ms Hao will be the two teachers in charge of the classes that will be offered to Elementary, Middle, and High School students. We have already received a large number of books and teaching materials which will surely enhance the teaching of Chinese language and culture.

Why Chinese at CNG?

According to an article published in South Korea’s Joongand Daily on July 27, 2009, Chinese has become the “new English”. In the past, those who could speak fluent English and who held American diplomas had no difficulty obtaining jobs in large enterprises. Nowadays things have changed. Two languages are not enough.

China is the world’s third largest economy and Mandarin Chinese is the most widely spoken language in the world; approximately 867 million people speak Mandarin.

At CNG we have the responsibility of offering this opportunity to our students. We have always strived to be the leaders in implementing programs that address and enhance our mission.

During the coming month of December, Dr. Mc Combs and I will attend the Fourth Confucius Institute Conference in Beijing. In this opportunity we will seek to strengthen the ties with the Confucius Institute Headquarters and learn from other universities and schools. We will also visit our sister school in Tianjin – Yaohua School to inquire about exchange opportunities for both our students and staff.

We invite you to support the CNG Confucius Institute by enrolling your students in the classes and participating in the various cultural events.

We must all take advantage of this opportunity. This is definitely an example of what we do well at CNG!
The idea behind taking over the food service at CNG has been in the making for several years. The main reason behind it has been to control the cost and quality of the food offered, while at the same time presenting us with the opportunity to manage another independent source of income to help fund CNG’s special projects.

More than sixteen years ago, a group of parents began working on the idea of having a hot lunch program. I am sure it was not an easy sell, as CNG had never had a cafeteria and the “American” way was to bring a lunch box and eat outside. In fact, many of our alumni’s fondest memories recall lunch time by the soccer field. However, it did happen; the students’ cafeteria was built, there was a bid, and Majoi became CNG’s food provider.

Our relationship with Majoi has been very enriching and mutually satisfying. In fact, at least for the eleven years I have worked with them hand-in-hand, we have made sure our students and staff members have had good food at a reasonable price. Additionally, they have been a key piece in the successful undertaking of all our major events, such as our 70 Years celebration and the Tri-Association and ASSA conferences we hosted on our campus, just to name the most recent ones. Telling Maria José de Izquierdo, of Majoi, that we were going to take over the management of our food service was not an easy task. When two groups of people work as a team for a common purpose, there is not only loyalty, but also companionship and understanding. This allowed for us to continue working together guaranteeing a successful and seamless hand-off from Majoi to CNG. They will continue working with us as consultants for the rest of this school year.

It would be too lengthy and boring to describe all we have had to do to get to where we are today, with respect to this project. The complexity of the work needed, behind the scenes, to ensure the feasibility of a new project is difficult to explain. Suffice it to say it has taken well over six months, where more than a handful of people have dedicated 120% of their time to brainstorm, plan, and ultimately execute each activity needed to serve 1200 lunches as of the 18th of August.

Our challenge began with the renovation of the kitchen, physically doubling its size and choosing and purchasing the right state of the art equipment to ensure proper food handling techniques and higher efficiency. This had to be done in 54 days. Then again, having the right equipment in a beautiful, spacious kitchen does not guarantee delicious food. We needed to find highly trained personnel to work in the kitchen, willing to undertake the challenge of a new project which not only could not fail, but also required commitment to a cause they did not necessarily understand. Having done that, we had to work on the menus. Choosing the right combination of foods, finding different recipes, practicing them and deciding in which order to offer them, seems simple enough. In fact it is quite complex, when you take into account that you need to feed children between the ages of four and eighteen, and adults of different social backgrounds, religious orientations, and nationalities. Add to this mix the expectation of change, and you get yourself into a particularly knotty state. Well, to make a long story short, we did it!

Those of you who have had the chance to visit our cafeteria can notice a change of image, from a new name and color scheme, to color coded servers, new salad bars and colorful uniforms unique to our Diner. Every detail has been carefully thought out and put in place. Then, we chose the menus painstakingly, always keeping in mind that our goal is to provide nutritious yet appealing food choices for our students day after day. The menus include food from all over the world, but most notably, good combinations of simple, healthy foods, made with quality ingredients and served in an attractive way.

So far, we have served our community for two and a half months, and we have received great reviews from both students and staff. Most importantly, we started the year with 1199 students who signed up for the cafeteria, and in two and a half months have increased the number to 1283. Of course, we have a lot of work to do still, but so far, we feel we are on the right track. This new endeavor is just one more demonstration of why this will be the best year ever at CNG. Come visit and enjoy the food and service in The Diner. Do not forget to give me some feedback; it’s what makes us better each day.
At CNG, the safety and security of our community is a high priority. Approximately three years ago, we took upon ourselves the task of updating our existing Emergency Reaction Plan at all levels in order to ensure that we are all prepared to handle an emergency that can arise on our campus anytime.

The first step we took was to appoint a committee that studied the guidelines provided by the American Embassy. These guidelines contained very useful information that allowed us to develop a first draft of the Emergency Reaction Plan. Afterwards, advisory agencies, such as the Red Cross, Colpatria ARP, and OPEPA (Organización para la Educación y Protección del Medio Ambiente), contributed in the definition of our final plan, by identifying site risks and hazards, revising evacuation maps, assessing our drills and training staff members and the Incident Command group. As a result, we now have our Emergency Reaction Plan, organized into nine sections. Section 1, develops the chain of command, Section 2 refers to Risk reduction and prevention, section 3, describes the Generic Emergency Response, and Section 4 is Safe Havens. The remainder of the Plan describes the different types of risks and events and the rules to follow in each case. Likewise, we have provided classrooms with flipcharts that contain highlights of the plan, evacuation routes maps, and have created a Brigade composed of 28 staff members that include people from all sections of our administrative staff. This group has received intensive training and supports the Principals in all emergencies.
Because training and practice are essential for the successful implementation of the Emergency Plan and necessary to obtain feedback of the process, we have organized for this academic year a monthly drill. Up to date, we have had two drills, one of them occurring simultaneously with the city drill organized for October 9th, 2009. As a result, we have received very useful information as to what worked well and where we need to get better.

We would like to stress at this point the importance of telling your children that they must follow the rules that are in place for the Emergency Plan at school, and we ask parents that in the event something may happen, that they too follow the instructions the school gives at the time so that we can concentrate our efforts on resolving the situation within the campus in the best way possible. To review the Emergency Reaction Plan, log into our intranet, SharePoint, and you will find the Emergency Reaction Plan Icon and manual. Furthermore, we have created an emergency explanatory card which is given to all visitors at the school entrance and contains brief information of what to do in case an emergency occurs during their visit.

We encourage you to remind your children what they should do in case of an emergency:

- **Remain Silent**
- **Walk Quickly**
- **Follow Instructions**
- **Go to the Nearest Meeting Point**

Please remind your children that in the event of an emergency at school they must follow instructions and remain with their teachers at all times. Under NO CIRCUMSTANCE should children go search for their younger or older siblings.
As we all know, this school year is focused on providing feedback to students regarding their ongoing learning. This feedback includes information from multiple sources: StandardScore reports based on learning benchmarks, MAP results, DRA assessments in PS and ES, classroom assessments, informal assessments, and formal assessments.

In Dr. Pollock’s book, *Improving Student Learning: One Teacher at a Time*, she tells us that “in order for performance to accelerate or advance, one needs feedback on just-right criteria and the opportunity to apply or practice that performance again and again. Think about deciding to lose weight, save money, run a marathon, or meet some other personal goal. Research tells us that when someone makes a verbal New Year’s resolution, the goal is generally dropped within three weeks. Various organizations recommend keeping written records of progress toward goals to use as personal feedback and using a buddy system or personal trainer. These approaches increase one’s chances of hitting the mark because they ensure ongoing feedback” (p. 104).

We also know from Dr. Pollock that with appropriate and ongoing feedback,

- Most students can improve their performance on curriculum benchmarks and objectives if they receive prompt, criterion-referenced feedback.
- Teachers, peers, and the students themselves (through self-reflection) can generate this feedback during instructional time.
- Teachers can learn to score or evaluate student performance by the learning targets, give feedback to the learners, and track the data.
- Students can learn to track their own performances by benchmarks.
- Teachers and students can use these performance data in a strategic manner both to improve individual performance and to make overall program adjustments.

We are positive that by providing direct, consistent, and valid feedback to students on the curriculum standards and benchmarks that are being covered during the year, we will be able to positively impact their learning.

By: Dr. MICHAEL W. ADAMS, Deputy Director
FAIR GRADING

By: KIMBERLY BRUNSWICK, Collaborative Learning, Inc.,
The Leader in Curriculum Improvement

(This article has been reprinted with the author’s authorization.)

February 2008

Life isn’t fair I was always told, but should the unfairness really apply to students’ grades as well? Grading practices have long been a teacher’s individual or private matter. Often, practices or policies are kept hidden from the very students who they affect and even at times from the teachers guiding the students through the next grade level. Parents surely are on the fringe knowing how their child is ‘doing’ or how they achieved a specific grade. Only those parents who actually know the right questions to ask can ever get to the bottom of the everlasting question – what do my child’s grades really mean? While statistical accuracy is important in figuring a grade, it is fair grading practices that should determine the grade.

William Patterson in his article “Breaking Out of Our Boxes” expresses it well when he says “Fair does not mean equal; yet, when it comes to grading, we insist that it does.” We see fairness as uniformity, everyone doing the same assessments and number of assignments. How can we break away from the past and the way things have always been? Ken O’Connor concurs with our concern, “…to treat them (children) the same is actually unfair … we need to see fairness as equity of opportunity to achieve.”

Patterson:

“Fairness does not mean equal.”

Why do we grade?

We should be grading to provide feedback, document progress, and to guide our instructional decisions. It is a generally accepted assumption that a primary purpose of grades or grading is to communicate student achievement. Our most immediate audience is of course our students and parents. However grades supply critical information to school administrators, state and federal officials, post-secondary institutions, and even employers. Shouldn’t we be sure that what we are publishing is as accurate a measure of our students’ abilities as possible?

If we play with the assumption that a grade represents a valid and undiluted indicator of what a student knows and is able to do masterfully, then our policies and procedures should reflect and honor this premise. We need to begin to discuss issues that are currently considered sensitive and private in the teaching world. We need to make public our grade books and scales.

Are we judge or coach?

Should we be grading to motivate, punish, or sort our students? Should we be incorporating attendance, effort and behavior into our grades? Behavior grading does not help anyone – accurate benchmark and learning target information is critical. Students do not get a realistic depiction of their understandings when their grades are deflated as a result of their behaviors. Teachers looking in their grade books cannot possibly get an accurate picture of a student’s deficiencies and therefore do not know how to plan their next lessons to best move a child to the next academic level.

Fair grading can only stem from fair teaching. If we really want to coach our students to success we need to be sure to provide clear targets. This can only come from standards based teaching and assessing, providing accurate, real measurements and results. This type of teaching enhances and encourages personal responsibility, recognizes achievements, and increases confidence and motivation.

Do we play fair or foul?

What are our responsibilities to make the playing field as fair as possible?

- Grading criteria (targets, scales, weights) needs to be consistent between classes with like expectations,
- zeros should only be given if a student truly does not understand the concept being evaluated, not as a punishment,
As teachers, we influence our students more than we know sometimes. When asked who has been most inspirational in our lives, a young adult will often respond with the name of a teacher. It won't be just any teacher, it will be the teacher who was fair. It will be the teacher who instilled confidence, made that child feel good about his or her efforts, and wanted him or her to be successful.

We know that our students’ abilities and capabilities are both distinct and unique. We also know that our grading should reflect that diversity. We should provide our students with constructive feedback and communicate their achievements in a fair and accurate manner. We will be more comfortable basing our instructional decisions on the meaningful data we have collected – not including attendance and behavior – that not only will generate impartial, precise reports, but that will meet the needs of our students while giving them reason to move forward. We, the educators of today and tomorrow, can be the positive, fair influence on our students’ lives.

NEW GRADING SYSTEM AND ASSESSMENT MODEL AT CNG

By: Dr. MICHAEL W. ADAMS, Deputy Director

At CNG we believe that student learning and growth is our greatest priority. We believe that internal classroom assessments must be formative and triangulated with external measures and student self-assessment to track student learning and support academic growth. In addition to being decreed by Colombian law, our new four point grading system and our new focus on standards and benchmark grading are allowing our students to receive direct feedback on their specific learning. This new trend is moving students away from the traditional, “what’s my grade” mentality and into a new and more appropriate, “what am I learning” mentality.

The overall goals of curriculum, instruction and assessment should be to:
- Improve student learning.
- Improve pedagogical strategies of teachers.
- Improve communication within the community.

As we consider our students’ work and their learning on a day to day basis, we should be seeing four main characteristics in classroom assessments:
- Classroom assessments should be formative.
- Formative classroom assessments should be frequent.
- Deliberate feedback should give students a clear picture of their progress.
- Deliberate feedback on classroom assessments should encourage students to improve.
- Assessment should drive instruction and should be varied in type to allow for individual learning modes.

As we learn to live within this new and improved “what am
“I learning” mentality, we need to remember the following important points:

- The ultimate goal of assessing students on grade level benchmarks is to indicate their true learning based on subjective and objective judgments deriving from real data, observations, and student work.

- Once a student has provided enough evidence for the teacher to conclude that a certain score level has been reached, that score is considered the student’s true score or grade for the benchmark at that point in time.

- Instruction has to be adjusted and modified based on student assessments.

- As basic as this may seem, something that is assessed must have been taught at some point during the grading period.

- Assessments of academic skills should be kept separate from assessments of life skills such as behavior, attendance, etc.

- The four point scale listed below is for all sections – K4 to 12; CNG will only be allowing teachers to input whole numbers (1, 2, 3, or 4) AND .5 intervals (1.5, 2.5, 3.5) into the StandardScore system based on individual assignments; however, the system will end up calculating trends and averages with decimal gradations (1.1, 1.2, 1.3… ...3.7, 3.8, 3.9, 4.0) in order to produce a final grades.

- Teachers can use the .5 scores (1.5; 2.5; 3.5) in addition to whole numbers within standards based scoring in order to give the learner a bit more formative feedback and help them move from one whole number to the next.

- StandardScore (formally known as WebGrader), a standards-based reporting system, is being used by all CNG staff members to record progress of student learning and provide feedback to students and parents. This system will also generate student reports.

The new categories of performance being used at CNG are:

<table>
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<tr>
<th>Performance levels</th>
<th>Colombian Scale (Based on Decree 1290; April 2009)</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>4 Desempeño Superior</td>
</tr>
<tr>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>3 Desempeño Alto</td>
</tr>
<tr>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>2 Desempeño Básico</td>
</tr>
<tr>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Below basic</td>
<td>1 Desempeño Bajo</td>
</tr>
</tbody>
</table>

**Performance Levels Descriptors**

**Advanced** – student demonstrates an understanding exceeding expectation.

**Proficient** – CNG expectation, student demonstrates mastery of benchmark.

**Basic** – minimum passing grade, student can demonstrate mastery of benchmark with some help.

**Below Basic** – not passing or not enough evidence to evaluate.
NEW STAFF @ CNG
By: CLAUDIA CASTRO & MARIA CRISTINA OSPINA, Human Resources Department

Primary School

By: CLAUDIA CASTRO & MARIA CRISTINA OSPINA, Human Resources Department

Elementary School

Middle School

ADMINISTRATION
We extend you all a warm welcome to our community!
Thanks to the over 60 CNG participants who played in this year’s Faculty & Staff Binational Games hosted by Colegio Nueva Granada from October 31st - November 1st.

The objective of the games is to encompass FRIENDLY competition while continuing to build camaraderie and friendships amongst the Binational schools’ coaches, faculty, and community members.

This year the following schools participated in this event:
1. Colegio Bolivar – Cali
2. Liceo Inglés – Pereira
3. Colegio Granadino – Manizales
4. Colegio Albania – La Guajira
5. Colegio Karl Parrish – Barranquilla
6. Colegio Nueva Granada – Bogotá

The CNG coaching staff assisted in the organization of the tournament which created a safe, enjoyable, and positive environment for everyone who participated. Each school had the option of competing in soccer, basketball, volleyball, and softball and teams consisted of both men and women.

Thanks again to all those who supported this event and for making it a huge success. Furthermore be ready to travel next year to either Cartagena or Cali for the 2010 tournament.
Desde el momento que se decide empezar a practicar un deporte, se decide obtener diferentes beneficios entre los que se encuentran: estabilidad emocional, confianza, autocontrol, percepción, identificación colectiva y con ello estilos de vida saludable, aunque si no se maneja de la manera adecuada se pueden presentar malos hábitos deportivos inducidos por el mismo deportista al desarrollar un extremo carácter de trabajo obligatorio auto-impuesto, abstenerse de diversión, y disfrute de diferentes actividades. Pero a su vez influyen sistemas familiares, sociales (amigos) y/o entrenador, lo que conlleva crear un fenómeno complejo haciendo necesario considerar factores que logren regular y mantener una relación positiva entre ejercicio salud físico y emocional.

Por este motivo es que la dirección de deporte de CNG, para lograr bienestar y calidad de vida de sus deportistas, integra a su grupo de trabajo un psicólogo deportivo. Este inicia su trabajo con el asesoramiento a entrenadores sobre la planificación de objetivos, manejo de grupos y estrategias pedagógicas, para optimizar el rendimiento deportivo sin descuidar la parte emocional del individuo.

Este trabajo se realiza debido a que el principal papel del entrenador es el de ser maestro. Esto implica que el entrenador es tomado como educador y sus funciones son: preparar un ambiente para que el niño practique, reflexione, selección y descubra las mejores formas de ejecutar el movimiento, según su funcionalidad, complemente y plantee las actividades de forma adecuada, utilice técnicas de motivación asertivas, tome a la persona como individuo humano y no como jugador. Por esta razón es muy importante que el entrenador esté capacitado y que cuente con diferentes estrategias pedagógicas para llegar al jugador.

Para lograr este propósito se ha creado un programa de capacitación con el objetivo de desarrollar habilidades pedagógicas en entrenadores deportivos, para el fortalecimiento de procesos profesionales y mejoramiento de la enseñanza, convocando así a entrenadores de Condor Activities y deportes. El programa ha tenido una buena acogida, obteniendo la participación de veintidós (22) entrenadores los cuales cuentan con la disposición de participar y aprender para adecuar estos contenidos en los entrenamientos.
To be at their best, teachers need to acquire a vast amount of knowledge about the manifold purposes of education, the way children develop and learn, the subject matter, teaching methodology, and the assessment of learning. The number of skills they need to acquire is also impressive: technological skills, classroom management skills, teamwork skills, communication skills, and many more. But above and beyond the utilization of acquired knowledge and skills, as important as they are, the best teachers, in my opinion, are those whose teaching springs not only from their mind but also from their heart and their spirit and, in turn, touches the hearts and spirits of their students.

Over the years I have had the blessing of teaching hundreds of children of all ages and working with hundreds of teachers from novices to master teachers. I have learned from my own mistakes and those of other teachers; I have learned by observing exemplary teachers in action, many here at CNG; and I have especially learned from my students: what motivates them and what bores them; what turns them on to learning; and what makes them reluctant to get out of bed in the morning to come to school.

In the following “Learner’s Creed” I have collected, not the results of formal research, but the insights that I have gleaned from a lifetime of teaching and learning. Through it, I have tried to become the voice of the child or young lady or gentleman who comes to our classrooms each day. I invite you to listen to what s/he has to say.

The Learner’s Creed

The teacher for whom I will bend over backwards to please:

1. Always greets me with a big smile and a friendly ‘hi’ and asks me about my life to show me that s/he is truly happy to see me and be with me;

2. Sees me through the lenses of ‘what I can possibly become in the future’ rather than those of ‘what I or my family members have been in the past” or those of ‘the way I am -- right here, right now.’

