ahora la fruta se come con cuchara

Calma tu hambre sanamente,
nuevo frutto cuchareable
The Pursuit of Excellence in a World of Continuous Change

By: Dr. Eric H. Habegger, CNG Director

As one of the most influential books for business and organizations over the past several decades, Peters and Waterman’s classic study from the 1980’s, In Search of Excellence, identified a selective group of extremely successful businesses which had maintained high levels of excellence over many years of operation. In the book, the authors outlined key factors that had helped these businesses achieve long-term success, and many other businesses tried to replicate the same formula . . . but something unexpectedly happened. Ten years later when the 1990’s arrived, many of these same high-performing businesses had either ceased to exist or no longer continued to be industry leaders. What happened to these top institutions with their well-defined organizational structures and outstanding leadership that had caused this dramatic drop in performance? The answer was rather simple – change.

We now understand that the world of fifteen years ago no longer exists in developed societies, and institutions patterned on the previous century lack the structure and organizational capacity to succeed in the 21st century. For those now-defunct companies from the time not long ago of In Search of Excellence, the the world was changing all around them but they failed to adapt and recalibrate their institutions to fit a changing global landscape that was more unstable, unpredictable, and nonlinear in nature. Our world has shifted from a slow-moving production-based mechanistic model to a rapidly changing knowledge-based model with innovation and improvisation at the forefront. These facts beg the following question: Have we made the necessary adjustments at CNG to help our school and students confront this new world reality?

In many ways, the work of schools is not much different than that of business and industry. In his research on organizational leadership, Leading in a Culture of Change, M. Fullan highlights the strong similarities between business and education. He states, “At the most basic level, businesses and schools are similar in that in the knowledge society, they both must become learning organizations or they will fail to survive. Thus, leaders in business and education face similar challenges of complex, rapid change” (2001, p. xi).

As the new director this year, I fully understand that CNG has greatly changed since my departure in the 1990’s. Yet past practices for success no longer guarantee our ability to achieve excellence for the future. For this reason, we are focusing on his key issue every day as we align our organizational structure for the future and as we select and retain the best teaching and administrative talent to lead our institution forward. As part of our SACS Re-accreditation Process, we have been actively engaged as a faculty, staff, administration, and Board of Directors in looking at the best ways for CNG to retool itself for the continued pursuit of excellence long into the future.

Yet excellence is not something that we are only pursuing for tomorrow. As you will read within this issue of Insights, our faculty and staff and students pursue excellence every day. This issue highlights the personal and institutional excellence evident at CNG and also allows you a glimpse of how excellence gets translated into better teaching and learning. From our CWW and MUN programs to our AP Academy to our Service-learning projects to examples of student work to our facilities improvements, you will see many members of our school community engaged in the pursuit of excellence as we continue to develop our students and organizational in an ever-changing world. We have a challenging task ahead of us in trying to achieve excellence while at the same time constant world change demands that we continually redefine what excellence actually means for today and tomorrow. In the end, our students will be the true beneficiaries in reaching the end result in both process and outcome in this pursuit – excellence.
CNG: Improving our facilities to further the education of our students and enhance the quality of life of our community

By: MARÍA ISABEL WIESNER, General Manager

Whenever prospective parents visit a school, one of the principal aspects which attracts them to one institution over another is the campus and facilities. Those of us who are fortunate enough to live and work in a beautiful environment lose sight of the relevance it has to the quality of our daily life. Just ask students and staff members who have a chance to visit other schools how they feel when they return to the CNG campus. CNG has always had a remarkable campus, not only because of its location on the eastern slope of the city, but also because of the design and quality of its buildings, its sports facilities, and gardens.

For the past twelve years, the Board of Directors has paid very close attention to the renovation and improvement of our facilities and campus in general, beyond regular maintenance. Let’s remember that the very first building on this site dates to 1959. The beauty of it is that the design of the original buildings of the school is still valid today, and thus, we have concentrated our investment in updating our spaces. There have, of course, been new constructions to accommodate additional students and specialized classrooms with atypical installations, as well as improvements to our sports courts. In the past three years, however, the focus has been on completing the anti-seismic reinforcement of the different buildings of the school.

- In the summer break of 2008, we reinforced Kinder 4, the HS Science Labs, and the HS Gym.
- In the summer break of 2009, we reinforced the Elementary School (E) Building, the Middle School (M & F) buildings, and the student cafeteria kitchen.