3. Instead of expecting me to necessarily behave the way I did before or the way others say I behave, s/he always gives me a new opportunity to be the best ‘me’ I can be, and s/he lets me know when this happens;
4. Lets me be myself, even when I'm in a bad mood, and gives me sympathetic understanding, trying to understand what it's like to be me;

5. Even when s/he may not like me, s/he shows me all-encompassing, divine love, knowing that I am one of the Creator's creatures worthy of being loved, even if only as an extension of her/his love for the Creator;

6. Doesn't expect me to be ready to understand a lesson just because it's the next one in her/his plan book;

7. Always challenges me so that I never feel held back or pushed;

8. Doesn't just leave me behind when I fall behind or don't understand;

9. Tries to give me what I need, when I need it, and for as long as I need it;

10. Is interested in how I learn as a key to understanding what I can learn;

11. Encourages me to do difficult things without making me feel too nervous or afraid;

12. Doesn't break the classroom rules and doesn't let me break them either;

13. Makes me do things that s/he thinks I can do by myself instead of doing them for me;

14. Corrects me without yelling at me, putting me down, or embarrassing me in front of my classmates;

15. Provides choices which allow me to learn and show what I've learned in different ways;

16. Makes sure that there is always an activity or event to which I can look forward;

17. Lets me struggle to figure something out for myself even if it may take longer than telling me what to do, so that I will become a good 'understander' and 'learner' rather than only a good 'follower of instructions' or 'memorizer of steps';

18. Talks in a way that I can understand and checks to be certain whether or not s/he expressed her/his explanations or questions clearly so that I don't feel dumb;

19. Admits her/his own mistakes so that I can see that s/he is a learner too, just like me;

20. Suffers with me by demonstrating how s/he has carried out the same difficult assignment that s/he has given me; by not eating or drinking in front of me and my classmates when we are hungry and thirsty too; and by taking part, as much as is reasonable, in even the most difficult parts of my class's field trips;

21. Shows me her/his feelings, that is, the ones that should be shown; and helps me to express the ones that I should show others;

22. Encourages me to judge the quality of my work by myself and to strive to produce my 'best work' even when this may take several attempts; and

23. Makes me and my classmates feel part of a 'family' in which everyone cares about each other -- about one another's learning, feelings, health, happiness, and much, much more.
ADMINISTRATION

DESTINY
@ the Libraries

We are proud to announce that the school libraries and the technology department have taken an important step in continuing to support the school’s mission by implementing a centralized web-based library management system called Destiny. This new system allows students, teachers, and even parents to access the library databases from any computer with Internet access. Students and teachers can search for materials they need for assignments from home or from classroom computers; parents can also become involved by knowing what resources are available at the libraries.

Destiny does not only allow users to find material from the school libraries, but also from the Internet as a whole with a single search. Through Destiny, students have access to 60,000+ trustworthy and relevant sites that are integrated into the library resources. Our community will therefore have access to a large amount of information in a safe environment which provides age appropriate content.

The Primary, Elementary, Middle, and High school libraries at Colegio Nueva Granada have always been vital to student success. They enable teachers to support their curriculum through the use of printed, audio, and digital material, promote the development of information skills that are critical in today’s world, and of course, help develop the habit of reading among students.

But libraries in the 21st century can no longer be just a physical place where collections are stored; in today’s world libraries should have no barriers, should be flexible and invite participation. Through the acquisition of Destiny, CNG libraries are moving on and evolving to meet their role in the 21st century school. And evolving to meet the challenges of our times is what we do best at CNG!

By: LINA BARRERA, CRISTINA GÓMEZ, MARIA DEL ROSARIO URIBE, CNG Librarians and SUSIE FACCIINI, Information Systems Director

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At the crack of dawn of the XXI century we cannot ignore the priceless contribution of brain research and technology to education. The Fast ForWord programs are a perfect example of how technology, brain research findings, and children’s preferred ways of learning are brought together to improve student learning.

Fast ForWord (FFW) is an educational software that builds and strengthens the learning capacity of the human brain. The phenomenon of neuroplasticity rests at the core of this program by enhancing the ability of the brain to change itself as it develops new functions. In other words, FFW builds new, non-existent neural circuits, as the result of practice and learning. The creation of new neural circuits or synaptic connections occurs due to the FAST formula for powerful learning. FAST is an acronym that stands for:

Frequency and intensity: sessions take place 5 times per week; the duration of each session varies according to the product. Whereas other software programs or a given intervention session offer about 175 repetitions, FFW provides 625 repetitions per session. These repetitions literally sculpt the brain by making new connections.

Adaptability: by providing exercises at the instructional level of the student, FFW ensures that the activities are interesting and challenging. With the Progress Tracker application, detailed and individualized reports are created as well.

Simultaneity: all the FWW programs work simultaneously on four cognitive areas called the learning MAPS: memory, attention, processing rate, and sequencing. These cognitive skills are required for virtually all types of learning.

Timely motivation: incentives are provided immediately and show learning progress to sustain motivation. Under these positive conditions, the brain releases the neurotransmitters that cement learning, dopamine and acetylcholine, which boost new neural connections.

Language is not only a unique human ability, but one that requires the fastest processing rate of all cognitive skills. We need language for essentially anything we do: communicate, learn, interact, think, dream, read, write, etc. FFW is in essence, a tool to foster language development, thus it develops listening, speaking, reading, and writing abilities.

Listening skills are precursors of speaking abilities, and generally, reading precedes writing. FFW follows these natural stages of language development.

The basic FFW programs train the ear to hear and discriminate the sounds in human language. The language programs develop the semantic components of language in order to comprehend and use language to communicate effectively. The reading prep program establishes the connection between letters and the sounds they represent. The language to reading and literacy programs bridge reading and understanding, which is the ultimate purpose of reading.

CNG is proud to be the first certified school in Colombia and in South America that provides this program. We initiated this new learning adventure this school year with a cohort of 14 students. In order to avoid schedule conflicts, FFW is offered before or after school. We look forward to enrolling more students next semester. In the meantime, we are documenting the learning growth of our FFW students to measure the impact of this powerful tool in student learning.

FFW works for all types of students, young and old, outstanding and struggling learners. In either case, FFW maximizes the brain’s capacity to learn, and in doing so, to change itself. At Colegio Nueva Granada we are aware of the fact that in the information era, there is an urgent need to become lifelong learners. Through Brain Fitters, the sole representatives of FFW for Latin America, we are able to offer to our students this promising program, which seems for now, to be the magic wand that makes this possible for all.
Have you heard the buzz around campus? It’s very soft, almost subtle, but it’s there. The kids are excited about drama! And not just in drama class, but in all their classes and after school.

The middle school drama class students are performing for the elementary classes. The high school English students are borrowing costumes to perform Shakespeare for the middle school students. Teachers are borrowing props and costumes to make their lessons more exciting. Everyone’s caught the buzz!

There are several people behind the scenes helping to make this happen. This year, Catalina Botero, joined the drama department teaching the high school classes. A professional actress in Colombia, she brings real world experience into the classroom for students. As well, high school AP English teachers, Sheldon Guenther and Jesse Tangen-Mills, have dedicated themselves to producing two serious dramatic works with high school students this year. You hopefully saw their production of Mary Zimmerman’s, Metamorphosis, in November, which was fantastic. If you missed it, they’ll have another show this spring.

There will also be two all school productions of a lighter theatrical variety this year with the goal of including as many students from across grade levels. The upcoming holiday show is, The Best Christmas Pageant Ever, which includes students from second to tenth grade. And the music department is already preparing for the spring musical.

It took quite some time last year to clean and organize all the costumes and props, but most everyone would agree that it was well worth it. Various members of the CNG community came to borrow costumes for Halloween this year and teachers are now visiting the theatre on a regular basis to borrow items for their lessons now that the word it out.

Tying all of this together is our incredible theatre technician, Hector Alfonso, who makes every presentation run smoothly and flawlessly, quickly recognizing what needs arise and addressing them before anyone has been distracted from the show.

The drama buzz around campus has come out of several people working together to ensure that spotlight is always on the kids.
One point that is obvious when thinking of what CNG does best has to do with the opportunities parents are offered to become part of the CNG community. And what does becoming part of the community mean? Well, for one, it is taking advantage of the conferences and workshops offered by the school to help parents develop skills to better handle their children’s needs. One such workshop deals with Restorative Practices which gives parents a different point of view as to how to handle discipline. Another opportunity is Consentidos a series of workshops offered parents from 5th to 12th which guides them so they can help their children find a meaning to life which will strengthen them so they can say NO to drugs, alcohol, tobacco or other harmful substances.

Aside from these two valuable workshops, Proyecto Vida offers parents the opportunity to become actively involved in teaching their children values. Parents go to the classrooms and act out daily life situations with a positive message for children. Another program, where parents can share time with their own children while teaching the best students from two of the Alianza School is the Saturday morning “Programa Talentos”. Parents have four hours to share their knowledge with students who come from very poor barrios, who are intelligent and who are anxious to learn new things. It is a time for bonding and “showing off” with your children, as well as opening the Alianza students’ eyes to a different world.

Lastly, our CNG parents have the chance to support one of our Hogar Nueva Granada children through a donation. It helps parents give the message to their children of the importance of social responsibility. The Hogar children come from extremely poor homes in the barrios close to the school. Our CNG community has felt that spreading educational benefits to these children is a means of showing their gratefulness for everything their own children are receiving at CNG. The community realizes that if we can change the Hogar children’s view of life and offer them other options when they graduate, we will be making a tremendous difference in the future of these poverty stricken families. Parents do not have to donate necessarily for a full scholarship ($2,500,000 a year), they can offer half a scholarship or a fourth of a scholarship depending on each family’s possibilities.

As you can see, CNG offers many opportunities for parents to grow and become better at parenting, as well as moments when sharing with their own children they can create tighter bonds with them. Come join all the other community members who are learning and sharing. Become an active parent!
When you travel abroad you can see that each country you visit has specific issues to deal with when it comes to education and the set of values that each society lives by, regardless of the geographic location, predominant language, religion, and overall cultural tendency.

A big part of education is the media and what they transmit to the general public. The electronic media outlets have a big responsibility in this, and here is a specific topic that has been getting a lot media attention – the so called narco novelas. Commentaries and editorials have been published asking the TV channels to move these programs currently aired in prime time to time slots where minors are not bombarded with good quality productions with content that not only promotes criminal activity but establishes the wrong value scale for future adults who should be responsible, law-abiding citizens.

These “narco-programs” are also being sold to international markets by the TV channels, portraying a minute portion of Colombia’s population, but which exacerbate the perception you often find about Colombia when you travel.

But regardless of what the TV channels do with their programming content, since they are commercial enterprises, the responsibility also falls on the parents who allow their children to watch this kind of content. I would go even further to say that novelas often show greed, betrayal, and adultery. These are facts of life, some will say, and I agree. But do we allow children to watch these programs without supervision and proper context about what is right and what is wrong?

Carolina Piñeros, director of Redpapaz, said in an interview not long ago: “It’s OK for television to reflect real life situations. As far as children are concerned, they should be shown with caution, treating this content from the point of view of prevention”. She also said: “It’s not about being overly puritan”.

It is one thing if the authorities act on this or not, but as parents we should also be proactive in making this a priority in our children’s formation.

By: PABLO URRUTIA, CNG Parent

Aparté de artículo:

“CÓMO SACARLE EL MÁXIMO PROVECHO A UNA EDUCACIÓN INTEGRAL PRIVILEGIADA”

Por: ALVARO TRIANA SOTO, CNG Parent

“Todas estas reflexiones se me vienen a la cabeza, cuando hago un alto en el camino y miro en perspectiva qué hay detrás de mi personalidad, de mi educación, de mi actuar, que me ha hecho ser una persona integral, agradecida, satisfecha y deseosa de ayudar a los demás en sus ámbitos profesionales – como consultor de empresas– y en sus ámbitos personales – como coach. Poder contar con unos padres que de manera genuina y natural, nos dieron una plataforma espiritual robusta para recibir y desarrollar nuestros dones y crear un entorno donde pudiéramos ver con amplitud todas las posibilidades y pudiéramos seleccionar las que más nos atraien, es realmente un privilegio invaluables que hemos tratado de darle a nuestros hijos, para que puedan transmitir ese legado de seres humanos integrales, comprometidos con su país y con su entorno y que verdaderamente sean buenos ejemplos de vida, orgullosos de sus ancestros y de la educación que recibieron.

La educación integral debe ser proactiva por parte nuestra, pero también genuina y natural, para que el ejemplo se transmita con el modelaje y no con el discurso vacío e incoherente.

Los invito a acompañar a sus hijos compartiendo con ellos su privilegiada educación, formación espiritual y deportiva para que vivamos en el día a día la misión de nuestro gran colegio.

Ver artículo completo en la sección de Parents Council de la página web.
The implementation of a new software application is never easy and requires lots of research, planning, testing and training. Usually people think that the final results are the company’s tech. department responsibility. Well, it is not, it is the technology department that deals with most of the process, but everyone is involved. It depends on how the project manager works with a well prepared team to succeed with the entire implementation process of the application. Usually during this process there is frustration and it is perfectly normal. We are used to working in such a way that we feel comfortable and productive with a specific application. When this happens and you are asked to stop using the product you knew and switch to something completely new in order to improve a specific process, you, as the final user have two choices: just accept it, or commit with a positive attitude.

What we do best at CNG is making an effort to help our tech department implement as best as possible the new grading program, WebGrader. This web-based electronic grade book has features that teachers are still unfamiliar with and it has been a great challenge to implement. Our teachers have spent countless hours by themselves, with their team leaders, or with a technology teacher, getting to know the application, learning to get the most out of it in order to provide information about the students’ achievement during the first grading period. It is important to highlight the great amount of time and effort our teachers have put into this project. It is very important to show our students’ reports electronically, but it is also important to recognize that the process really started three months ago and that it will continue. This means there will be procedures to correct, but the professionalism and commitment of our teachers will lead them to master Web Grader for the benefit of the entire CNG community.

By: FRANCISCO JOSÉ VARGAS, PS & ES Tech Facilitator
Teachers and students in the Primary School are having a fantastic time learning how to read and write in a dynamic way. In our school we have decided that the best way to become a true reader and a true writer is by making all our students active participants of the process. The math equation is easy - more student involvement derives into better results in the literacy area. Proof of this is the collection of books made by our students that you will be able to find in each one of the classrooms.

While in some classrooms the topic could be about friends and they write and publish a book on this topic, other teachers use little “baby books” to help students review the sight word vocabulary they are learning. But, no matter what kind of book or genre is employed, all of them are part of our new view on literacy and the results are amazing.

Let me walk you through this process. In my classroom we were getting ready to study letter “O” and taking into account that its sound is a little difficult for our second language learners I decided to integrate for two weeks all literacy areas and science into creating a non-fiction book on Octopuses. Children loved the idea and we began by brainstorming all the things children knew about this animal. This step allows teachers to value children’s background and knowledge they bring into the room.
The second step was to read about Octopuses from real books. At this time we checked out from the library some exciting literature appropriate for our students. We began then to read, cross check and add all the new information we were learning to our classroom poster. To complement this activity and bring more enthusiasm into our project we had the chance to explore real Octopuses to confirm most of the facts we have found in books. This step teaches children to read with a purpose in mind (finding facts about octopuses) and it increases knowledge on the topic.

Later on we decided to write our own book on this topic and, through an interactive writing activity, children took turns to write in front of others their ideas. This powerful activity allows teachers to guide students in the writing process based on the needs that children are having while writing.

Once the story is ready with several sentences written down we become illustrators. Each sentence becomes a page in the book and each page needs some illustrators to work on it. This step allows the student to understand the process of how authors and illustrators go through when writing a book.

When the pages are all put together children have the chance to enjoy reading their own book in their reading corner.

WHAT A GREAT WAY TO LEARN!
CHOOSING THE RIGHT BOOK
FOR A FUN READ-ALOUD

By: MARIA DEL ROSARIO URIBE, Primary Library Director

Choosing books for read-alouds that will catch every child’s attention is not easy. However, if certain elements are kept in mind, you can be sure to succeed.

The first thing you need to start with is by thinking on how appropriate the book is for the children you will be reading to. Primary School students range from 4 to 8 years of age. As I read the book for the first time I ask myself if the language, the illustrations, the organization, and the tone are appropriate for the grade level intended. The writing style must be attractive. The sentences should be short and clear. The information should be easy to understand and have a coherent flow. I try to avoid reading books that look overcrowded with information and pictures in order to keep them focused on the story. This way, it is easier to pull the children into discussions by asking them questions and bringing connections to their minds.

The Illustrations are essential. When I choose a book for the Primary audience I look for eye-catching pictures that go along well with the story. Pictures that will help them understand the main idea and interest them in the read-aloud.

Fiction or non-fiction? It really depends on the children’s interests as well as on the support I can give the teachers with the specific topic they are teaching. When reading non-fiction it is important to find interesting facts melted into a story and not simply up-front statements. I personally prefer fiction read-alouds, for I can add voice, accents, and motion making the narrative more captivating.

As Library Director my goal is to encourage reading. In a world that turns as fast as today’s, it is essential to instill a true devotion for books and prepare the future generations to become lifelong learners.

FELIPE ROMERO, a 5th grade CNG student won a title for Colombia in the Tennis Copa Cosat-Nestlé, which was played in Bogotá last August. The tournament had over 400 participants from different countries, and Felipe won first place in the 8-10 years category, in a match against a player from the USA.

CONGRATULATIONS!
LEARNING EVERY DAY

By: ERIN RUEGG, Elementary Literacy Coach

Visiting classrooms in the morning, I am always witness to astonishing discoveries, revelations, understandings, and everything else we know as learning. But it is hardly an accident. We are one incredibly top-notch group of educators. We build literate, articulate, analytical, self-aware, problem-solving people. The formula always seems to be about the same: an enormous amount of passion and commitment to student well-being, attention and careful focus on best practice, and enthusiastic reflection and understanding.

The best way to illustrate what I mean is to tell you what I see. Eight o’clock in the morning. I walk into my first classroom of the day. Students are perched on window seats, sitting on tables, under their desks, in chairs, on the rug or snuggled close to a friend. There is a brilliant silence in the room that I savor. These children are reading. They are focused on 22 stories they have each chosen to dive into deeply and completely. The teacher whispers softly to a student as she reads aloud and talks about her thinking. This simple ritual is actually a testament to a school and classroom culture where reading comes first. Students are building reading stamina, thinking deeply as they enjoy the mystery, adventure, exploration, and drama that unfolds with each page.

Twenty minutes later, I walk into the next classroom. Students are sitting side by side with sticky notes in hand. They are reading each others writing and articulately questioning for clarity and offering revising and editing suggestions. I hear one student say to another, “You made me feel so scared when I read this part. I could feel the tension in your story.”

I peek in the next classroom to see students rehearsing poetry and hear the teacher stop to highlight spelling patterns and ask about the significance of figurative language. An eight-year-old eagerly responds, “Well to me, the author is trying to show how to look at the city in two ways; you can see it is crowded, dark, and scary or you can see that it is full of energy, motion, and happiness...so it is bright too.”

Next, there are children rolling balls down the hallway. Students are having fun but it is clearly not an early recess. I ask a child what they are doing. He shows me his recording journal on a clipboard and explains that they are testing the forces of motion to see how different types of friction affect how far objects can travel.