This past summer break we made an extra effort in order to complete reinforcing all academic buildings, as well as improving and expanding certain spaces. As we work through improving and reinforcing each section of our school, we are, in essence, rebuilding and renewing spaces. These projects provide us with the opportunity to fix and update specifications, many of which are not discernible to the naked eye, as they are behind walls and under floors.

Specifically, in the Primary School, the P building was reinforced structurally. This building houses 26 classrooms, four sets of bathrooms, and offices.

In order to reinforce the building we needed to break into walls and floors to imbed steel beams. Hung ceilings were removed and additional beams were installed to reinforce roofs and walls. Once walls and floors were torn apart, it became necessary to change flooring, light fixtures, book shelves, and cubbies, hung ceilings, and many windows.
All sliding doors were replaced with new aluminum lighter doors, making them safer and easier to open.

On the northern end of the building it was necessary to demolish and rebuild rooms P7, P8, P9, and P10.

Additionally, the main hallway got a facelift, with new flooring, new light fixtures and light colored walls. We installed a new stairwell covering on the southern side of the building to protect people from the rain, and we rebuilt the path to connect the Kindergarten area through the playground.

Those of you who had seen the “old” Primary School can really feel the changes, and know that children and staff members will certainly benefit from all these improvements.

In the High School, the H building was reinforced structurally. This building houses 16 classrooms, two sets of bathrooms, offices, and special meeting rooms.

Here too, reinforcement required breaking into walls and floors and burying very thick steel beams several meters into the ground. The biggest difference is that this building is built on the slope of the mountain, and thus, intervention required significant drilling and longer beams. This implied removing and replacing flooring, hung ceilings, light fixtures, all window frames and windows, and book shelves and cupboards in walk-in closets.

In the main hallway, it was necessary to rebuild the rain gutter. It was demolished and replaced with a new, one-meter wide concrete canal, which should prevent future leaks. Additionally, we replaced flooring, the hung ceiling, the light fixtures, and all the lockers.

The HS Offices were also part of the reinforcement and thus, they also got a complete facelift with new conference rooms, new offices, and additional storage areas.

In the process of defining the reinforcement needed in the classrooms on the northern end of the HS building, it was decided that the two labs would be partially demolished and that the available space would be used to create new classrooms. We constructed one new science lab, one new physics lab, and three new additional classrooms for HS use.

As part of the refurbishment of the HS building, the Board approved a complete remodeling of the Elisa Vargas Library. The library has been completely remodeled and reinforced in the process. This renovation will increase library space by more than 50%, and will include:

- A new access through the garden
- A mezzanine which will house the Teacher’s Professional Library
- Separate areas for Middle and High School students for both reference books and virtual research
- Additional rooms & storage (157 square meters!) in a space which we “discovered” under the existing HS building. We have fondly named them “las cavernas”. 
- New Meeting Rooms
- New bathrooms
- And a new area for a future technology lab

Lastly, we reorganized and refurbished the offices inside the HS gym, giving our PE teachers better working conditions.
Most of you have witnessed our struggle to have an excellent soccer field across the years. After much consideration, the Board of Directors decided to give it one final push to provide our school with an artificial surface soccer field, ensuring safer playing conditions and fewer maintenance costs in the future. This renovation required extensive soil and hydraulic studies to ensure that all the proper filters and materials were used. Additionally, we have built a 100m track along the side of the field. The field was opened for use on October 1st, and there has not been a single day when the kids have not taken full advantage of it.

As part of this improved sports field, we have also resurfaced the “Bombonera” soccer field with new grass. We are reconstructing the sidewalk bordering the soccer field and fixing the bleachers on the western side.

Other areas of the school which were intervened

- As we mentioned before, last year we reinforced and enlarged the kitchen in the Student’s Cafeteria. This summer we finished the job and reinforced the dining hall and replaced the roof.
- In order to provide a space where teachers can take a break from their busy and noisy days, with the generous help form the PTA, we have remodeled the “Chimney Room” in the Administration building to convert it into a Teachers’ Lounge.
- As part of our commitment to the Confucius Classroom Program, we have remodeled a room in the Elementary School building to house two Mandarin Chinese classrooms. The result is quite impressive.
- We constructed two “casetas” near the Elementary playground to provide a special place for Learning Center specialists and another one near the staff parking lot for dance classes.
- Lastly, after a serious power outage in June 2010, we were forced to reconstruct and install a new connection between the transformer which provides power to the school and our new substation. This job will be done by mid December 2010.