This is one typical morning, four classrooms, 88 students. Multiply that a few times and you will start to feel what I feel and see what I see every day, week, and month at our school. It is invigorating. Learning is energy and we create lots of it. I am proud to work at CNG and be a part of a community that takes to heart the everyday experience of learning, growing, and becoming the best you can be with every activity and every moment, every interaction, and every experience.
Del 9 al 12 de Octubre de 2009 CNG fue sede del Primer Torneo Internacional Power Tumble de Gimnasia y Cheerleading, que contó con la participación de grupos, colegios y deportistas de Estados Unidos, Costa Rica, Ecuador y Colombia. CNG compitió en la modalidad de gimnasia con gran éxito, destacándose en el nivel 2, logrando todas las medallas de oro de la clasificación individual y por equipos. La campeona del nivel fue Isabella Saa, quien nos cuenta cómo se ha convertido en ejemplo y testimonio de los valores que promueve nuestro Colegio a través de la práctica deportiva.

Isabella está en 3er grado, nació en Bogotá y tiene 9 años. Práctica gimnasia desde K5, porque, según ella “me gusta, me estira y me divierte”. En su tiempo libre aprende ballet y tenis; es una excelente estudiante y sus profesores la reconocen por su disposición para el trabajo y autoconfianza.

Dice sentirse muy bien cuando hace gimnasia. Comenta que “al principio no hacía nada bien, pero después me acostumbré y trabajé en mi estiramiento y la fuerza de mis músculos”.

Practica dos días en la semana y diariamente en casa. Su modalidad favorita son las barras asimétricas y en la que mejor se desempeña es suelo.

Durante la entrevista Isabella mostró su carácter afable y en sus respuestas dejó ver su personalidad de campeona.

¿Cómo te ayudan los entrenadores del Colegio?

Me ayudan muy bien, me repiten lo que necesito hacer y eso me ha ayudado demasiado. Lo que más me ha servido es escuchar sus consejos y aceptar que ellos me ayuden.

¿Cómo haces cuando no puedes hacer algo en gimnasia?

Me tranquilizo, empiezo a trabajar en ello, me calmo y sigo trabajando hasta que lo hago, pongo esfuerzo y siempre pienso en pensamientos positivos.

¿Qué fue lo más difícil de la competencia internacional?

Para mí fue viga, porque tengo que desarrollar más el rollo; me cuesta trabajo y en la competencia me caí.

¿Cuando estás compitiendo qué crees que haces mejor para poder ganar?

Miro un punto fijo y también me concentro en el esquema y lo hago en la cabeza.

¿Qué les recomiendas a las niñas que empiezan a practicar gimnasia?

Recomiendo que se concentren y piensen pensamientos positivos porque así uno lo puede hacer, que piensen “yo lo puedo hacer”, y traten de hacer más fuerza en las piernas y estirarse más.

Felicítaciones. Eres un ejemplo para nuestros gimnastas y los deportistas de nuestro colegio.
Our lives have a way of changing in the most unexpected ways. This happened to me when I came to live in Colombia, in December 1990. My intention was to go on for a Ph.D. at American University, but I stayed here, as a Primary substitute teacher instead.

One day, shortly after my arrival in Bogotá, I received a phone call from Mr. Dale Swall, former director of Colegio Nido de Aguilas in Chile, asking me to please help him “in an emergency”. As I tend to do, I said “yes” without really knowing what I was getting into, and, more importantly, without realizing that this would change the direction of my life forever.

After teaching in Kinder 4 for five months, and teaching a 4th Grade class on the following year, I made the decision to change my career focus drastically from administration to elementary education. I was so fascinated by my young students, by the different ways in which they all learned, by their often difficult to answer questions, and by the ineffable reward of a pair of eyes sparking up when they had understood something, that suddenly I knew that this was something that I would like to do for a long time.

Recently, I have had a somewhat similar feeling of elation, learning, from another teacher, how to teach my young 4th graders how to write well. I have to confess that I was reluctant to follow a method that I did not fully understand if, in the past, my students had always had good results with my own method, refined and polished after many years of teaching. I even wrote to my principal expressing my concern about having, metaphorically, to swim in the deep end of the pool with the possibility of drowning in the process.

But being a rare combination of obedient and curious-about-new-learning person, I accepted the challenge of observing our literacy coach launch Lucy Calkins’ Writing Workshop in my class during the month of October. I have come a long way since then, and have even volunteered to “pilot” the entire process alongside my students. I share what I have written with them and they criticize my piece with seriousness of purpose and powerful insights.

I come from a family of life-long nerds, so learning new things is no sacrifice for me. It is actually something that I enjoy profoundly. In Lucy Calkins’ terms, I have traveled the long road from a watermelon to a seed, stretching my mind and my writing, looking for good leads, analyzing various endings, adding and deleting details, changing the direction of the original piece at the request of one of my students, and experiencing all those things from the viewpoint of a nine year-old apprentice.

My principal no longer needs to reply to my concern. I know that this method is better and more effective than mine for my young students because, each day, there are fewer and fewer students who yawn and sigh in front of a blank notebook page. They are fully awake now, and brimming with new ideas to add or change in their stories. And I have been recharged with new energy myself.

You are welcome to attend our final session when these young authors will publish their manuscripts and sign autographs that may be worth a million dollars in the not too distant future. This may still be the best year ever in the life of a not so wimpy teacher who is still learning new and inspiring strategies to engage young students in that thrilling quest for knowledge called “education”.

BY: REBECA DONOSO, 4th grade teacher
...Éramos siete profesores reunidos tratando de encontrar música adecuada para enseñar español; cada uno enumeraba un tema como el más importante: la casa, el colegio, la ciudad, los días de la semana, las estaciones del año, la ropa, los transportes, los juegos, los números, las consonantes, las vocales, los animales,…..en fin más de 70 temas que requerían música para enseñarlos a los alumnos. Entonces me senté a componer y después de dos muy productivos días quedaron escritas 36 canciones: Había nacido TIOVIVO!

Luego convencí a mi hija Manuela para que se aprendiera las canciones y las grabara para hacer dos discos, cada uno con 18 obras. Fueron largas jornadas de grabación, repitiendo, corrigiendo, mejorando cada canción, insertándole cariño, expresión y amor por los niños: en definitiva la obra era para ellos.

Hoy después de dos años de intenso e ininterrumpido trabajo, puedo decir muy orgullosamente que “What we do best at CNG is……. TIOVIVO”. La tarea está lista y ha sido mi mejor obra para los niños y personas que quieran aprender español usando la música como la mejor herramienta para lograrlo.
You know it’s a good sign when you don’t want to count the ballots: it means there are more qualified candidates than positions. Many nations wish they had this problem, I thought, pausing to check for more ballot returns. My mind drifted back to the election posters showing students flashing peace signs, playing with puppies, and relaxing at the beach. The speech when one fourth-grader urged, “No one likes being an Osprey. We are the new house. If I am elected I will change that.” Such spirit. Such pride. But what’s the big deal, anyway, about belonging to a house? What do these different colored birds mean to us?

The house system as we know it was developed by British boarding schools to provide a sense of belonging to children who were far away from home (think of Harry Potter). They also proved themselves to be an easy way to form sports teams and encourage allegiance-building (again, Harry). They serve a similar purpose at CNG. Students put on their face paint for field days and cheer on their house-mates at quiz bowls as they chant house cheers. On a deeper level, a student’s house may be one of the only things that remains constant during his or her life at CNG. And they never forget that colorful bird.

An anecdote: I recently enjoyed an afternoon at a CNG-alum owned café in the Zona T. When I introduced the owner to a family friend who is a current CNG high-school student, the first thing the owner said was, “Eagles?”

The Elementary students knew the impact they could have by being elected to the House Council. In our first meetings members have proposed ideas for fund-raising, community events, competitions, improved communication, and they are serious about getting them started. Whatever has been the traditional domain of house influence seems to be irrelevant to them. When time restraints get in the way, students offer Saturday as an option.

To keep updated, make sure to pass through the Elementary hallway to see how the houses are doing (the points are posted on the bulletin board next to the office). There you can also catch a glimpse of the election winners, whose pictures are posted above the points. We have a large and diverse group of captains and representatives, perfectly set to represent and lead our Elementary student body. We can’t promise any quidditch tournaments, but it’s certain that this year will be a house year to remember.
CUANDO LA LITERATURA ES UN GOCE, EL MUNDO ES MÁGICO

Por: MELBA EDITH CALDERÓN L. Y ADRIANA POLANCO, Profesoras de Elemental de español y sociales

U na de las mayores preocupaciones que tenemos como profesores es cómo apoyar a los niños en la apropiación y disfrute de la palabra impresa, en el descubrir su propia lengua como fuente de placer, de fantasía, de conocimiento, de aventura, de abrir puertas hacia la imaginación a través de las páginas de un libro donde emergen hadas y dragones, mundos nuevos, mundos antiguos, personajes, historias, sentimientos, poemas y pasiones. Como respuesta decidimos crear El Club de Lectura cuyo lema es “Apúntate a leer con nosotros”.

Nuestro propósito es que los niños adquieran el gusto por la lectura, una ilusión por querer descubrir los miles de relatos e historias maravillosas. Además que les permita comprender y reflexionar acerca del texto y ayudarlos a desintoxicarse de los medios audiovisuales que por su facilidad de decodificar permiten descansar sin aburrir y convierten a los niños en aprendices pasivos.

La experiencia ha sido satisfactoria porque las actividades que se han desarrollado han logrado en los estudiantes un acercamiento agradable hacia los libros. Han conocido nuevos autores, leído imágenes, compartido con compañeros que son lectores apasionados, se les ha animado a leer partiendo de actividades plásticas. Cuando los observamos leyendo vemos un encuentro amistoso y libre con el libro.

Con el ánimo de seguir realizando actividades que nos conduzcan a seguir cumpliendo con nuestro propósito no sólo con los estudiantes que pertenecen al Club, sino con todos nuestros estudiantes, el departamento de español y sociales ha invitado a varios escritores entre ellos a: Irene Vasco, Sergio Aguirre, María Fernanda Heredia, Esteban Cabezas y Francisco Leal Quevedo. Esta actividad les ha permitido conocer en carne y hueso al escritor que les ha hecho soñar, llorar, identificarse con el personaje o con situaciones que se relatan en sus libros. Los saludan, los abrazan, les hacen preguntas, quieren que les autografién los libros y los aplauden. Estos amigos del maravilloso mundo de la escritura han logrado que algunos de los estudiantes comiencen sus primeros pinitos en la narrativa.

El programa está dirigido a estudiantes de elemental. Los invitamos a participar de esta actividad tan novedosa y enriquecedora que con gusto y pasión estamos realizando. Inscríbete y “Apúntate a leer con nosotros”.

“Lo que se necesita para hacer que un niño desee aprender a leer, no es el conocimiento de la utilidad práctica de la lectura, sino la firme creencia de que saber leer abrirá, ante él, un mundo de expectativas maravillosas, y le permitirá despojarse de su ignorancia, comprender el mundo y ser dueño de su destino”

Bruno Bettelheim
New Literacy Strategies

By: VANESSA GILCHRIST, K5 Teacher

For the last two years the school has been making great efforts to improve the students’ literacy skills. Among them are increasing contact time by changing the schedule, hiring knowledgeable and skillful Literacy coaches to guide us, and organize book studies with books like “The CAFÉ Book” and “The Daily 5”, written by Gail Boushey and Joan Moser (“The Sisters”), to help us implement new strategies.

These books offer effective strategies and a useful learning structure for teachers and students. For instance, students become more independent, are able to self-monitor their behavior, have clear expectations, make decisions about their learning, monitor their progress, and are highly engaged in meaningful and authentic reading and writing activities. All of this is achieved through “principled habits” such as trust, choice, community, sense of urgency, stamina, and staying out of the way, which are the foundation for authentic learning and student success.

On the other hand, teachers are able to differentiate their instruction in order to meet students’ needs, interests, strengths, and weaknesses. We achieve this by conferring with individual students or strategy groups to help them identify and develop reading and writing literacy strategies and goals, while they are reading to self, reading to someone, working on writing, listening to reading, and doing word work (daily 5 activities).

In this new management approach and learning structure teachers and students work together towards the same goal: student success in the development of effective literacy skills.

Student Engagement

By: DOUGLAS CATHEY, 4th grade teacher

At the beginning of each school year, there is the apprehension of, “what kind of class will I get?” I am sure it is true for teachers and students alike at all grade levels. The dynamics of each class can really determine the motivation to teach and to learn. More than once this year I have said, what a great class I ended up with. I know I had some great classes last year, but this is one of those classes that seems to be driven to learn and in turn, they are driving me to teach – better.

During the first couple days of school I had to keep apologizing for not having time to let them free read (yes, they just wanted time to read) but, we had too many things to get done. They were asking to learn and I felt like I was holding them back. A few days later when the rules were established, the papers were all filled out and the materials were distributed, we took off and haven’t stopped. The more I give them, the more they rise to meet the challenge.

As a whole, the class keeps asking for projects. They want to choose the topics, do the research and present to the class – WOW, these are 4th graders. Lecture? Not likely with this group – it might be questions and answers, but they don’t want to be told about a subject, they want to find their own answers.

The most difficult thing for me is to keep them focused on a single idea – they want to run in all directions. One answer leads to another question. They have begun to self reflect and evaluate their own work using rubrics they helped create and they are much more critical of their products than I am. They can tell you what they want to improve the next time and how they will achieve it. They are realizing that working with students that have different perspectives is more productive than simply choosing a best friend.

These are great kids that are excited to come to school each day and they want to learn meaningful information that excites them. I know from my previous experiences that my students are typical of most students at CNG.

As teachers, let’s not lose focus – we have amazing students!
Qué hacemos bien en el CNG? Para mí son tantas cosas que no sería fácil escoger sólo una, pero en esta oportunidad quiero compartir con ustedes algo de lo que me siento realmente orgullosa. El semestre pasado me contactaron de la “Fundación Cerros de Bogotá” para invitar al CNG a participar en un concurso de dibujo.

La convocatoria invitaba a todos los colegios de Bogotá que están situados en las laderas de los cerros a participar en el Concurso de dibujo para crear conciencia en los niños de la importancia de proteger los mismos.

“La Fundación Cerros de Bogotá, se inicia con el interés de apoyar, desde la sociedad civil, la apropiación y el conocimiento de la reserva de los cerros orientales. Los miembros de la fundación preocupados e interesados en la recuperación y conservación de los cerros para el disfrute de los ciudadanos y ciudadanas de la región, y luego de haber participado de diversas formas para la conformación y desarrollo del mencionado corredor, deciden consolidar una Red Social de apoyo a las iniciativas congruentes con la misión de la Fundación.

Creemos que la apropiación y cuidado de los cerros debe surgir de todos los ciudadanos y ciudadanas que habitan la región. Se debe mirar a los cerros, explorarlos, respetarlos y cuidarlos con afecto y la Fundación busca ser un medio para lograrlo.”

Me interesó mucho el tema ecológico, proteger nuestro entorno, llegar cada mañana al colegio y tener el privilegio de mirar estos cerros a primera hora de la mañana, los colores, la luz, el tema ecológico con el cual el colegio se encuentra muy comprometido y que yo trato de involucrar en mis clases de arte con los niños de Elemental.

Todos los alumnos de Elemental realizaron dibujos y se preseleccionaron 82, realizados en diferentes técnicas por los niños de Elemental de 3 a 5 grado. Para mi enorme satisfacción y orgullo FELIPE MELENDEZ FACCINI alumno de tercero ganó el PRIMER PUESTO en Bogotá! Pero no sólo eso, también logramos los siguientes puestos:

- Patricia Burgos 3 puesto
- Matias Kling 5 puesto
- Julianna Velez Mención de Honor
- Natalia Acero Mención de Honor
- Isabel Botero Mención de Honor

El primer puesto recibió un árbol de premio y su dibujo será publicado en el Libro de la Fundación y los otros estudiantes recibieron un diploma.

Todos los dibujos serán publicados en la página de la fundación www.cerrosdebogota.org

Quiero felicitar a los ganadores y a todos los niños participantes y preseleccionados e insentivarlos a que sigan dibujando!
WHAT WE DO BEST
IN ELEMENTARY

By: STEVE AUBIN, 3rd grade teacher

In Elementary at CNG we use a workshop model to teach literacy to engage students as true writers and readers. This is what my class does best and I’d like to share a glimpse of our Writing Workshop. The workshop model gives children time to engage in the craft of writing in an authentic way. Each workshop class begins with a mini lesson – an intensive lesson, ten minutes at the most, highlighting a skill that the students need help with usually gleaned from their work. Next, follows independent work time where the students engage in writing, experimenting with the skills we’ve examined in the mini-lessons. Students self direct their progress deciding when to start a new story, when to edit, when to revise and when to publish on our Classmate computers. The magic of the Writer’s Workshop is during the children’s interdependent work time where they rely on each other to revise and edit. As one of my students Sofia Córdoba says, “What I love about Writer’s Workshop is that we share from each others’ ideas and we learn from others all the time.” The children use the editing and revising mini-lessons to help each other make more vivid images using words. Quite often when the children share what they’ve written out loud with a friend they realize themselves what needs to be added or taken away to make the words more meaningful. During this time I conference with students looking for mastery of the skills they’ve been taught and looking for new teaching insights which will become the focus of the next mini-lessons. The end of the Writer’s workshop is when we celebrate learning. In our class we listen to each other in Author’s Chair. Children sign up for a coveted spot as one of our three readers per day. After one of our authors has read we give at least two compliments and then a suggestion to help make the author’s writing better. At the beginning of the year I had to lead the audience in discussion but now the children lead their own discussions evaluating the audience’s response. I am proud of my young authors who have taken a simple workshop format and made it magical. Another student, Santiago Zuleta, sums up the philosophy of the writer’s workshop. “You can express your feelings in writing and show your imagination. You can share your best and people can learn about you.”
El pasado 10 y 11 de noviembre el equipo de gimnasia de las categorías de pre nivel y niveles 1, 2, 3, y 4 asistieron con la representación de 34 deportistas, al Torneo de Gimnasia Artística de Asocoldep realizado en el Coliseo el Salitre. Participaron 15 instituciones educativas entre las que se encontraban Rochester, Santa Francisca Romana, Cumbres, Mary Mount, Anglo, Helvetia, Gimnasio Femenino, Escuela de Formación de Chía, San Bartolomé, Vermont, Fontana, English y Nogales.

El Colegio tuvo una excelente representación en todas las categorías, destacándose siempre los objetivos de excelencia que promovemos en nuestros estudiantes.

Nuestros gimnastas tuvieron unos resultados a nivel individual sobresalientes, estando en el pódium dentro de la participación en cada uno de los aparatos.

Queremos destacar los resultados finales por equipos:

**NIVEL: PRE-NIVEL FEMENINO**

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**NIVEL: PRE-NIVEL MASCULINO**

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<td>Martin Rodríguez</td>
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Deseo agradecer a toda la comunidad (directivas, padres, profesores, personal del colegio, entrenadores y alumnos) por su apoyo durante todas las fases del proceso que lleva a una participación, ya que debido a su invaluable aporte podemos seguir cumpliendo la visión institucional y obteniendo resultados de calidad.

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Because of its biodiversity, conservation of the country’s extraor-
dinary natural resources should, probably, be a major focus of
education in Colombia and, our school, through its Classroom
Without Walls program, may well become a pioneer in this.

On Friday, October 9th, 2009, our 4th Grade classes had the
unique and exciting privilege of visiting Chingaza National
Park. It was a beautiful, sunny day and this enhanced the ex-
perience even more. We left at 7:30 a.m. and returned to school
at 4:30 p.m., after a fun-filled day in which we came into close
contact with an extraordinary, but very fragile ecosystem.

In Spanish, the word “páramo” has several official mean-
ings in the Royal Spanish Academy’s dictionary, but none
of them say anything remotely connected to what we all
experienced there.

My class had the additional privilege of Mr. Daniel Vargas’
expertise on the area. Mr. Daniel Vargas, engineer, C.N.G.
alumnus of the class of 1968, and M.I.T. graduate, made
the 90-minute bus trip to Chingaza on our bus, pointing
out important details about landforms, bodies of water,
and history of the park and area that we were about to see.
Previously, he had spent over an hour with my students
telling them about the importance of this trip for the future
of Colombia, so he even knew everyone by name.

Upon arrival, we had a snack awaiting us, we were told to
go to the bathroom, and then we set out in two different
groups to two different parts of the park. One group hiked
up to Buitrago and the other group climbed on the buses
again and went to Laguna Seca.

Those of us who went to Laguna Seca had four different
activities. Our students learned about eutrophication, about
the characteristics of the endemic flora (especially “chusques”
and “frailejones”), experienced the sound of silence and
wind, watched the different types of clouds move over the
“páramo” from east to west, learned to turn muddy water
into drinkable water using natural filters, and, last but not
least, equipped with individual magnifying glasses, were
able to see the tiny hairs on the leaves that help the delicate
frailejones to survive during the dry season (because they
store precious drops of water in them) and look for differ-
ent examples of tiny flowers that grow there.

They say that children learn what they experience as they
are growing up. If you love them, they will learn to love, if
you are respectful, they will learn to respect, and if you care
for your environment, they will want to care for it too.

What a privilege it has been for me to have been living in
this country and working at C.N.G. for 16+ years. Had I been
elsewhere, I could never have believed that I could learn so
much about “life” in such a seemingly barren environment.
But our lives are full of opportunities and contradictions.
We just need to notice them. All it takes is a little bit of
courage and determination to find and enjoy the simplicity
of life in the hidden beauty of a “páramo”, in a cloud forest
over the tropics, at almost 4,000 meters above sea level.

And Colombia seems to be the best place to do this because
it has almost 70% of all the “páramos” in the world.

See you there! It can still be “the best year ever” for you too!

1. Terreno yermo, raso y desabrigado. Lugar sumamente frío y desabrigado. Llovizna (Colombia y Ecuador).
2. Eutrophication is a syndrome of ecosystem responses to human activities that fertilize water bodies with nitrogen (N) and phosphorus (P), often leading to changes in animal and plant populations and degradation of water and habitat quality. www.eoearth.org
SAFI
TODO EN TEXTILES
CON LA CALIDAD, TRADICIÓN
Y DISEÑO DE LA INDUSTRIA
EUROPEA

Calle 90 No. 12-65 - PBX: 691 3883 Bogotá, D.C.
It’s time for math” announces Sara as her math teacher walks through the door. She and the other students are ready and excited to learn. They eagerly take their seats for the Math Minute, a one minute check of a variety of math ideas that challenges them to work quickly and rely on rapid recall. And then they settle on the mat where they participate in an introduction to the math lesson for the day.

In primary we work hard to nurture that inherent love of math that many children have, and to develop it in others, by ensuring them opportunities to be successful. Besides learning specific skills in a variety of mathematical areas, we spend a great deal of time helping our students be critical thinkers and problem solvers. Using manipulatives, children act out story problems and then record their thinking with a picture that depicts what the child did. Students may draw a number line to show how they counted on, for example. Students then write the equation that ‘tells the story’ in an attempt to relate their thinking to mathematical expressions.

For example, after solving a problem about a mommy hamster and her five babies, one child wrote the equation 3+3=6. When asked to ‘tell the story’ with her equation, she faltered. “Is there another equation you could write that would tell the story?” asked her teacher. The girl thought for a moment, and then with bright eyes gasped, “yes! 1+5=6.” She knew from her picture that the answer was 6 and, happily she knew several ways to decompose that number. However, math is more than just numbers; it is the ability to express real world situations with mathematical symbols. And in this case, even though 3+3 does equal 6, it did not depict what was happening in the story. This child was able to draw upon her knowledge of how to make six to come up with the equation that correctly represented the problem.

“I love math!” exclaims Veronica. Her math teacher just smiles. It is an expression we hear often because children who have mastered the various concepts presented at their grade level, and who can then appropriately and correctly apply them to real situations, feel empowered with their mathematical learning. Building on the successes of their students, the primary math team continues to plan for ways to better meet the needs of all children.
What We Do Best at CNG
HELPING MIDDLE SCHOOL STUDENTS GROW

By: TIM WARREN, Middle School Principal

I have the good fortune to spend every day with my own children at CNG. Both middle schoolers, they have adjusted well to their new school, made new friends, and, with a few minor exceptions, really are no different from any other students on campus. Despite their relative comfort, I am reminded every day of the struggles they encounter as young teenagers and the need to support them through their development.

One thing to be certain of is the presence of constant change. Like every other middle school student, while their bodies are rapidly growing on the outside, their brains are developing just as quickly on the inside. This is a time of enormous growth in how they think, feel, and act. They are beginning to establish their own values and develop their own attitudes about the world. Although not there yet, adult-like ideas are becoming more prevalent in their thoughts.

While there is no doubt that we, their parents, are still needed, young adolescents are starting to look more to their peers for guidance, approval, and acceptance, just as we do. And because of the ever-present conflict between the need for parents and the sometimes competing need for peers, emotions abound. Relationships are often in conflict as our children learn how to interact effectively, genuinely, and respectfully. Lots of mistakes get made. Friendships sometimes form and disintegrate overnight. And as we watch, our hearts ache for their pain while at the same time as we fight to swallow our frustration at their thoughtless remarks and self-destructive decisions.

In the CNG Middle School, we know what to expect from our students. We know that, despite being housed in adult-sized bodies, their brains are only beginning to develop the capacity for adult-like thought. We know not to expect clear-headed, reasonable thoughts, attitudes, and opinions, but instead delight in the fresh, raw, edgy ideas that spew forth, often without warning. We know how to take that cerebral chaos and form it into useful, productive learning. And we know that, with patience and firm guidance, someday every one of our students will grow into normal, responsible adults.

When it comes to middle school students, nothing comes easily. Judging when to intervene and when to step back takes patience and skill. Fortunately, our teachers and counselors are well trained and have the expertise to lead our students through these challenging times. It’s important work, and just one of the things CNG does best.
Being a National Junior Honor Society (NJHS) Sponsor is an incredibly rewarding experience. The students who are part of this Middle School organization are simply amazing; they are a group of leaders who care about the people around them as well as those who are less privileged and live in other parts of the city, under completely different circumstances. We’ve had the opportunity to do various service projects, such as the one at Fundación El Portal, for the children of prisoners in La Picota; Casa de Ángeles, for children with cancer. Also, every year we go to the Hospital Militar and Batallón de Sanidad to spend time with the wounded soldiers, and some other projects that we want to do this year, but what is really wonderful about all this, is to see the way our children organize all the activities and give the best inside of them to make others happy; they are generous, enthusiastic, creative, and most of all caring. These visits always have an impact on our students and make them aware of the reality of our country. NJHS students are always thinking about new ways to reach out to the greater community and contribute to a better society.

Selection to the National Junior Honor Society is an honor and a great commitment. Students are eligible to become part of NJHS in 6th grade. They have to go through a very strict selection process in which all the grade level teachers participate. The final decision used to be made by the NJHS Faculty Council, but this year it will be made by each grade team, based on the students’ outstanding performance in five criteria, scholarship, leadership, service, citizenship and character. The ceremony for the induction of the new members takes place every year during the second semester. Students can become members of NJHS in 6th, 7th, or 8th grade. Membership requires attendance at regular meetings, and responsibility to carry out all the personal and service projects throughout the year.
Last week I went to ColMUN (Colombia Model United Nations); a model of United Nations. United Nations is where a lot of nations get together and discuss the world’s conflicts and try to get a solution. I went as a floor secretary, not as a delegate. A delegate is the one that discusses the conflict; the floor secretary is the one that helps the president of the commission. My commission was EcoSoc (Economic and Social).

The theme was microcredit. Microcredit is when a person with low economic sources wants to make a business to earn money, so a microcredit bank gives her/him necessary money with low interest rates. But sometimes the business doesn’t give them money, so the people don’t have the money to pay the bank. That is what the delegates were discussing.

The first day they gave an opening speech and we had a meeting with our commission so we would know what we were doing. The second day the debate started, and I actually learned what microcredit means. The third day, the debate continued. And the last day the vice president came to give a speech and teach us more about Colombia and how cocaine is decreasing in Colombia.

I learned a lot and it was a really fun experience. What CNG does best is give the opportunity to students to learn more about the world, be leaders, and socialize with other people.

Congratulations to the Girls “C” Soccer team for winning this year’s UNCOLI championship against Nogales last Friday afternoon in an exciting game which finished in a penalty shootout. The game was actually tied 2-2 after regulation and won after the 8th Penalty shot.

Special thanks to Guillermo “Prof” Hernandez and Ricardo Martinez for doing an outstanding coaching job.

**GIRLS “C” TEAM**
1. María Gómez
2. Andrea Copello
3. Laura Cabrera
4. Natalia Navarro
5. María Cecilia Ayalde
6. Estefania Szapiro
7. Alexandra Daccarett
8. Gabriela Maldonado
9. Cristina Chamas
10. Fiona Raikes
11. Sofía Luongo
12. Manuela Rocha
13. Camila Palacios
14. Agustina Deambrosi
15. Mariana Valencia
16. Lina Merizalde
17. Andrea Pastrana Ochoa
18. Daniela Duarte
This trip is all about unity in diversity. We integrate with other students and that’s what the school is best at: friendship and unity in diversity. I loved this trip.

I was chosen to go there and I was really impressed because I had never been there. I’d never heard that the school went there, not everyone in my grade was going, others in other grades were, and because I didn’t know WHY I was chosen. But it remained a mystery.

Days passed and finally Thursday came. It was time to go. I waited beside the office for the teachers that were leading the trip. Then the teachers got there. I was really happy because all of them were nice. They took attendance and then everyone got on the bus.

When we got to the hotel everyone was hot and wanted to go into the beautiful pool. We chose our roommates and then went to our rooms to put on our swimming suits.

When everyone was outside, a delicious snack was waiting for us. After eating it, everyone went with a splash into the pool and did some competitions by groups; it was really fun and we met lots of people.

When we finished pool time, we ate lunch, and then went to the town, Villeta, to buy things. Then we had free time to change and do whatever we wanted. We invented some activities; mine was doing “porcelanicrom”. When we were all ready we started doing the activities.

Then we did a nice activity with candles. You had to exchange candles with other people while telling him or her something nice. Then we roasted marshmallows and after had dinner. It was a little weird because we were having dessert before dinner. After dinner, some Colombian dancers showed us typical dances with beautiful dresses. Everyone was really tired at the end of the day.

When we woke up the next day, we put on our bathing suits and started walking towards the waterfall. The waterfall was cold, but fun. It was a wonderful experience. We each ate an ant. Some people liked it, some were grossed out. After we had to pack, we had an activity that was writing nice things to people; everyone got compliments. We had lunch, and then had to go back to Bogota. We arrived at CNG at 3:00. It was a great experience and trip.
It was 6 a.m. in the morning and I was up and ready to go on my trip to Villeta. I was super excited but I could feel the butterflies in my stomach. When I got off the bus, I met my friend Cristina at the front gate. We met everyone in the flag patio. It took us about 20 minutes to get situated until we could go on the bus. Since the bus ride was two and a half hours we decided to pass the time by watching a movie. We watched some spy movie. I don’t really have much to say about that because I was playing with my friends.

After two and a half hours on that long ride, we finally got to Villeta. First we had our rooms assigned. I shared the room with two people, Chloe and Cristina. The rooms were super nice because they were modern, comfortable, and the best part was that they had air conditioning. When we finished unpacking, we went down to eat a snack. We had salpicon with ice cream on top. After that, we were dying of the heat but our next activity was to play in the pool, so we put our bathing suits on and jumped in! It was very refreshing! We played two games. One of the games was that we had to get on an inflatable toy and race from one end of the pool to the other. The other game was that we had to find pads with numbers on them and once we collected all six pads, we had to find the secret code on the back. Later on, we ate our lunch and then we walked to the town and went shopping. When we got to the main square, other students started complaining about the heat, so we went back to the hotel to dive in the pool.

We played in the pool awhile and after that we got dressed and started getting ready for the hobby swap. My friends and I taught people a game of cards. After we finished the student hobby swap, we all gathered around the fire and we each got candles and we had to say something nice to one another. But during that time a girl named Isabella and I got bit by ants. It was horrible! But we just dipped our feet in the pool and we were ready to head back to the S'mores. Later, we ate dinner. But I was so full that I didn’t eat much dinner. After dinner there was a trust activity. I had to feed somebody something and we had to pretend the food was something disgusting. When we finished the activity, some Colombian dancers came and they danced the local Colombian dances. After they finished dancing, we had to join them. It was really embarrassing to wear their skirts. Later on, we got to dance to our own music and at ten we went to bed.

On Friday we woke up at 6:30 a.m. and ate breakfast at 7:00. After breakfast, we went on a walk to the waterfall. On the way there, a girl named Nicole blindfolded me and I had to walk up to the waterfall with it on. When we got to the waterfall, we got into the water. It was freezing! After a while, I got used to the temperature. For a snack, Ms. Was gave us ants. They were delicious. Then we went back to the hotel and packed up. At one o’clock we hopped on the bus and departed for Bogota.

CNG is the best at planning trips because throughout the trip to Villeta there was always something fun and exciting going on. Also, CNG doesn’t make the trips too overwhelming so we are not exhausted at the end of the day. CNG comes up with the most creative activities like the trust activity. I think CNG is excellent at planning trips.
High School

MUCH TO CELEBRATE IN THE HIGH SCHOOL

By: SHAYSANNA KAUN, HS Principal

Entering CNG in August as the new High School Principal, I have spent the days and months engrossed in absorbing all the great things that happen in the High School. I have been welcomed warmly and it has been lovely to feel the acceptance of students, teachers, and parents as well as the larger community. CNG’s High School is a place of welcome and there is much to celebrate!

I have been very proud to recognize many of our students’ special talents. Two who stand out include:

**Anthony Crisp** was selected as a 2009-2010 National Hispanic Recognition Program Scholar. Anthony is one of over 5,000 students selected from a pool of over 200,000 students who took the 2008 PSAT. This award was determined by Anthony’s PSAT score combined with his GPA and this honor can be reported on college applications. We are very proud of Anthony!

**Mariana Rodriguez** has been identified as a Commended Student in the 2010 National Merit Scholarship Program. Commended Students placed among the top five percent of more than 1.5 million students who entered the 2010 competition by taking the PSAT. This award for exceptional academic promise is highly coveted and we are proud of Mariana for her achievement.

As you will see in other articles, we have students who have performed extremely well in Math Olympics, Physics Olympic, and Chemistry Olympics. Our students did extremely well on the AP exams in May 2009 and several of them have received awards in the AP Scholar Program. Our college admissions profile is something wonderful to celebrate especially when we see how successful CNG alumni are in their respective institutions of higher learning. The Los Andes’ acceptances from the September ICFES are really something special!

The recent HS Play, “Metamorphoses” was outstanding in every way. The student performances demonstrated hours of dedicated practice and perfecting of lines as well as mastery of skills in acting. The play itself captured the audience’s attention as we were transported to a reflection on the myths of ancient times. It is incredible to see how these myths continue to play active roles in human existence today. The play is another celebration of student excellence!

As I shared with students on the first day of school and with parents at the Open House, I truly believe CNG’s High School is a community of learners & leaders where collaboration, teamwork, and thinking are valued; where learning goes beyond books and classes and into life; and where we strive to build, extend, and restore relationships. When these are the focus of a school, there is much to celebrate!
INTRODUCTION

The Advanced Placement Academy is one of the programs utilized at CNG to implement our philosophy of helping each student achieve his or her highest potential. This program has been specifically developed to meet the academic interests of highly motivated middle school and high school students.

The Advanced Placement (AP) Program® was created and designed by The College Board in the USA to enable students to pursue college-level studies while still in high school. Somehow it is an articulation between Universities and High Schools where students experience college level classes, demands, and expectations in the friendly and familiar space provided by high school. It is an opportunity to get ready for college life and expectations and to explore their potentials and abilities in different areas of knowledge.

Currently the College Board endorses thirty-seven courses in 22 subject areas. At CNG we are offering 15 subjects in different areas with the possibility of offering two more next year. Our offerings include: Science (Physics C, Chemistry, Biology, and Environmental Science), Math (Calculus AB), Art (2D and 3D Design), Social Studies (World History, US History, Psychology, Macroeconomics, Government, and Politics) and Language (Spanish literature, English Literature, English Composition). All these classes have been audited and approved by the College Board, which means that they meet college expectations and undoubtedly reach the academic needs of a college level class. Teachers assigned to AP Classes have expertise in the content area with higher domain of the subject matter, up to college-level. Teaching an AP Class is not like teaching any other regular class; the conceptual and methodological demands require special educators willing and able to teach college-level classes in high school settings.

After completion of the course work, students take a rigorous exam which is sent from the USA and is scored by college faculty and experienced AP teachers back in the USA. Based on their performance students can earn credit, advanced placement, or both for college. So far, more than 3,600 colleges and universities around the world recognize AP for credit, placement, and/or admissions decisions, including more than 90 percent of four-year colleges and universities in the U.S and the following universities in Colombia: Colegio de Estudios Superiores de Administración (CESA), Escuela de Ingeniería de Antioquia, Universidad de los Andes, Universidad Autónoma de Bucaramanga (UNAB), Universidad CES, Universidad Nacional de Colombia, Universidad del Norte, Universidad Pontificia Bolivariana, Universidad Pontificia Bolivariana seccional Bucaramanga, Universidad del Rosario, Universidad Santo Tomás and Universidad Tecnológica de Bolívar.

BENEFITS OF BEING A SUCCESSFUL AP STUDENT

Besides the intellectual growth, challenge, and college-like experience provided by AP Classes, students may be granted credit, usually with scores of 4.0 or 5.0/5.0 in college. Nevertheless, some colleges and universities also grant credit with scores of 3.0/5.0 in some subjects based of the difficulty that they pose.

All these benefits could be transferred into...

- Not taking that particular class again, or taking it with the possibility of guaranteed success and higher performance.
- Opening up spaces for other electives/classes.
- Placement in more advanced classes.
- Advance in credits and graduate before estimated time.
- Reduction in college tuition if it is based on the number of credits taken.
- More chances for college admission given that colleges look for students that challenge themselves and show high academic performance and commitment.
- Better college performance. A research done by the College Board indicates that students who have been exposed to AP classes perform better in college than students who have not, even if they didn’t pass the AP Exam. These studies indicate that AP students tend to demonstrate higher achievement in college than their non-AP counterparts. When placed directly in higher-level courses, they outperform their classmates who took prerequisite courses (College Board, 2009. Press Release).
AP AWARDS AND AP DIPLOMA

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP Score Report that is sent to colleges the following fall.

Given that Colegio Nueva Granada is an overseas American International School our students are entitled to the **International AP Scholar Award**, which is granted to the student with the highest average score on the greatest number of AP Exams. The minimum requirement is a score of 3 or higher on three exams. There are other scholar awards and this year the recipients of these awards were:

**Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

*Gabriel Durán, Gabriel Nieto.*

**Scholar with honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

*Esteban Aguel, José María Barrero, María A. Osorio, Juan M Villaveces.*

**Scholars:** Granted to students who receive scores of 3 or higher on three or more AP Exams

*Martín Amaral, Carmona Gabriel, Alejandra Carson, Anthony Crisp, Natalia García-Peña, Felipe Gaviria, Christian Metzler, Simón Ortega, Mariana Rodríguez, Juan Venegas.*

**AP Diploma**

The Advanced Placement International Diploma (APID) is a globally recognized certificate for students with an international outlook. The APID challenges a student to display exceptional achievement on AP Exams across several disciplines. Some universities worldwide utilize the APID in admissions. The APID is available to students attending secondary schools outside the United States and to U.S. resident students applying to universities outside the country. The APID provides additional certification of outstanding academic excellence.