As in previous years, we believe it is important that our community understands where our capital investment monies are going. We are proud of what was accomplished in 57 days. Most details have been resolved and no one will remember the effort and man hours it took to improve our facilities in record time. Please take the time to walk around our campus and see for yourself.
Do It Again…One More Time.
Inspiring excellence in theatre education

By: KALEROY ZERVOS, Drama Department Head

It is not uncommon for students to come to drama class filled with dreams of Hollywood and fame only to find out that there aren’t any camera tricks on stage, nor do you have the option of a second take once the show has started. Instead they are met with the constant challenge to create, perform, and critique themselves. This is often eye-opening for students as they struggle to balance the need for uninhibited imagination and incredible self-discipline to communicate a script to an audience. Theatre is a combination of art and craft. Students must constantly be aware of what the audience experiences and how their timing, body positions, and vocal delivery can affect this. It’s important that they know how to correct every minute detail of their performance. And when they get it right, it’s equally important that they know exactly what and how they did it.

The great acting teacher, Stanford Meisner, is famous for saying, ‘repetition, repetition, repetition,’ and if you were to pass by a rehearsal in the theatre, you would see the students doing just that - with their lines, with their blocking (movements on stage) and with their emotions. The last aspect might surprise you, but it’s the most important.

Student actors inevitably come to us with a combination of sensitivity, motivation, and insecurity. Bruce Miller, Director of Acting Programs at the University of Miami, explains that, unlike other art forms, acting uses the actor himself as the medium for performance. This means that when the final product is presented, it can be difficult for the actor to separate himself from the piece he created.

The strength and resilience that students develop emotionally through theatre education comes from the repetition used to develop dependable performance techniques. Once students recognize that if they hold their head just so, or move their tongue to just the right place to get the sound they want, their insecurities fade and their eyes open to the realization that with each repetition of their performance, their skills and confidence soar.

They learn how to listen critically to feedback, analyze its content and convert it into playable actions. They learn how to focus their concentration, stay in the moment and think more deeply about each movement. And most importantly, they learn that the desire to make each attempt better than the last is what constitutes success.

So next time you find yourself in the theatre and wondering what on earth we’re doing, remember - theatre education measures success by the growth of each individual student.
Our CNG students participated in various Condor Activities Competitions during this first semester, obtaining very positive results.

- The Wall Climbing students participated at the Gran Pared Tournament “Tercera Válida Infantil de Escalada Modalidad Boulder” and obtained 2nd place in Categoria Infantil with Agustín Sarmiento- 2nd grade,
- The Mountain Biking students participated at “Colegio Los Alcaparros Mountain Biking Tournament” and obtained 2nd place with Antonio Mora (5th grade) in Categoria Pre Infantil; 1st place with Martin Ferreira (9th grade) in Categoria Juvenil; and 1st place with Felipe Martinez (Mountain Biking Instructor) in Categoria Instructores.
- Our stacking team proved their world class sport stacking abilities at the “WSSA Colombian II Sports Stacking Tournament”. Daniel Izquierdo (8th grade) obtained 3rd place for the individual event 3-3-3 and María Becerra (5th grade) won 1st place in the individual event for the 3-6-3, 3rd place for 3-3-3 and 1st place on the cycle stack.
- At the Uncoli Chess Festival, Nicole Cortés (2nd grade), won four matches of the six possible wins, and Santiago Zuleta and Michelle Akerman (4th & 5th grade) obtained 4 ½ points of the possible six points.

We are very proud of our CNG students who put the name of our school in the spotlight, striving for and inspiring excellence. CONGRATULATIONS!
New Staff

This school year, the CNG Community would like to extend a very warm welcome to all the new members of our staff. Undoubtedly, these individuals strengthen the dynamic team of committed educators, who come together to inspire academic excellence.