To earn an APID, students must earn grades of three or higher on at least five AP Exams in the following content areas: (1) Two AP Exams from two different languages selected from English and/or world languages, (2) One AP Exam designated as offering a global perspective: World History, Human Geography, and Government and Politics: Comparative and (3) One exam from the sciences or mathematics content areas. (4) One (or two) additional exam(s) from among any content areas except English and world languages. These include the content areas already described as well as social sciences and arts.

**STATISTICS FOR CNG’s AP ACADEMY**

The following graph shows the performance of our students compared to the international average for the last academic year (2008-2009)

As we can see, in most cases our scores are higher than the international average. Statistically speaking, the average can be affected by the number of students taking the exam, for this reason and in order to have a fair appreciation, the following table shows the number of students that took the exam in May 2009 per subject:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th># Students taking the exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 3D DESIGN</td>
<td>2</td>
</tr>
<tr>
<td>CALCULUS AB</td>
<td>13</td>
</tr>
<tr>
<td>WORLD HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>SPANISH LIT</td>
<td>10</td>
</tr>
<tr>
<td>ECON- MAC</td>
<td>6</td>
</tr>
<tr>
<td>PHYSICS-C MECH</td>
<td>11</td>
</tr>
<tr>
<td>ART 2 DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>GOVT&amp;POL COMP</td>
<td>8</td>
</tr>
<tr>
<td>ENG LIT/COMP</td>
<td>44</td>
</tr>
<tr>
<td>EUROPEAN HIST</td>
<td>9</td>
</tr>
<tr>
<td>HUMAN GEOGRAPHY</td>
<td>12</td>
</tr>
<tr>
<td>US HISTORY</td>
<td>9</td>
</tr>
<tr>
<td>ENG LANG/COMP</td>
<td>1</td>
</tr>
<tr>
<td>SPANISH LANG</td>
<td>2</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ENV SCIENCE</td>
<td>2</td>
</tr>
</tbody>
</table>
It is important to remember that according to our policies, if a student is taking an AP class he/she is expected to take the AP exam. However, due to multiple reasons some students at the end decide not to take it.

ENROLLMENT

Over the years the AP Academy has shown a steady growth. More students and parents have recognized the importance of having a program in which they face more challenges and develop more skills. The percentage of students per grade level taking at least one Pre-AP/AP class has increased and there are more students enrolled in Pre-AP/AP Classes in higher grade levels.

ADMISSIONS PROCESS

Any CNG student interested in being part of the AP Academy is welcome to apply. However, there are some admission policies and procedures that must be followed and some classes require some pre-requisites. A more detailed explanation about this issue can be found at the school’s handbook.

There is a fee for participation in the AP Academy, but based on merit students can apply for scholarships.

The AP program is an opportunity to explore potentials and advance intellectually in more challenging classes. If you feel you are up to the challenge join the AP Academy and take advantage of the benefits that it brings.

For more information do not hesitate to contact me at aaristizabal@cng.edu or any of the school principals or counselors.

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MUCHAS VECES ME HA TOCADO LIDIAR CON GENTE ACUSANDO A MI COLEGIO Y SUS ESTUDIANTES DE SER RICOS QUE NO SABEN CÓMO ES LA REALIDAD DEL RESTO DEL MUNDO. DESPUÉS DE LIMPIAR EL NOMBRE DEL COLEGIO NUEVA GRANADA ANTE TODO LOS REPROCHES, SIEMPRE ME SIENTO A PENSAR DE DONDE SALÍO TANTO ODIO. DESPUÉS DE PONERME EN LOS ZAPATOS DE LOS ESTUDIANTES DE OTROS COLEGIOS SIEMPRE LLEGÓ A LA MISMA CONCLUSIÓN, “AY QUE BOBERÍA, SOLO ESTÁN CÉLLOS.”

Desafortunadamente nunca quedo satisfecha con esta conclusión, porque si así fuera el caso, ¿Por qué no todos se cambian al CNG y dejan de molestar? Por eso acudo a mi segundo pensamiento: Esta gente realmente nos odia. Y después de escuchar y pensar en sus reproches creo que entendí lo que pasa. Los demás sienten rencor porque no ven cómo nosotros nos integramos con la comunidad colombiana.

Aunque amo mi colegio y es mi segundo hogar, tengo que admitir que en unos aspectos tienen razón. En ese momento que me di cuenta lo importante que es pertenecer y entender a un lugar, por ejemplo, al igual que mi colegio es atacado desde el momento en que se menciona, hay reproches idénticos contra mi país cuando digo mi nacionalidad en el exterior. Siempre me toca limpiarle el nombre a Colombia, y siento esa misma rabia cuando atacan algún lado de donde yo pertenezco.

Creo que todo el que ha pasado por esta situación entiende el sentimiento patriótico y el sentido de pertenencia en ese momento. Por más mala fama que tenga un hogar de uno, una prefiere pelear por el hasta el final, que tener que mudarse y rendirse.

Es en ese momento que la frase “Nadie te puede amar, si tú no te amas a tu mismo” cobró sentido. Cuando atacan al CNG y a Colombia, es cuando uno entiende que si participa y apoya su hogar, la gente lentamente lo va a ir aceptando y cambiando su punto de vista.

Aquí es donde entra la clase Colombia es Pasión. El Colegio Nueva Granada tiene muy claro su lema, y su objetivo es guiar jóvenes con un equilibrio entre la mente, el alma y el cuerpo. La clase Colombia es Pasión es una clase que llena el objetivo del espíritu y la mente. Esta clase no enseña las matemáticas que otros han averiguado, ni la historia donde nosotros no aparecemos. No. Colombia es Pasión es una clase que nosotros construimos, y nos hace entender quiénes somos y nos muestra el país que nosotros vamos a guiar en el futuro. También nos muestra nuestros ancestros y cómo ellos formaron el país en el que ahora vivimos.

“Prepare tomorrows leaders” es la primera línea de la misión del CNG. Colombia es Pasión es una clase que cumple cien por ciento con el lema. ¿Cómo podemos ser buenos líderes, si desconocemos el territorio y la gente que dirigimos? Colombia es Pasión nos muestra quiénes somos, en dónde estamos, a qué pertenecemos y el campo en el cual nos vamos a desempeñar el día de mañana. Esta clase nos ha abierto nuestro sentido de pertenencia, no sólo a Colombia sino también al CNG.
COLOMBIA ES PASIÓN

Artículo escrito por alumnos de la clase COLOMBIA ES PASION del Colegio Nueva Granada.

Por qué es importante la clase COLOMBIA ES PASION

Como estudiantes pensamos que es importante saber de dónde venimos, conocer nuestra cultura y lo que nos rodea. COLOMBIA ES PASION es un proyecto de gran importancia y con una increíble visión. La implementación de dicha clase es una excelente idea. COLOMBIA ES PASION es conocida como una estrategia diseñada para dar a conocer la realidad del país, que a pesar de sus problemas, es una realidad bien distinta a la equívocada y negativa percepción que de nuestro país tienen en el ámbito internacional. Dado que este es el propósito principal de la marca COLOMBIA ES PASION, esta clase es de gran importancia, porque nos ha dado a conocer que Colombia es un país “echado pa’lante”, lleno de gente honesta, trabajadora, productiva, alegre y amable, gente que día a día y con el sudor de su frente lograr cambiar la imagen negativa del país.

Hemos aprendido sobre las oportunidades que ofrece Colombia a los extranjeros, aprendido que este es un país lleno de sorpresas, lleno de gente feliz, gente sonriente, gente con pasión por su país, gente llena de esperanzas, por algo somos el país más feliz del mundo.

Desde el momento en que empezamos a tomar esta clase, nuestra perspectiva y visión del país han cambiado drásticamente, y nos ha motivado a trabajar a favor de Colombia, teniendo como meta cambiar la visión que el mundo tiene de ella; además de esto, nos ha despertado el amor y la pasión por el país. La clase nos ha dado las herramientas para hablar bien del país, para destacar sus cualidades, cuando nos encontremos con extranjeros que tienen una errada visión acerca de Colombia.

Colombia va más allá de lo que pensamos, es más de lo que pensamos, acá podemos encontrar ese lugar mágico con el que todos somos. COLOMBIA ES PASION nos ha abierto los ojos para que podamos ver tanta magia y también para ensenarnos a ayudar a los que aun siguen estando ciegos.

Con el pasar de los días hemos logrado conocer el país mas a fondo, conocer sus distintas culturas, tradiciones, gente entre otras, y con esto hemos fortalecido nuestro conocimiento, para que cuando llegue el día de promover a Colombia en el exterior, lo hagamos de manera impecable y sin dejar duda alguna acerca de las cosas buenas (que son en su mayoría) de nuestro país.

COLOMBIA ES PASION es el proyecto que nuestro país necesita, dado que “satisface nuestras necesidades”. Con las herramientas que recibimos en esta clase, todos juntos logremos fomentar el turismo, la inversión extranjera y las exportaciones.

COLOMBIA ES PASION es la marca país diseñada para dar a conocer a la gente lo bueno que tiene Colombia. La clase COLOMBIA ES PASION es una clase donde puedes empezar a conocer mejor a Colombia. Empezamos conociendo la gran biodiversidad que tenemos, después tenemos que investigar sobre las regiones del país, aprendemos sobre la gastronomía, la música, los bailes, los trajes típicos, la cultura y también sobre la minería, la hidrografía y los recursos de cada región, todo esto hace de Colombia una país hermoso. En la presentación sobre las regiones trajimos comida típica de cada una de ellas, aprendimos y pasamos rico.

Además que conocemos sobre los problemas que tiene el país, aprendes más a fondo sobre lo bueno que este tiene “Colombia, el riesgo es que te quieras quedar.”
The majority of the student body, not to mention teachers, believes that the National Honor Society is an exclusive “cult” dedicated to mysterious activities outside of school. In reality NHS is one of the most active groups on campus; we strive to involve the CNG community with our Despierta campaign, a social awareness program implemented in 2007. Within Despierta, the most prominent project that we sponsor involves Un Techo Para Mi País, a Latin American organization dedicated to building temporary homes for underprivileged families and providing job options and education. Last year the NHS was able to raise enough money to build seven houses, and we obtained support from high school, middle school, and elementary students in both fundraising and construction. This year our goal is ten houses. To achieve this objective we have created more and better fundraising projects that involve the entire community of CNG students, parents, and teachers.

In December we will be hosting a raffle that will hopefully yield enough money to build three houses. By purchasing tickets students from K4 to twelfth grade can be further introduced to our project and contribute to our cause. We received impressive donations from parents and businesses that demonstrate their interest and belief in our collaboration with Un Techo Para Mi País. We will also continue with the very successful MTV Night in which CNG students submit their own music videos to be presented that night. The tickets and the food sale involved in this event will also help finance our Despierta project. Finally, along with Out of Dress Code days, the NHS is planning an event with a professional theatre group in which CNG families can purchase tickets to attend the performance. The proceeds will exclusively go towards house building. As our role in the Colombian society becomes more important, our influence in CNG is expanding and promoting participation. We need support from parents, students and alumni in order to attain our goals and fulfill our mission.

There is a misconception ABOUT NHS

By: SUZY PEEVEY & MARIANA RODRIGUEZ, 12th grade students

There is a misconception ABOUT NHS

By: SUZY PEEVEY & MARIANA RODRIGUEZ, 12th grade students

L a esencia del ser humano es la diversidad. Todos y cada uno de nosotros somos únicos y diferentes. Sin embargo todos buscamos la excelencia personal. Después de vivir 17 años entre diferentes países, colegios y culturas es que he podido crear la definición de lo que para mí es una verdadera mujer.

En la mujer hay contrastes: una mujer tiene que ser sencilla y complicada, divertida y seria, sexy y tierna, coqueta, pero recatada. Estos contrastes son los que la ayudan a mantener su equilibrio. Creo que una de las características principales que debe tener una mujer es la prudencia. Una mujer tiene que ser prudente consigo misma, es decir, saber expresarse en los diferentes momentos y debe controlarse con respecto a sus miedos y sus pasiones.

Entiendo que la formación integral de una persona es diferente para cada individuo porque en ella interviene la familia, el colegio, la clase social, etc. Mi formación es la que me ha llevado a comprender que una mujer verdadera es libertad y cambio. Tengo la libertad de cambiar el futuro, al crear mi presente y dejar el pasado. Sin embargo, esto sólo depende de uno, ya que la vida es un cuento y sólo cada cual puede escribir su final.

También considero que la clave de ser mujer es adaptarse. Adaptarse no quiere decir cambiar totalmente; sino entender que nunca nada se queda igual. Sin embargo, la esencia es siempre la misma. Una mujer debe adaptarse al cómo, al cuándo y al dónde manteniendo firme su integridad, sus principios y sus valores.

Para finalizar, quiero contar sobre mis años de mi formación en el Colegio Nueva Granada. Después de haber conocido otros colegios puedo decir que me identifico plenamente con el CNG, el cual busca la individualidad, la trascendencia, la autenticidad y la asertividad en cada individuo. Es un colegio donde puede terminar mi definición sobre la mujer, la cual debe ser balanceada en sus cinco inteligencias: la emocional, la espiritual, la corporal, la intelectual y la social.

La mujer debe luchar por ella misma, conseguir su independencia, vivir cada momento con alegría y aprender a no estar encasillada a nada. Quiero darle las gracias a este colegio por terminar de formarme y hacer de mí una verdadera mujer, por dejarme explorar un mundo sin límites, por dejarme sobresalir, por enseñarme a soñar y sobre todo, por mostrarme que los sueños de un ser humano son índice de su grandeza.
Leadership is a program where students get the opportunity to develop skills that will allow them to become better members of society while working together. Leadership holds three main retreats during the course of the year in which members use what they have learned and apply it in situations that demand teamwork and commitment. The first retreat of this year took place during the third week of October in a farm in Ubaté.

The farm consisted of a field, tents, a dining room, a kitchen, six toilets and three showers. Every member shared a tent with three to four other students. The first day we were informed that there would be two separate bathrooms working (each with toilets and showers) so girls would use one and boys the other, but that didn’t work so everyone ended up using and sharing everything.

During the day everyone was busy climbing mountains and going inside caves trying not to get lost in the process. The activities during the day demanded a lot of physical strength and those who didn’t have it at the beginning got it at the end. After free time and sharing the day’s experiences with your friends, the group would gather at night around the fire and sing songs or tell jokes. Later, while sleeping, to avoid feeling cold you would wrap yourself in as many layers as you needed and kept warm by snuggling with whoever slept next to you. The tent was big enough for five people to fit in perfectly but somehow we all woke up in the center on top of each other.

We encountered obstacles such as planning a strategy with someone you just met under a certain limit of time or showering with 20 people waiting in line behind you and two others next to you but it’s these barriers that we broke that made us more confident afterwards. By being part of teams you learn to express yourself, to listen to others and enhance your understanding of others’ points of view.

This retreat taught us many things, one of them that we still have a lot more to learn. It was a great experience and those who are in Leadership are very fortunate to have these opportunities to learn from each other, understand each other and use their abilities to contribute positively.

Personally, the retreat exceeded my expectations and it gave me new perspective on how to view things.
innovation is often met with apprehension. So it was when Sheldon Guenther proposed leaving behind paper books for digital texts. The students’ reactions were far from enthusiastic. “I thought for one it would be more practical than carrying papers,” remembers CNG senior Camilo Bermudez, “but always being connected to a computer was a pain at first.”

Despite some initial resistance, our efforts to use digital texts in the classroom two years ago have proved not only to be cost effective and environment-friendly, but also ahead of their time. Little did we know we were foreshadowing a new trend in education in the United States.

A recent New York Times article (“In a Digital Future, Textbooks Are History”) reports California’s phasing out of textbooks altogether. No it’s not like Ray Bradbury’s novel Fahrenheit 451 — that imagines a world without books — rather texts have once are making yet another miraculous transformation. Governor Arnold Schwarzenegger has called textbooks “nonsensical and expensive”, even “outdated.” Perhaps the actor, turned Governor is just pro-technology (he was the Terminator after all). However, he is not alone. There are plenty of other e-book advocates in California, including the populous Orange County district where students will soon only be offered digital open code “flexbooks” instead of textbooks.

With the abundance of Blackberries, Iphones, laptops, netbooks, not to mention the still elusive twitter (at least for me) providing free information services, digital texts seem fairly obvious. Not only is it cheaper and “green,” but it will better prepare students for universities that now regularly use digital files rather than the clunky textbooks or spiral-bound copies that we had to lug around as undergrads.

Not convinced? Maybe remembering Europe’s reaction to the new profit-driven printing press might give us some pointers in how to accept the digital era. Books were the X-Box of the 16th century, a commercial product of distraction, a potential bad influence. Just recall Shakespeare’s many tumultuous plotlines that involve mix-ups thanks to the printed word (Titus Andronicus, Othello, even Romeo and Juliet). Of course, books for the masses didn’t turn out as bad as some had thought. Some might even call digital texts our future, whether we like it or not.

RESULTADOS ICFES CALENDARIO A
By: MARIA LUCIA PUERTA, College Counselor

Una vez más es para nosotros un orgullo el informarle a la comunidad que 26 de nuestros alumnos de último año fueron admitidos en la Universidad de Los Andes con un semestre de anticipación tomando como criterio su excelente desempeño del ICFES de calendario A. El 76% de los estudiantes que tomaron el examen en septiembre obtuvieron resultados que los ubica dentro del primer 10% de la población total de los evaluados, y dentro de éstos, 1 estuvo en el puesto 1, 1 en el puesto 2, 2 en el puesto 3, 1 en el puesto 4, 2 en el puesto 5, 1 en el puesto 6, 1 en el puesto 7 y 3 en el puesto 10.

Las carreras dentro del área económica y la ingeniería siguen siendo las preferidas dentro de nuestros estudiantes, seguida este año por el derecho. Esto se puede confirmar con la distribución de los admitidos:

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Adicionalmente, nueve de nuestros profesores también tomaron el ICFES en septiembre con el fin de conocer más a fondo la prueba y poder ayudarles mejor a los estudiantes en su preparación. Fue una experiencia divertida, interesante, agotadora, pero sobretodo, muy enriquecedora.
MÁS LOGROS DE LECTURA

Por: ROSALBA DE FIGUEROA, Profesora de Español Escuela Alta

S i juntamos dos artículos ¿Por qué leer? (EL TIEMPO) y La culpa no es de Homero, (EL ESPECTADOR, 4-09-09) encontramos la clave que anhelamos para descubrir encantos, respuestas y más aprendizajes, por los caminos de la lectura.

En el primero texto, el escritor Fernando Quiroz afirma: ‘por cuenta de los libros en los que me he detenido, aprendí - y sigo aprendiendo - que estamos hechos de mucho más que carne y hueso’. Hay páginas que le han hecho degustar exquisitos sabores, se ha enamorado de mujeres misteriosas, ha recorrido espacios insospechados, ha llorado, ha vivido tiempos fascinantes.

En el segundo artículo, Juan Carlos Botero, exalumno del colegio, se refiere a la lectura de los clásicos como ‘el mejor antídoto contra la banalización cultural’, y nos deja a los maestros la tarea de iluminar a los estudiantes a partir de la buena selección de lectura. A este respecto, considero que los profesores de Español del colegio estamos trabajando en esa línea, de ahí la gran resonancia de la lectura que hacemos en nuestras clases. Cada profesor selecciona un ‘Plan lector’ que revisa permanentemente para mantenerlo a tono con los intereses de los estudiantes y con la pedagogía actual.

La contribución de la lectura al enriquecimiento del vocabulario es invaluable y, a su vez, va dejando un margen de creación. El escritor Héctor Abad Faciolince nos despierta el gusto de aprender nuevo léxico con su diccionario de breves ensayos Palabras sueltas, de cuya lectura nacen ejercicios frescos de escritura como los que presentamos a continuación:

**Caterva:** Sería absurdo que dijeran que los colombianos no son patriotas. Sobre todo, luego de aquella marcha del cuatro de febrero del 2008. Recuerdo marchando entre una caterva de camisetas blancas, signos de paz y carteles aleteando contra el viento. El piso temblaba al paso de la gente, mientras los gritos retumbaban en el agitado aire de la calle 72 con carrera 7ª. Luego la bulla se detuvo, se desintegró por completo, los gritos de NO más FARC cesaron, y la caterva unida se paralizó. Me trepé a un árbol para ver mejor lo que estaba pasando. Cuando unos parlantes inmensos en tonaron el Himno del país más bonito del mundo, la gente se puso firme y lo cantaron con tal fervor que el amor a su patria y el deseo de paz, retumbó por cada esquina de Bogotá. Tal evento fue demostración del patriotismo de doscientas mil almas que ansían la paz.

Tomada de *Concierto barroco*
Nicolás Vélez - Español 10

**Brasas:** muchas veces quedo oliendo a parrilla, cuando hago fiestas en mi casa. Si no llueve, entonces preparo una cancha de fútbol pequeña, de piedra, donde pongo el equipo de sonido. Hay una parte de pasto donde prendo una fogata, pues al lado izquierdo de la cancha, baja un bosquecito. Por ese lado hay una pared de pinos que rodea la cancha. Hace poco cortaron unos árboles y dejaron pequeños pedazos de ellos allá arriba en el pasto. Los acomodé cerca de la fogata y les quité la corteza para usarlos como leña. Lo único malo es que el viento constantemente está soplando pero sin dirección definida, así que siempre nos tragamos el humo.

Hace mucho tiempo, con mi mejor amigo, hicimos una fogata y molestábamos a quemarnos, también construimos nuestros propios arcos y mojábamos pequeños trapos con gasolina y las quemábamos. Era muy divertido ver eso por la noche, algo hipnotizante, tal vez extravagante. Las *brases* nos dan el último suspiro de las noches increíbles que calman el alma.

Tomada de *Popol Vuh*
Andrés Han Acero - Español 10
Inaccesible: Que no se puede entrar ni abrir. Inaccesibles son todas aquellas mujeres que sólo se pueden conseguir si uno es el mejor “cerrajero” del mundo. Son aquellas que así sea una persona, bonita y agradable sólo te hablan para preguntar la hora, y que sólo miran a los “cerrajeros” mayores. Son inaccesibles porque buscan algo más que no todos los hombres tenemos. Solo hay tres maneras para conseguir a una mujer inaccesible, siendo el más pinta y bonito del lugar, teniendo más plata que cualquier otro y siendo el mejor cerrajero del mundo y que haya abierto muchas otras puertas.

Tomado de El túnel
Ricardo Arévalo - Español 10

Profusión: Tener profusión en algo es tener gran abundancia, o exceso de algo. En muchas partes del mundo, tener profusión en lo material demuestra riqueza. Tener gran abundancia en recursos, cantidades de comida, agua y plata demuestran que una nación es exitosa. También tener profusión de trabajos, y oportunidades de estudio para tener una buena vida demuestran que un país es desarrollado. La cultura americana y europea cree que la profusión material le trae a la vida la mayor felicidad, y que una gran aspiración o meta de la vida es recolectar la mayor cantidad de valor en bienes materiales. Pero existen otras culturas, en otros lugares del mundo que demuestran todo lo contrario. La religión islámica, por ejemplo, demuestra que no es la profusión de bienes materiales la que trae felicidad, sino tener abundancia de religiosidad y espiritualidad. Para ellos, lo más importante de la vida se encuentra lejos de los bienes materiales. La profusión espiritual y las buenas características humanas traen a la cultura prosperidad. Esto mismo sucede con muchas tribus indígenas.

Tomado de Los Ríos Profundos
Camila Arango - Español 10

Remozar: Mi vida entera se ha basado en encontrar el origen de las acciones, de todo lo que hacemos como raza. A partir de esto nace mi deseo de luchar por una equidad global, donde todos podamos gozar de las oportunidades brindadas. Hasta el momento, mi visión, un poco descabellada ha sido opacada por ese mismo ser por el que lUCHO, el humano. A veces me pregunto si vale la pena luchar o no, por una guerra que está casi perdida. Me gustaría remozar todo, volver a cómo era todo en un principio, donde reinaba la calma, la tranquilidad y sobre todo la certeza de un lugar donde vivir por mucho tiempo, la tierra. Estamos tan enviciados, tan atónitos con todo lo que nos rodea, y en esto me refiero a cosas insignificantes que abarcaré con la palabra tecnología. Al mismo tiempo que pasamos horas interminables frente al televisor o el favorito de todos, el computador, se derriten los polos y los glaciares, también se caen miles de hectáreas de selva. Perdón, quise decir que talan miles de hectáreas, ya que no es muy común ver que miles de árboles se caigan por sí solos. Afortunadamente no todos estamos tan perdidos, ni somos tan indiferentes a los problemas que nos aquejan. El gobierno de Japón anunció este jueves que donará más de 10 millones de pesos (unos $740,000 dólares) para remozar la infraestructura sanitaria de 614 escuelas y contribuir así a prevenir el rebrote de la influenza AH1N1, informó la cancillería mexicana. ¿Qué derecho tenemos de destruir nuestro único medio de subsistencia, con qué derecho le quitamos a nuestras futuras generaciones la oportunidad de vivir?

Es hora de despertar, antes de que todo se acabe.

Tomada de Concierto Barroco
Diego Chaparro - Español 10
To Love and Care for our Children is what WE DO BEST AT CNG

Por: PILAR AGUIRRE, a counselor, a teacher and a mother

6:45am
A woman is walking through the parking lot followed closely by two small children. 6:48 a.m. A man is running down the hill with a little boy hanging from his hand. 6:53 a.m. An adolescent is being kissed on the cheek by her mother. 6:57 a.m. A small girl is hugging a man telling him they will see each other in the afternoon. He tells her he loves her. 6:59 a.m. A woman is scolding a young adolescent for not telling her the night before that he needed money to pay for the P.E. uniform. When he leaves frowning, she turns and smiles. 7:00 a.m. In the corridor there is a line of children chatting and slowly walking towards their classroom. Their teacher is greeting them. Clearly, a new school day is beginning.

I feel the clear cold air while I walk towards my office thinking about the meetings I have to attend, the appointments with parents, some pending assignments I have to grade, the due date to input grades, the lesson plan for the class that I will teach after lunch, a couple of calls that I can’t forget to do, and the report of the activities I accomplished during the month. Meanwhile, I greet students on my way, I stop to ask a teacher about her health, I call out to an administrator who is hurrying to her office telling her I need to ask her something. She tells me to stop by her office later.

I like my job. No, it is better to say I love my work and for the past 11 years have come daily to CNG as a counselor, as a teacher, and for the last 4 years as the mother of a second grade little girl.

When I was asking myself what we do best at CNG, my immediate thought was that we love and care for our children. When I think “our” I mean it in two ways. Firstly, because an important number of CNG staff are parents, parents of CNG current students or alumni. Secondly, because when you have seen our CNG children grow as the years pass by, you end up loving them as if they were your own.

I am a High School counselor and through the years many times students come to my office to tell me that this or that teacher hates them. Usually, after smiling indulgently, I ironically tell them that teachers have better things to do than hate children. Additionally, I immediately explain to them that if a teacher corrects them it is because they really care for them and that if an adult devotes his or her life to teaching it is because that person surely loves children.

As adults, fathers and mothers of our own children, we use the experience and knowledge we get in our personal lives to apply it to the relationships we establish with our students. Every school day is a new opportunity to learn from the magical human beings that we accompany on their path through childhood and adolescence. At CNG we love the children we teach, the children we take care of, the children we educate. In short, the best we do at CNG is to love the children we see growing daily.
Recently our students participated in the Math Olympics tournament organized by the Antonio Nariño University each year. There are four levels for the competition, Primary (4th, 5th, 6th grades), First Level (7th and 8th grades), Intermediate Level (9th and 10th grades), and Superior Level (11th and 12th grades). For the regional team competition (‘Dia regional de las matemáticas’), only the top five schools are invited to send a team of five students at each level. Colegio Nueva Granada was invited to send a team to the Primary, First and Intermediate Level competitions...meaning that our students as a whole placed in the top five of all schools at each of these levels!

In the Primary Level, 1500 students and 50 schools participated in this year long competition. Our student team (Lorenzo Díaz, Camila Franco, Daniel Moreno, Alejandro Samper, Andrés Silva) placed second in the team competition.

First Level (7th and 8th graders), 1800 students and 49 schools participated. In the team competition, our student team (Santiago Acero, Pablo Ospina, Jeeyeon Park, Alex Seo, Ryo Yokota) placed third in the team competition. As individual participants, out of the 1,800 students, Alex Seo placed 4th and Ryo Yokota placed 6th.

Intermediate Level (9th and 10th graders), 1519 students and 49 schools participated. In the student competition, our student team (Soyun Jin, Nack Kyoo Jung, Mamiko Nagasaka, Jae Gyong Oh, and Daniel Toro) placed first! As individual participants, out of 1519 participants, Jae Gyong Oh placed 4th, Soyun Jin placed 5th, Nack Kyoo Jung and Mamiko Nagasaka placed 6th.

Our students represented us with honor!

Here is the impression of one of our participants: Nack Kyoo Jung:

“I have participated in many events of Math Olympics. One of the most important ones is the ‘Dia regional de las matemáticas’ because we participate to compete with six other schools, not as individuals, but as a group to represent our own schools. For a long time CNG hadn’t won first place in middle or high school level. But on the ‘Dia Regional’ on October 24, things changed. The five CNG students were Daniel Toro, Soyun Jin, Mamiko Nagasaka, Jae gyong Oh and me, Nack Kyoo Jung.

‘I wasn’t really nervous because I already went there many times. But, when we were accumulating more and more points, we were all getting a bit nervous and excited at the same time because we had the hope that maybe we would be first place. After we finished the last question at the very last moment, the judges added up the scores. We were all tensed up, CNG won first place by 0.25 points. We almost lost, but this time we made it. We felt really proud and happy that we finally won. Now that we won, we have more enthusiasm and I think we will have a better chance and more hope to win next year again…”

CONGRATULATIONS
CNG MATHEMATICIANS!

TOEFL TEST DATES FOR THE 2009-2010 SCHOOL YEAR

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SOBRE EL COLEGIO...

Por: MARÍA PAULA TRILLOS, 12th Grade Student

Qué conocimiento sacamos en realidad de nuestras vidas en el colegio? ¿Qué espera la sociedad, nuestros profesores, nuestros papás, que aprendamos después de catorce años? Muchas veces olvidamos que pasamos casi un tercio de nuestras vidas entre los límites del Nueva Granada. Otras veces olvidamos cuánto del tiempo que pasamos en sus afueras está relacionado con él. En cierta forma, nuestras vidas dependen del colegio, tornan alrededor de él. Sin embargo, ¿cuáles son las expectativas después de nuestra graduación? ¿Creemos haberlas cumplido?

Me pregunto si nuestros papás, cuando decidieron matricularnos en el Colegio Nueva Granada, estaban conscientes del tamaño de la decisión que estaban tomando. El colegio terminó por desarrollarnos por competo. Creo que lo que aprendemos del colegio excede el conocimiento básico de las materias de español, matemáticas, sociales, historia, y ciencia. Lo que de verdad sacamos del colegio es una forma de vida. Aprendemos las verdaderas lecciones, las que aprendimos junto a nuestros amigos en nuestro tiempo libre. Aprendemos sobre la toma de decisiones, el poder de desarrollar nuestras propias vidas e ideas, y las posibilidades que la vida nos ofrece.

La educación tiene el deber de alimentar equitativamente tanto la lógica y la razón como la individualidad y el desarrollo de la personalidad. El colegio no puede olvidarse de esto. Sin embargo, siento amor por el Nueva Granada y las oportunidades que ofrece. El Nueva Granada nos provee la posibilidad de la decisión: nos ofrece las opciones y nos enseña como tomar decisiones frente a ellas.

El conocimiento que sacamos del colegio es el de las posibilidades. Al salir del Nueva Granada vemos a un mundo lleno de oportunidades, donde todo es posible. Conocemos las opciones, los diferentes caminos posibles, y adquirimos la habilidad de decidir cual tomar. Lo que esperan de nosotros nuestros papás es simplemente: el éxito. Esperan que el colegio nos prepare, nos abra las puertas al mundo. La sociedad nos considera su pequeña hoja en blanco, en la cual no puede esperar para escribir nuestros destinos. Los profesores esperan que hayamos aprendido algo más que la información de la materia que enseñaron, esperan simplemente que hayamos aprendido algo útil para nuestras vidas.

En alguna película escuché que ser joven es secretamente pensar que serás la primera persona en vivir para siempre. En este momento de nuestras vidas no vemos límites, el mundo está a nuestros pies, y no podemos esperar para disfrutarlo. El colegio, entonces, provee la sensación de confianza necesaria para enfrentarlo. Las posibilidades nos esperan.

Me falta un poco menos de siete meses para graduarme. Tengo las mismas expectativas que mis papás: espero tener éxito. Tengo las mismas expectativas de la sociedad: no puedo esperar para escribir en el papel en blanco y abierto que soy todas las opciones que me esperan. Pienso que he aprendido más allá de las simples materias requeridas. Pero en realidad, lo que saco del colegio es, y lo repito, una forma de vida: una vida de opciones y posibilidades.
El proyecto de teselaciones lo desarrollé partiendo de la base que el arte es una herramienta importante de apoyo para las demás materias académicas del currículo. En matemáticas los estudiantes de secundaria aprenden a hacer teselaciones partiendo de los principios geométricos matemáticos. Los mismos estudiantes de matemáticas aprenden a hacer teselaciones en clase de arte, partiendo desde el lenguaje artístico. Aprenden acerca de M.C. Escher, logran contrastes entre colores, patrones y observando las miles de posibilidades que existen dentro de las teselaciones. Los estudiantes de dibujo hacen el mismo ejercicio, pero con lápiz, creando contrastes con las diferentes trazas y tonos que nos da el lápiz.

Conceptos matemáticos como isometrías, traslación, rotación y reflexión se utilizan para lograr un resultado artístico. Luego de aplicar el conocimiento matemático, los estudiantes comienzan a experimentar con elementos artísticos como lo son el color, la forma, el valor, la línea, la textura y el espacio, ya sea positivo o negativo. Los estudiantes tienen mayor recepción frente a un tema académico cuando se les apoya a través del arte. De igual manera los estudiantes tienen la oportunidad de experimentar con el arte para observar los diferentes resultados y las miles de posibilidades.

OP ART

El proyecto de Op Art es un proyecto basado en arte cinético, creado para producir la impresión o la ilusión de movimiento. El arte cinético, como su nombre lo dice, está basado en la rama de la mecánica que investiga la relación entre el movimiento de los cuerpos y las fuerzas que actúan sobre ellos. El Op Art aspira a explorar elementos simples de geometría, la física de las formas y las figuras para crear una obra dinámica que interactúa con el observador.

Los estudiantes integran conocimientos de física y matemáticas para lograr ilusiones ópticas. A nivel artístico exploran con el color y las diferentes velocidades que cada uno tiene. Aplicando este conocimiento, pueden lograr enfatizar partes de la composición en sus obras. Esta actividad ayuda a los estudiantes a entender el concepto de movimiento y cinética, así como también a aprender acerca del poder de las líneas, los espacios y los colores.
Two of our High School students, Ma. Alejandra Echavarría (12th) and Ana Lucía Echavarría (9th) participated in a Polo Tournament in Jaipur, India in October 2009. The two sisters shared a NUMBER ONE position!!!!
Camilo Bermúdez Noguera
Finalista en las Olimpiadas de Química

Camilo Bermúdez Noguera
Certificación de Finalista

Tatiana Suarez
Nutcracker
El pasado 14, 15 y 16 de octubre de 2009, se llevó a cabo en la Universidad Jorge Tadeo Lozano el VII Modelo de las Naciones Unidas de la AAE (AAEMUN VII). Contó con 10 comisiones y 500 delegados. Doscientos cincuenta alumnos de la AAE, cincuenta alumnos de cinco colegios oficiales (ICEF-Colsubsidio Femenino, Carbonell entre otros) y ciento cincuenta alumnos de colegios privados (San Carlos, Los Nogales, Buckingham, San Bartolomé, Tilatá, Gimnasio Fontana, English School, Anglo Colombiano, Gimnasio Manuel María Camargo).

El entrenamiento fue a lo largo de un año, ya que contamos con 1,250 estudiantes de la AAE, que se preparan en cada uno de los cinco colegios desde quinto grado para poder hacer parte de este selecto grupo de estudiantes. Cada colegio realiza internamente su propio modelo y de todos se escogen los 50 mejores de cada colegio para llevar a cabo el Modelo de la AAE, que en el 2009, por primera vez fue abierto a colegios diferentes a los gestores (CNG, San Carlos y Nogales).

La experiencia, como siempre, fue muy significativa y enriquecedora, pero esta vez los estudiantes de AAE demostraron estar a la altura en cuanto a nivel de argumentación, discusión y liderazgo de nuestros queridos invitados, quienes con sus aportes lograron imprimirle una mayor calidad a cada uno de los aspectos trabajados en esta conferencia.

Cada mañana, de 8 a 10 de la mañana, se contó con un conferencista especializado de Naciones Unidas en donde se trabajaron los dos ejes fundamentales sobre los cuales giraron todos los debates de cada una de las comisiones: Los Derechos Humanos y la Responsabilidad Compartida. De 10 a 5 de la tarde se trabajó en comisiones a lo largo de los tres días.

La idea este ejercicio no es que nos quedemos únicamente en la discusión, o en la simple elaboración de utópicos papeles de trabajo y resoluciones en cada una de las comisiones; sino que emprendamos acciones concretas que cambien nuestros comportamientos de vida y la de los que nos rodean en nuestros hogares, colegios, universidades y entornos en los cuales estamos involucrados. Se trata de asumir comportamientos inteligentes que nos ayuden a construir la paz, y la paz requiere de sacrificios.

Todos nosotros debemos estar dispuestos a sacrificar algo de nuestro propio egoísmo y orgullo en esta causa.

Los conflictos se alimentan por las divisiones sociales. Se alimentan por la injusticia, la pobreza, la ignorancia, la intolerancia. Si el día de mañana, las fuerzas armadas, por ejemplo, logran vencer a los grupos ilegales y terroristas esto no necesariamente implica que habrá paz. Si no hacemos nuestra labor para resolver las raíces de la violencia los sacrificios de los que luchen por la paz podrán haber sido en vano.

Es por eso todas las comisiones, reflexionaron sobre las problemáticas de manera seria que les ayude a tomar acciones pacíficas en sus comunidades en donde la construcción de la paz sea una Responsabilidad Compartida.

Se pueden hacer muchísimas cosas al respecto y ya lo estamos haciendo. Un ejemplo de ello, entre los muchos que tienen Alianza Educativa y el Programa de Service Learning del Colegio Nueva Granada, es esta conferencia, en donde no importa a qué estrato socioeconómico pertenecemos, sino que aquí lo que tiene valor es el poder de la ideas, planteadas con respeto, amistad y comprensión. Creemos que ésta, entre muchas otras que existen, es una forma de erradicar las causas de la violencia y participar de manera efectiva en esta lucha por la construcción de la paz.