Primary School

Ma. Fernanda Acosta  
K.5 Teacher Assistant

Anne Breerton  
PS. Math Specialist

Ana Cobo  
PS. Administrative Assistant

Juliana Díaz  
PS. Associate Teacher

Edna Granados  
K.4 Teacher

Kristina Nath  
2nd Grade Teacher

Angélica Peña  
1st Grade Teacher Assistant

Sandra Pineda  
K.4 Teacher Assistant

Kenna Rammer  
1st Grade Teacher

Mateo Rodriguez  
1st Grade Teacher Assistant

William Seward  
1st Grade Teacher

Micah Stucky  
K.5 Teacher Assistant

Elementary School

Julie Hunt  
E.S. Principal

Christiane Broihier  
Perm. Sub. Teacher

Silvia Dever  
E.S. Library Assistant

Bridget Dolan  
4th Grade Teacher

Adriana Espinosa  
3rd/4th Grade Counselor

Liliana Ritter  
E.S. Associate Teacher

Mary C. Short  
3rd Grade Teacher

Ma. Rosario Trujillo  
E.S. Español

Ma. Fernanda Acosta  
K.5 Teacher Assistant

Anne Breerton  
PS. Math Specialist

Ana Cobo  
PS. Administrative Assistant

Juliana Díaz  
PS. Associate Teacher

Edna Granados  
K.4 Teacher

Kristina Nath  
2nd Grade Teacher

Angélica Peña  
1st Grade Teacher Assistant

Sandra Pineda  
K.4 Teacher Assistant

Kenna Rammer  
1st Grade Teacher

Mateo Rodriguez  
1st Grade Teacher Assistant

William Seward  
1st Grade Teacher

Micah Stucky  
K.5 Teacher Assistant

Middle School

Bonnie Cahusac  
M.S. Life Science/English Teacher

Leslie Fan  
M.S. Math Teacher

Ma. Alexandra González  
M.S. Sociales Teacher

Jennifer Owens  
M.S. Math Teacher

Louis Petersen  
M.S. Math Teacher
**High School**

Peter Bagnall  
H.S. Math Teacher

Juan D. Cárdenas  
H.S. Physical Education

Randall Fenderson  
H.S. Health

Joseph Harper  
H.S. Technology

Beatriz Iglesias  
H.S. English Teacher

Sandra Janner  
H.S. Español

Aaron Kaio  
H.S. Social Science

Katie Kaio  
H.S. English Teacher

Rebecca La Plana  
H.S. Social Science

Ricardo Martinez  
H.S. Physical Education

Mariangela Muñoz  
H.S. Adm. Assistant

Aaron Rumack  
H.S. Math Teacher

Sherry Sullivan  
H.S. Affective Education

Terry Thomas  
H.S. English Teacher

Wendell Thomas  
H.S. Science

Heather Thur  
H.S. Math Teacher

Diane Warren  
H.S. ESL/Perm. Sub.

**Administration**

Ana Karina Gil  
Finance Manager

Andres Abello  
Technology Apprentice

Esperanza Castillo  
Admissions Adm. Assistant

Angela M. Maya  
Technology Apprentice

Patricia Torres  
Accounting Apprentice

**Student Services**

Lina Ma. López  
L.C. Shadow

Felipe Meridalde  
L.C. Shadow

Isabel C. Rico  
L.C. Shadow

**All School**

Miguel Contreras  
PE. Assistant Teacher  
Permanent Sub

Lina Cifuentes  
Confucius Classroom Coordinator

Margarita Limongi  
Cafeteria Coordinator
This new century has brought forth many changes. These changes are quite evident in this new generation of children. Today’s children are different from their peers of previous generations. They are the product of a technological revolution which has completely changed communication, relationship, and life styles. We now have a world which has instant communication. Children have gotten used to being immediately gratified. Waiting for their turn, respecting others’ rights, and working in a group is becoming increasingly more difficult for this generation of children. They want things “now” and will do just about anything to receive “the attention” they believe they are entitled to. Our children of today know more things at a very young age. They don’t understand some of the things they are exposed to both on T.V. and on the Internet. This is why it is important for the adults in their lives to be their guides in their journey of acquiring skills and information. Children today get too much “attention” from their busy parents. They seem to have become the center of everything, but not always in a good way. They have come from the back seat of the car to the front seat and sometimes are actually the ones driving the car. Parents can be loving and kind but cannot allow their children to become addicted to “attention”. Parents should have clear rules and routines at home. Children should be held accountable for their actions. Positive and negative consequences of their behaviors should be enforced. If a child misbehaves there should be a negative consequence such as losing a privilege. Privileges can be earned or lost. The children of today need to have clear guidelines on what is right and what is wrong.