Prueba del éxito de nuestro modelo es que durante el evento contamos con la presencia de nuestros siete Secretarios Generales que estuvieron interactuando como delegados en la comisión de Egresados y Profesores (ECOSOC). Todos se encuentran estudiando en la universidad, gracias a la influencia que sobre ellos ha ejercido el Modelo de las Naciones Unidas.

En la foto: Michel Ome, estudiante de Relaciones Internacionales Universidad Jorge Tadeo Lozano; Jhon Holguín, ingeniero graduado Universidad de los Andes y candidato a la maestría en la misma universidad; David Parga, estudiante de Ciencias Políticas Universidad de los Andes; Norberto Díaz, Service Learning Coordinator CNG; Jhon Freddy Camacho, ciencias Políticas Universidad Nacional de Colombia; Angie Corredor, grado once Colegio Jaime Garzón; Carlos Andrés Jiménez, grado once Colegio Santiago de las Atalayas.
DEVELOPING A SOCIAL CONSCIENCE

By: CHARLOTTE SAMPER, Special Projects Director

Colegio Nueva Granada since its foundation, has always developed a sense of social responsibility in its students. However, since Dr. Barry McCombs arrived 13 years ago, the importance of this concept has been increased tenfold. To begin with, the CNG community decided, 10 years ago, that it would take on the building and placing into action of the Hogar Nueva Granada in order to help the people living in the barrios bordering the school. This was a gargantuan decision which implied everyone pulling together, donating of their time, their money, and their energy to create a school which would satisfy the needs of these very deprived families. Over the span of these last ten years, the Hogar has not only helped the barrio inhabitants, but it has also served as an excellent tool to sensitize the CNG students towards their responsibilities as leaders in the future.

The CNG students meet on a monthly basis with the Hogar children to share academic activities which will improve their English language skills. These activities also serve our students because they realize how similar the two social groups are as human beings, how blessed they are to have what they have, and how important it is to share with those who are less fortunate than they are.

CNG parents have also been blessed with this project because they have been able to help at the Hogar in many ways. Many mothers volunteer to help in the library, the second hand store, offer workshops for the barrio parents, or help with tutoring. Some of our parents donate professional hours as doctors, dentists, psychologists, and lawyers. Still other parents donate money to help keep these children in school. The Hogar is definitely a social project for the whole CNG community.

Another important social project is the Alianza Educativa project. CNG formed an alliance with Universidad de los Andes, Colegio San Carlos and Colegio Los Nogales and “adopted” five public schools in low-income neighborhoods in Bogotá. These schools have been a wonderful source of cultural, intellectual, and social exchange which has benefitted our CNG community as well as the Alianza communities. Many lives have changed as a result of the integration that comes from sharing experiences such as the Model U.N. Our high school students have travelled with Alianza students to different cities, shared hotel rooms, worked together to prepare for the U.N. experiences and have grown immensely as a result.

A tangible result of these two important projects has been a noticeable change in students’ attitudes. Even as our students move on to college, they continue to be involved in social projects where they are helping others. This sense of social responsibility will hopefully bring greater changes as they position themselves in leading roles in their jobs and their surrounding communities.
¿CUÁL ES NUESTRO MEJOR AÑO?

Por: GLORIA RUSSI, Proyecto Social Escuela Alta y ALEX ALDER, Premio Servicio Social, 2009

¿Quién puede saber cuál será el mejor año, o cual fue?

Difícil respuesta, pero lo que se puede afirmar es que el mejor tiempo o el mejor año es aquel que nos proporciona felicidad, felicidad por el deber cumplido, por los esfuerzos realizados, por los logros alcanzados, por el haber compartido, por haber dado lo mejor de lo que tenemos, no sólo en lo material sino en lo espiritual, en lo académico, o en lo educativo, como lo afirmara el filosofo Alemán Enmanuel Kant, “ LA EDUCACION ES LO QUE HACE QUE LOS HOMBRES SEAN HOMBRES. “ Entonces cuando educamos a nuestros vecinos adultos o niños de cualquier lugar les estamos dando las herramientas para la realización humana y la felicidad posible. Este sentimiento que construímos en cada momento de nuestra vida hace que se proyecte como nuestro mejor año, como el año que debe dejar huella en nosotros y sobre todo en los otros que esperan que LOS PROYECTOS DE SERVICIO SOCIAL CNG les ayuden a encontrar nuevas alternativas y oportunidades para la realización personal.

Nuestro sentir es que cada día estamos construyendo nuestro mejor año.

Quiero en este espacio compartir el sentimiento de felicidad que el trabajo social proyecta en nuestros estudiantes como el mejor tiempo o el mejor año para Alex Alder premio servicio Social.

Hay un esfuerzo en el universo y si lo dejamos pasar por nosotros, se producen resultados maravillosos. M. Ghandi (un sabio pacifista hindú)

¡Ustedes ya son este esfuerzo del universo!

¡Lo hicieron! Llegaron al fin y se están graduando. Estoy tan feliz que puedo compartir esta ocasión trascendental con todos ustedes acá.

¿Sabes? Yo era un profesor por un año y medio y tuve una variedad de estudiantes. Mi clase empezó con, por ahí cinco personas, y se creció, y creció, hasta que mi clase de inglés se transformó en una clase de verdad. No sólo era un grupo de tutores que cambiaban cada dos o tres fines de semana. Era algo nuevo para ustedes y para mí. Algo refrescante y diferente de lo que estaban acostumbrados. La clase le dio una razón para madrugar tanto a ustedes como a mí.

Enseñé a (algunos de) ustedes, y todos se convirtieron en mis amigos. Espero que toqué y afecte tus vidas, como ustedes lo hicieron con la mía. Por esas dos horas tempranas cada sábado, retamos y aprendíamos juntos. Espero que todos aprendieran de esa experiencia de la misma manera que yo.

¿Qué es lo que aprendí? Aprendí que la mayoría de ustedes no puede pronunciar el sonido “TH” o “Z” en inglés. Aprendí que la tarea no funciona. Aprendí que a Sonia no le gusta hacer preguntas sobre lo que estuvimos cubriendo hasta el fin de la clase.

Aprendí que Sandr a y Luis ya saben hablar inglés y a veces me corrigieron. Pero también aprendí que por enseñarles el inglés, les di una oportunidad para hacer algo más con sus vidas, igual que a mí. Aprendí que por enseñarles inglés, les propicio una nueva perspectiva del mundo.

También aprendí que es súper difícil ser un profesor, especialmente un profesor de una lengua extranjera para adultos que están acostumbrados a su lengua natal. Madrugando cada sábado es un sacrificio para un estudiante de secundaria. Pero tuve una buena razón; era para ustedes, lo que me motivaba volver cada sábado, aún cuando yo habría podido abandonar esa posición, era el pensamiento de su progreso con otro profesor versus mi propio deseo de verles avanzar. Ustedes me motivaron.

Yo sé que no era el mejor profesor, pero les amaba. Ustedes eran mis estudiantes, y por cualquier cosa que aprendieron de mí, estoy agradecido.

Gracias por aceptarme como su Profesor Titular. Gracias por darme la experiencia de una vida, una experiencia que nunca voy a olvidar y de la que he aprendido tantas lecciones preciosas.

Les felicito por sus logros. Y ahora, son el resultado maravilloso del que nos hablo Ghandi. Cumplieron la meta que habíamos tenido ya por mucho tiempo. Cada uno de ustedes, estudiantes graduados, merecen lo que han logrado. Lo hicieron, ahora la única cosa que les toca hacer es buscar otra cosa que hacer con los sábados que vienen.

Gracias
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¿QUÉ PIENSAN LOS ALUMNOS DE AAE DEL CNG Y DEL SERVICE LEARNING PROGRAM?

Por: CARLOS GÓMEZ, Asociación Alianza Educativa - Colegio La Giralda

Honrables Directivas del Colegio Nueva Granada y Alianza Educativa, Invitados Especiales, profesor Norberto Díaz, Profesores y estudiantes del CNG y de AAE presentes,

Muy buenos días a todos.

Mi nombre es Carlos Gómez. Soy estudiante de grado once en el colegio La Giralda de la Alianza Educativa.

He estado trabajando con Mr. Díaz más o menos desde hace cinco años por medio del proyecto de Naciones Unidas. He tenido grandes oportunidades de participar en diferentes eventos gracias al programa que él dirige, sin contar con el hecho que el mismo ha contribuido a mejorar de manera notable mi nivel acádémico e intelectual. Por ejemplo, me ha ayudado a identificarme en la sociedad, no como un joven más, sino como una persona consciente de los problemas a los que se enfrenta en la sociedad actual y que está dispuesto a trabajar ahora y en el futuro para solucionarlos, no sólo para beneficio propio sino en unión con otros y para otros.

A mí modo de ver, Service Learning es una herramienta potencialmente eficaz que tiene el colegio Nueva Granada y que permite a los estudiantes tanto del CNG como de AAE tener un gran nivel intelectual y social, ya que les facilita relacionarse con otros jóvenes que comparten sus ideales o que son de otras regiones de nuestro país y tienen otro modo de ver la vida. Tuve la oportunidad de observar esto, no sólo en la interactución que he tenido con los alumnos de el CNG en diferentes eventos y actividades, sino también en Manizales en el Colegio Granadino y en el Cerrejón, La Guajira, en el colegio Albania, en donde los cuatro delegados que fuimos con Mr. Díaz nos trajimos el premio de Mejor Delegado de cada una de las comisiones en que participamos.

Por todo ello les invito a que aprovechen al máximo este programa que el colegio les ofrece a todos ustedes, de la misma manera como nosotros los estudiantes de Alianza Educativa la estamos aprovechando. Estoy seguro que descubrirán que trabajando con Service Learning dentro y fuera del aula, lograrán comprender mejor su deber, compromiso, y responsabilidad para ustedes mismos, su familia, su colegio y la sociedad en general.

Por último quiero agradecerle al profesor Norberto Díaz por darnos la oportunidad de participar en proyectos realizados por Service Learning, de corazón muchas gracias a él y a la Dra. María Lucrecia de Díaz que es el alma de la Alianza Educativa. Sin su ayuda, nada habría sido tan fácil para nosotros.

Muchas Gracias.

TESMUNVI

El 30 de octubre se clausuró del VI Modelo de Naciones Unidas del colegio English School en donde participaron 40 estudiantes de la AAE de 5º - 8º. Grado. Cuatro de los delegados de colegios de la Alianza fueron premiados como mejores delegados de su respectiva comisión: Sebastián Pabón de La Giralda; Cristian Rodríguez y Juan Felipe Núñez de Jaime Garzón y Juan Daniel Pachón de Atalayas. A su vez los 36 delegados restantes desempeñaron un papel significativo durante todo el evento, que vuelve a dejar en alto el nombre de AAE a nivel MUN ante todo el país, ya que TESMUN (modelo del English School en esta categoría es el mejor de Colombia y reúne a más de 57 colegios de todo el país) Nos sentimos orgullosos de este trabajo y sus resultados.
I am honored to be able to teach ballet at El Hogar Nueva Granada. I have been dancing for about thirteen years of my life, and it is something I really enjoy doing. In Florida it was also required to complete a certain amount of service hours, but I didn’t want to do something common. I wanted to do something different with which I would make a positive influence in someone else’s life. There, I started ballet classes for underprivileged children and I, as well as the girls, loved it. When I had to move it was hard for me because I knew that I was going to miss seeing the smile on the girls’ faces. Shortly after moving here, my mom and I talked about maybe starting ballet classes at El Hogar. In the end, it worked out. I have started ballet classes and I love it. The girls are so sweet and it is a completely new experience for me. This is because I have never taught a ballet class in Spanish, so I had to find ways to relate ballet terms and concepts with something they would be familiar with and understand. I have really enjoyed my time with the girls.

I love teaching ballet to the girls because I am sharing something that I am good at and something that I love doing with others that may not have had the opportunity to enjoy it. I have been given the talent, classes, the many opportunities, so I feel it is my duty to give back to others. My sisters have helped me through it all. They also have been dancing for the majority of their life, and also love being able to share their talents and years of ballet with others.

I would like to thank all who have made it possible for my sisters and I to teach ballet to the girls of El Hogar. I hope to make a difference in their lives, and have a positive impact on them for the future.

Last October 1, 2009, the High School students had the opportunity of visiting the Alianza Schools. The Creative Core Team at CNG prepared three different activities for students to interact and integrate while having fun. There were sports involved, music, and art. Throughout the day, students from CNG and from the Alianza Schools mingled together like they were one of a kind. The reflections that were made by the students at the end of the activities were very valuable:

- “We are not different from each other.”
- “We enjoy the same things.”
- “We have changed our opinion about each other.”
- “We had so much fun.”

It is a great opportunity for the students to be able to mix with other communities and understand that as humans, we are all looking for the same joyful, enriching life experiences.
Mr. Barry McCombs and I were invited to attend the 2009 CNG Alumni Reunion this past August in Dallas, Texas.

Although I was a little apprehensive at first, since I did not know ANYONE in that reunion, it ended up being one of the best experiences I have had. The sad note of the event was the lack of Colombian alumni. All were invited but only two made it. As CNG alumni in Colombia we must make the resolution to attend the next reunion abroad. It's worth the trip!

To better describe this experience I want to share an article written by Curt Ward, Kathy Lyles and Beth Gunderson:

There is something almost magical about a CNG reunion. You sense it the minute you walk into the hotel when you’re enveloped in the conversations. Some in English, some in Spanish, and some in that sweet amalgam of the two that is second nature to those of us who grew up speaking both. You realize you’re back among the only people who don’t need an explanation about what it was like to attend an American school overseas, what set us apart.

Not truly part of our parents’ culture and not fully part of the Colombian culture, as students at CNG, we took the best of the rich opportunities we were offered and forged our own identity, our own culture. We were what authors David C. Pollock and Ruth Van Reken call “Third Culture Kids,” and we created an enduring bond that defies definition. Nowhere is the power of that connection more evident than at CNG alumni reunions.

Motivation for Eric Adamson (’65) to organize the first CNG reunion in Boca Raton, FL, in 1985 has become school legend. Two years later, Chris Anderson (’67) stepped up and, since then, has hosted three reunions plus countless mini-reunions. Additional reunions have been planned by Jorge Blanco (’71) and Maureen “Mo” Spikes (’71), and by Beth Miller Gunderson (’67).

After the reunion in Phoenix in 2007, Curt Ward (’67) and Kathy Ashworth Lyles (’68) felt it was time to expand the search for alumni from the earliest years and to include more classes through the 70’s. To achieve their goals, they formed a team of volunteers called Moderators who were charged with finding as many classmates as possible. Curt also launched a CNG Alumni Group in Yahoo. The website has a contact list for alumni and hundreds of photos, both old and new, including many from past reunions.

In June 2008, CNG celebrated its 70th birthday. The school scheduled a full day of activities that drew a lot of interest. As alumni made plans to join the celebration, Curt and
Kathy decided that official ceremonial events required the offset of a great Saturday night reunion party. With Julio Pinzón ('73) in Bogotá and the Moderators in the States, plans were made for what turned out to be a blow-out party for 165 people at Andrés Carne de Res.

Building on enthusiasm generated in Bogotá, Curt promised a stateside reunion in 2009 and chose Dallas, Texas, as the venue. With the greatly expanded alumni contact list, 265 classmates and family convened on August 7-9. The turnout was the highest of any CNG reunion, and the weekend was spectacular. Attendees came from Colombia and Canada, and as far away as Germany and Hong Kong. Honored guests were CNG Director Dr. Barry McCombs, his wife and family, and Adriana Perez, CNG Alumni Director. The fun started Thursday evening with early arrivals, and, from Friday to Sunday, the revelry continued.

Classmates met in the hotel hospitality suites, reminisced and planned to stay in touch. Adrian Cruz ('64) and his compadres led nostalgic sing-alongs with their guitars. Dr. McCombs updated us about plans and projects currently under way at CNG. Class trips to Cartagena and the Sewards’ finca were remembered, sometimes in uproarious detail. Old yearbooks appeared eliciting both grins and groans.

Several alumni accomplishments were highlighted:

- General Doug Fraser ('71), appointed Commander, U.S. Southern Command, responsible for all Department of Defense security cooperation in the 45 nations and territories of Central and South America and the Caribbean Sea
- Earl Irving ('70) recently appointed US Ambassador to Swaziland
- Before Mark Spitz and Michael Phelps, our own A.J. Maillard ('62) held the world swimming record in 100m freestyle.

The Saturday night dinner-dance was the highlight of a memorable weekend. Kathy gave a short history of CNG, recounting some of the memories she’d gleaned from the many 50’s alumni she’d contacted. Marta Sanders ('67) followed with a rousing cabaret show that brought the crowd to its feet. Friends who remember her in “Bye, Bye, Birdie” marveled, saying Marta just keeps getting better and better. Check her out at www.martanyc.com. Her next appearance is in Bogotá, Colombia on February 20, 2010, at the kick-off event for the campaign to raise funds to build a new Performing Arts Center at CNG.

Then the dancing started and it never stopped! All night long, through favorite rock ‘n’ roll classics, cumbias, line dances, and slow dances, the floor stayed packed until the clean-up crew arrived at 1. And it was an extra large dance floor! Predictably, ending the party in the main ballroom just meant it reconvened in other areas of the hotel and continued for a few more hours.

For many, this was the first CNG reunion they had attended. When they arrived, they were a little skeptical, unsure of what awaited them. It had been such a long time since they’d been classmates! So many people! From so many different classes! What if I don’t recognize anyone? What if no one remembers me? But, by Sunday, the most frequent question was, “How soon can we do this again?”

Perhaps José Blanco ('67) said it best, “When you leave a CNG reunion, you start to feel a little homesick.

DALLAS REUNION MODERATORS

L-R: Rosemarie (Romero) Barbatti ’69, Kathy (Ashworth) Lyles ’68, Lycette Irving ’76, Dianne (Gonzalez) Davis ’63, Lindel (Waugh) McCarty ’66, Sue Ellen Jeffers ’70, Chris Anderson ’67, Beth (Miller) Gunderson ’67
Not in Picture: Clemencia Colmenares ’72, Bev (Miller) Musser ’71.

“It is great to be able to get together with ‘CNG Family Members’ and know that they are the Family who you can pick up where you pretty well left off when you last saw them. Thank you EVERYONE for being my FAMILY!” Cathie Milner (’68)

“There were some folks at the [Dallas] reunion who had never been to a reunion before. They were kicking themselves for having not attended previous reunions and vowed not to miss one again.” Chris Anderson (’67)

Mrs. Bernal Music Teacher

Dianne Gonzales, Rosemarie Barbatti, Al Vargas & María Elisa Tamayo

The Vanderplass sisters & Carolyn Thomas
Buenas Noches. Good evening.

Many of us had thirteen years of schooling at Nueva Granada and so has Barry. Barry has been leading our community and setting an example for the last thirteen years. Today we come together to celebrate our heritage, our school but more importantly to honor a great individual: Barry McCombs.

It is a pleasure to be honoring you Barry.

When they asked me to speak about Barry, Barry is the type of individual that the more I get to know, the more I admire and respect. And why is that? As an engineer I try to put everything in pockets. And there are five key things that I see in Barry that make him such a successful educator, leader, and friend.

One is his commitment to being a real educator committed to excellence; we’ve seen that, in putting students first, hiring and developing the best teachers in Colombia, and really transforming the curriculum of CNG to make it a very competitive institution.

Second, his long term vision, and always, always with clarity of mission and purpose: Educating the mind, developing the body and nurturing the spirit; it is the essence of our school.

Third: Incredible family member. As a father, as a husband, he is always setting the example for us so we can always remember what the true essence of happiness is all about.

Fourth is his commitment toward making CNG the leader in Social Responsibility with the creation of Hogar Nueva Granada and now educating over 500 hundred kids from the nearby neighborhoods and Alianza Educativa which helps five public schools in developing their teachers, their curriculum, and their management processes.

And finally the fifth one, and probably the most admirable characteristic of Barry is his faith; his faith in God. They way he forgets about material issues and focuses on the essence of the individual, and that’s what truly make Barry the wise gentleman we see every day.

In fact, the combination of these five things is what makes Barry a great friend, a great educator, a great leader.

I can continue highlighting Barry’s great characteristics, but I think you get the point. I think you can see from my perspective why Barry is such a special person.

So having said that, Barry, on behalf of the Board of Directors, on behalf of the CNG alumni, on behalf of the faculty and your staff, on behalf of my family: thank you. Thank you for being a leader. Thank you for setting an example, thank you for being a friend. You will always, always, have one of the highest honors within the history of Colegio Nueva Granada but more importantly, you will always have a place of high admiration, high respect, and friendship in the hearts of all of us.
ALAN FURMANSKY ’97

Alan Furmanski, ex alumno graduado en 1997, fue diagnosticado con un cáncer avanzado en el 2006. Después de agotar las opciones que le ofrecía la medicina alopática decidió investigar cómo podría curar su cáncer, pues no estaba interesado en tratarlo, si no realmente en curarlo para siempre. Encontró, después de mucho estudiar el tema, que la Terapia Gerson podía con 15 jugos de vegetales al día, cinco enemas de café, y una dieta 100% vegana curar su cáncer pues desintoxicará su cuerpo y le devolvería la nutrición necesaria. Se sometió a esta terapia diariamente por 730 días (dos años), al pie de la letra y se curó. Su cáncer desapareció de su cuerpo.

Al ver la maravilla de este tratamiento y la necesidad de difundirlo creó Opciones Naturales (www.opcionesnaturales.com) una empresa que se dedica a publicar información para personas que están interesadas en recobrar o mantener su salud. Esta empresa además vende vegetales y frutas orgánicas crecidas en las mejores fincas (las mismas que usa Alan para su curación).

Para prestarle un servicio a las personas de habla hispana en todo el mundo que estuvieran interesadas en prevenir o curar el cáncer o cualquier otra enfermedad crónica, Alan decidió traducir y publicar el libro: Terapia Gerson Cura del Cáncer y otras enfermedades crónicas que lleva 10 semanas en la lista de los libros más vendidos de Colombia. A finales de noviembre el libro se lanzara en la Feria Internacional del Libro en Guadalajara México y ya se consigue en Estados Unidos a través de www.amazon.com

FELIPE RIOS ’02

Bogotá Beyond CNG

As members of the CNG community we are all aware that we belong to the most privileged group in Colombian society. We have access to the best teachers, the best facilities, and the best education. I was fortunate enough to continue this education when I left CNG to attend the Ivy League University of Pennsylvania, and later the London School of Economics (LSE). As I completed a double major in Economics and Philosophy, I could not help but think back on my beautiful home town of Bogotá, and reflect on how rarely I was exposed to the harsh realities that most of its citizens live with on a daily basis. I was disturbed by the figures I read in the newspapers, which listed over 20% of Bogota’s population is living below the international poverty standard. How could this be? How could the government not be doing more? I knew then that I had to return home and do whatever I could to help.

I entered politics because I knew there was no other field where I could have as big of an impact in helping the people of Bogotá. I am now 26 years old

NADINE WATSON ’82

Nadine obtained a PhD in Economics from the University of California. She is co-author of the OFT Discussion Paper on ‘Switching Costs’ and has published in a number of academic journals including in the Journal of Monetary Policy.

Nadine Watson, CNG class of 1982, is a Principal at LECG’s European competition policy practice where she specializes in the application of economic and econometric analysis to advise companies on a wide range of competition issues before the European Commission and national competition authorities. Previously she worked in the competition policy group at NERA, as a researcher at the Bank of Spain and the Banco de la Republica of Colombia, and as a professor at the Universidad Complutense of Madrid.
and have been a member of the Bogotá City Council since January 1, 2008. My experience has been both rewarding and disillusioning at times. The reality of our political process is that many of the elected officials have more interest in using their position to help themselves than to help others. We see these stories in the news every day. But I was very grateful to learn that there are also many members who are hard working and honest people who do great things for our city. I hope that someday people like this become the rule rather than the exception.

Last year, after realizing how unprepared the people of Bogotá were for a major earthquake, and the fact that it is only a matter of time before we have one, I presented a plan to organize a city-wide earthquake drill to prepare the people for this event. In October, for the first time in its history, Bogotá conducted a massive earthquake drill in which 3.5 million people participated. The drill has now become an “acuerdo de la ciudad,” and every October a similar drill will be taking place in order to prepare us for the real thing. I cannot tell you how gratifying it is to know that one of my initiatives may help to save lives in the event of a real earthquake.

I hope that this article will compel current students and alumni to get involved in politics. We have been fortunate enough to receive the best education possible, and it is time to give back to a country that has given us so much, and now needs much more. Colombia deserves leaders that have had the most opportunities and that wish to get involved for the sole purpose of serving the rest.

GIAMPAOLO BIANCHI ’01
Academic Coordinator for Los Andes University Confucius Institute

It’s been eight years since I finished school in 2001, and even though I’ve been gone for several years, life keeps bringing me back to CNG and the people in it. I bump into my classmates every now and again, and occasionally I’ll see them in magazines. These incidents are surprising, to be sure, but none so much as when I heard that CNG was opening a Confucius Institute in order to teach its students Mandarin Chinese. As the Academic Coordinator for Los Andes University’s own Confucius Institute, this is only natural.

I’ve done a lot of globetrotting since I finished school in 2001, and even though I’ve been gone for several years, life keeps bringing me back to CNG and the people in it. I bump into my classmates every now and again, and occasionally I’ll see them in magazines. These incidents are surprising, to be sure, but none so much as when I heard that CNG was opening a Confucius Institute in order to teach its students Mandarin Chinese. As the Academic Coordinator for Los Andes University’s own Confucius Institute, this is only natural.

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It’s unlikely that I’d be here now if it weren’t for CNG. Many of my teachers there were like my parents, and in one case one of my teachers was one of my parents. My experiences at school taught me to be open-minded, to thirst for knowledge, and to seek out new challenges every day. It also taught me the skills I needed to get ahead, whether by teaching English in Tianjin, backpacking along the Great Wall, or working with children in Chengdu.

I’ve heard lots of things about what the future holds for China, and how that future might affect Colombia. I can’t say for certain what will or won’t happen, but I do know that, no matter what, the students of CNG will be ready.

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THE CNG ALUMNI ASSOCIATION HAS NEW BOARD OF DIRECTORS

On May 19, 2009 the Alumni Relations Office invited all CNG alumni to attend the CNG Alumni Association’s General Assembly to elect its new Board of Directors. The CNG Alumni Association new Board of Directors members are:

Andrés Mendez
Rosario Saenz
María Paula Soto
Enrique Serna
Magdalena Moreno
Daniel Quiroga
Carolina Sáenz
Andrés Torres

Not in picture:
Valeria Nicholls
Andrés Pinzón
Joaquín Reyes
Emilia Giraldo

WE NEED CLASS MODERATORS TO HELP US KEEP CLASSMATES ABRAST OF ALUMNI NEWS!

If you are organized and interested in hearing and writing about your classmate’s pursuits and whereabouts, please contact the Alumni Relations Office at cngmailtoalumn@cng.edu, or call us at 212 3511 ext. 213

Main Moderators in the United States:
Kathy Ashworth Lyles
klyles@beecreek.net
Lindel Waugh McCarty
lmccarty@wowway.co
Curt Ward
curt_sw@yahoo.com
Rosemarie Romero Barbatti
rbarbatti@roadrunner.com

Current Moderators in Colombia:
1972 Constanza Bernal
1979 Claudia Vásquez
1980 José Cleves
1981 Mónica Acevedo
1982 Andrés Méndez
1983 Joaquín Reyes
1984 Liliana Pacheco
1985 María Isabela Gomez
1986 Rosario Saenz
1989 M. Isabel Carrillo and Luis Germán López

FIFTY YEARS AGO

On October 15, 1959 CNG moved to the present campus.
At the time, CNG had:
K4 and K5
Primary school
Primary school playground
Elementary School
Junior High School (Middle School was called Junior High School)
High School went up to 9th grade
The student population was 350 students.
CNG alumni from 1950’s visit CNG and the houses they used to live in.

Carolyn Thomas Vale (8th grade-1955) and husband Mike, her brother Stuart Thomas (8th grade-1959), Willard Grant (8th grade-1955) and wife Letitia Grant, and Kelly Fox (daughter of CNG student Sally Willinger- 8th 1959) came to Colombia to visit CNG and other special places from their childhood memories in Bogotá.

Carolyn and Stuart’s family moved to Colombia in 1947 where their father worked for a Coca-Cola bottling franchise. Their mother Wilma Thomas taught at CNG.

Kelly Fox, daughter of Sally Willinger Fox, wanted to visit Colombia to explore her mother’s roots.

Willard Grant’s father worked for Texaco and lived in Colombia until 1954. His mother was the CNG librarian.

The three families – the Thomases, Willingers and Grants – all lived on the same block of Carrera 9 in Bogotá and have remained friends all of these years.

During their stay in Colombia they visited Bogotá, Cartagena and Anapoima! In between trips, Charlotte Samper and Adriana Perez had lunch with them at Club Colombia restaurant.

Angela and Kristin Organ, decided to celebrate their father Richard (Rick) Organ’s (8th grade 1955) birthday by inviting him to a trip down Memory Lane in Bogotá. Rick’s family lived in Colombia and Rick and his sisters Barbara and Mary were enrolled in CNG from 1945 to 1955. His mother Ruth Organ was a teacher at CNG. Rick now lives in Amarillo, Texas.

Rick has an incredible sense of humor. He started up conversations with every person he met and gave all the ladies at CNG a diamond pin (“dime ’n pin”).

We all enjoyed having them here! Please come back.

Barbara Mancini ’77, Chuck Mancini ’79, Marianne Mancini ’82 came to visit CNG with their father. They toured the campus, met with old friends and relived their memories as CNG students.
On Sunday, August 2nd, 2009, General Douglas Fraser, four-star general, and recently appointed Commander for the U.S. Southern Command, responsible for all Department of Defense security cooperation in Latin America and the Caribbean, decided to take some personal time out on one of his trips to Colombia to visit, with his wife and daughter, his high school, Colegio Nueva Granada, as well as the Hogar Nueva Granada.

As you all know, General Fraser (Doug) spent his sophomore, junior, and senior years at Colegio Nueva Granada, graduating in 1971. In his possession speech as Southern Command Commander, General Fraser mentioned that during the years he lived in Colombia, he gained a lifelong appreciation and admiration for Latin America and its people, and now, he feels honored and blessed to have the opportunity to come back “home”.

During his visit to Colegio Nueva Granada, General Fraser visited the campus with several of his classmates, Brian Nicholls, the US Embassy’s Deputy Chief of Mission (DCM), some of CNG’s Board members and Alberto Douer and his wife Perla Douer (President of Hogar Nueva Granada).

General Fraser’s classmates present that day were:

Berta Arensburg, Eduardo Cárdenas, Jorge Díaz, Elsa Darnalt, Miguel Elasmar, Raquel Fashka Brandwayn, Alberto Lotero, María Teresa Muñoz, Patricia Tamayo, and Carolina Tamayo.

Board Members present that day were:

Juan Saldarriaga and Guillermo Villaveces.

He then visited Hogar Nueva Granada where he met with some families that gave testimony of the positive impact Hogar Nueva Granada has had on their lives. Perla Douer told General Fraser the history of Hogar Nueva Granada, and the continuous support it needs from the CNG Community.
PAST
On Friday June 5, two classes came to celebrate their anniversaries:

CLASS OF 1984 celebrated their 25th anniversary

The class met at CNG’s main gate, toured the CNG campus, took a CNG bus to the Hogar Nueva Granada where they made a donation and then had lunch at the student’s Diner.

The 1984 classmates living in the US, celebrated their 25th anniversary at Sandra Diaz’ home in Miami.


CLASS OF 1989 celebrated their 20th anniversary

This class met at the main gate, toured the CNG campus, took a CNG bus to Hogar Nueva Granada, made a donation to the Hogar, had lunch at the Student’s Diner, and then had the Capitalist tournament which started in the Primary playground and ended at the High School gym. They had a blast from the past. Following is their description of their experience during the three day celebration.

CLASS OF ´89 20 YEAR REUNION:

It was a rainy day. The Class of ´89 met at the gate. Most 89’ers, as they would later recall, hadn’t seen each other in 20 years! The chemistry – nevertheless – was there. It never ceased to exist. And for the next 3 days, the party was on!

Narita Airport, Japan. Dulles International, D.C. Miami International. JFK. Sky Harbor, Phoenix. Rafael Nunez, Cartagena. ‘89ers boarded planes – everywhere. A multi-cultural bunch, if there ever was one. 20 years later. 20 years smarter. 20 years well lived...
There were rumors, some said, that The Class of ’89 was a bunch of loners. The lot couldn’t bond to save their own lives. As Mr. Andres (Carne de Res) would later attest, The Class of ’89 – when together – is nothing short of a Tsunami! And the reunion turned out to be...nothing but love!

Walking the school; waving around; listening to the wise words of the Principal; visiting the spectacular Hogar Nueva Granada; lunching together at the mess hall; greeting “Prof. Hernandez”, Messrs. Mullen and Durance. And then – The Capitalist Pig. A one-in-a-kind competition – featuring a 1987 Physics Quiz (original photocopied version!), a Spelling Bee, a Dewey-Decimal system search, longest columpio jump, longest paper airplane flight, fastest rope-jump, and a never-realized half-Cooper’s Test! A broken rib, furious girls under the rain, laughter & pain - it was all there! The winner duo – Kristine Von Arnim and Henry Svendblad – took home US $1,100 cash, and were of course the envy of the day. What ’89ers felt that day – the pride, the sentiment, the joy – was something they were only able to verbalize once the ice started to break...

Enter: Night. Exit: Light. Laura Reyes (and organizing team) orchestrated a feast fit for kings at the lively Tabula restaurant downtown. While chomping on humongous steaks, and flesh-pressing classmates, the momentum was building on. And then “Los Trillis” took the place by storm. Very seldom a rock band plays – and plays – and plays – for 2.5 hours non-stop. Sergio Rodriguez, lead-singer, fed the crowd like never before.

Then it was the Double Dutch Bus next day. A genuine Blue Bird issue led a mob of ’89ers to the infamous Andrés Carne de Res restaurant at the Calle del Sol in Chia, Colombia.

Then, for 12 straight hours, upon arriving at the place, the classmates ate, drank, gossiped and danced!

Day 3: private brunches and private meetings followed. The Class of 89’ers wanted to re-connect. Surprise videos and photos arrived from Chagrin Falls, OH; Little Rock, AK and Buenos Aires – the irreplaceable trio was “in da house:” Kirk, Loganbill & McClain!!!

The Class of ’89 will most likely unite in 2019 again. A global man-hunt is bound to take place. An exotic location might be the place. The Joe Puertos, the Mickey Posadas, the Joshua Crows. The Patti Quinteros, the Michelle Farmers, the Tori Reyes. The Three Amigos, the Joe Cottones, the Seth Warshinskis (“Box your answers!!”). Those characters were dearly missed, were ’89ers as well, and will be sought...

UPCOMING

Class of 1980 - 30 year reunion
When: May 27 – 30, 2010
Contacts: Jose Cleves, Katherine Ancizar, Cornelia Serna
Facebook group: CNG – Class of 80

Class of 1985 – 25 year reunion
Contact: Maria Isabela Gomez

Class of 1990 – 20 year reunion
CNG Alumni Office can help you organize your reunion.
Please contact us at: cngmailtoalumni@cng.edu

Class of 1999 - 10 year reunion
When: Weekend of December 19, 2009
Where: Starting with a party at Andres Carne de Res Chia
Contacts: Tomás Cadavid Bovin, Tatiana Ortiz, Ana Galvis,
Facebook group: Class of 99’ - TEN year reunion!
Colegio Nueva Granada

Class of 2000 – 10 year reunion
CNG Alumni Office can help you organize your reunion.
Please contact us at: cngmailtoalumni@cng.edu
MARTA SANDERS ‘67

Marta Sanders, Broadway show and New York Cabaret singer, will perform for the CNG Community on February 20, 2010

- Original cast member of the Broadway production “The Best Little Whorehouse in Texas”
- Winner of the coveted MAC Award for ‘Outstanding Female Vocalist’, given by The Manhattan Association of Cabarets
- Cabaret Act performed around the world

Marta Sanders, a 1967 graduate of Colegio Nueva Granada, began her singing career in the school choir, the school’s talent show and as Rosie en the school’s production of Bye Bye Birdie.

Marta’s music has always been influenced by her time spent in Colombia. In her words:

“What a thrill it will be to return to Bogotá to sing for the CNG family.

For me it all started at CNG, and to have the chance to give back to the school in this way would be very rewarding.

Most exciting will be the opportunity to do some singing for the CNG students, and sharing my knowledge, experience, and the sheer joy of being able to express oneself as an entertainer with them.”

A brief history...

Marta’s family moved to Bogotá in 1966 where she attended her Junior and Senior high school years at CNG, graduating in 1967.

Upon graduation from CNG, Marta moved to Argentina where she continued her voice lessons and was determined to make music her occupation. She moved to NYC to attend The American Musical and Dramatic Academy (AMDA) where she studied with Paul Gavert, one of North America’s most respected voice teachers.

Marta played in various Broadway shows and while auditioning for shows, Marta put together a Cabaret Act and started performing the act around NYC.

Marta was asked to be part of the Broadway show ‘The Best Little Whorehouse in Texas’. Carol Hall, the lyricist, had been a fan of Marta’s work in cabaret and wanted to ‘hear (her) music sung properly’. Marta was one of five members of the cast who went all the way to Broadway and beyond with this project. You can hear her on the original cast recording.

She won the coveted MAC Award for ‘Outstanding Female Vocalist’ given by The Manhattan Association of Cabarets, comprised of prominent performing artists and club owners. Marta also won the Bistro Award for ‘Outstanding Female Vocalist’ presented by Backstage -NYC’s main theater business publication.

The first CD she recorded ‘Corazon del Alma’ is a compilation of Spanish songs that have been in her repertoire for years. She continues to sing in NYC, around the USA and abroad. Marta has also created a Welcome to New York program that combines her singing with newer skills as one of NYC’s top guides.

Additionally Marta has taught voice, as well as coached men and women in ‘Voice and Drama 101’.

Marta was thrilled to have the opportunity to entertain for the recent CNG Alumni Reunion in Dallas and she looks forward to the opportunity to help CNG raise money for the new Performing Arts Center.

Visit Marta’s Website: www.martanyc.com
A **mandala** is a geometric pattern or chart, typically circular or square, that symbolically represents the **cosmos** and is used for **meditation purposes**. Creating a **mandala** can be a form of meditation, as well as contemplating a finished **mandala**.

A **mandala** represents the fusion of the inner and outer **worlds** into one holistic unit. They **represent** how everything is **related** and linked **together**: the inner **wisdom** of our **hearts** with the outer **expressions** of **life** at its highest.

Drawing a personal **mandala** can help a person **understand** his or her unconscious **thoughts** and **priorities**.
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