Being permissive or controlling as a parent will only lead to more confusion in children, who are already having trouble finding their place in a new game with new rules. In essence, parenting is now harder because today’s children tend to be more selfish, more knowledgeable, highly verbal, self sufficient, and have a belief that they are their parents’ equal. Guiding them with a firm and loving hand is more important today than ever before. The fact that they know “so much” and feel highly empowered does not mean they can do as they please. They have to be constantly reminded of their place as children showing respect and obedience to parents and teachers. Good parenting requires a great deal of effort and being explicit in your expectations of them. In general, children like to know they have parents who are in charge and know exactly what they are doing (even if you don’t). Children will follow a parent who has a clear sense of purpose. Do not be afraid to be the guide of these youngsters! Do not be afraid of being unpopular for a while. Remember the important thing is that your children should emerge to be adults who can contribute positively to society.
The Pursuit of Excellence

By: LILIANA BORRERO, Learning Center Specialist

The pursuit of excellence is a never ending story. Despite the fact that we will never achieve absolute perfection or excellence, we can attempt to always become better. This is why the conquest of excellence is an endeavor limited to those who dare to dream about it and who possess the fuel to attempt to reach it. Experts in different fields have tried to identify the conditions under which achievers pursue excellence. In fact, there seems to be an inspiring pattern that we can emulate.

Covey (1997) has isolated four characteristics of great achievers: vision, discipline, passion, and consciousness. People who accomplish great deeds have a vision of what is possible, the discipline to bring vision into reality, the passion to nourish determination, and the consciousness or desire to contribute.

According to Doctor Atul Gawande, there are three core requirements for success in medicine: diligence, righteousness, and ingenuity. Diligence is the necessity to give sufficient attention to detail to avoid error and to prevail against obstacles. Righteousness refers to the desire to do right, and ingenuity is thinking anew. For Gawande, ingenuity is not a matter of superior intelligence but of character. “It demands more than anything a willingness to recognize failure which arises from deliberate reflection on failure and a constant searching for new solutions” (Gawande, 2007).

In the business arena, the book entitled Outliers: The Story of Success by Malcolm Gladwell, is another example of our search for excellence. For this author, success is the result of effort, expertise, and timing. Gladwell states three key points: hard work is critical to success, successful people were often lucky to be in the right place at the right time, and 10,000 hours of practice seems to be a rule of thumb for success.

Ventures for Excellence Inc. has studied outstanding teachers for over 30 years. Dr. Victor Cottrell, former president of this company, states that excellent teachers share three core characteristics: purpose, positive relationships, and solid knowledge about pedagogy. Great teachers value the ability of unlimited learning in every human being, establish and sustain quality relationships with students, parents and colleagues, and have a clear understanding about the interaction between teaching and learning and how people learn.

To sum up, the quest for excellence is challenging but possible. At CNG we try to pursue excellence in many ways. The implementation of ISO 9001 as part of our quality assurance policy is an example of our commitment to excellence. Planning, doing, verifying, and acting upon measurements of key performance indicators are perfect excuses to be better. In Gawande’s words, betterment is a perpetual labor. It is never too late to pursue excellence. Carpe diem (seize the day) and start your journey to excellence today!

Bibliography:
Under the leadership of 8 dedicated moms who are elected at the annual general assembly, and who generously devote their time and effort, the PTA strives to promote the integration of our community through different activities that enrich our lives in one way or another. Following is a list of the initiatives that they have, and will continue to work for during the 2010-2011 school year.

From the very beginning of the school year, they come back from their vacation with the clear intention of making new families and members of our staff feel welcome and at home. At the PTA WELCOME BREAKFAST FOR NEW FAMILIES, locals and foreigners have a chance to come in contact with the CNG faces they will need to be familiar with at some point or another, and get to meet other newcomers as themselves. A smaller version of this breakfast takes place in January with those who arrive in the second semester.

In October the PTA co-sponsored ten STORYTELLER sessions for Primary, Elementary and Middle School. Max Tell and Baba have traveled around the world teaching and entertaining students through interactive stories and music. We are lucky and proud to have been included in their Latin American tour.

A few days later, administration personnel and teachers attend the PTA WELCOME LUNCH FOR STAFF and participate in a contest that promotes big laughs and integration. New recruits meet their co-workers in a fun and relaxing environment, appropriate to developing the new ties that are fundamental for the happiness and sense of belonging that will be crucial for their well being and that will eventually permeate the environment of their classrooms.
On November 9, the PTA sponsored the visit of CAROLINA LOZANO, a psychologist who came to talk about the 5th grade parent network that is in the making. Due to the fact that the attendees were very open to her advice and very pleased with her tips and presentation, the PTA will sponsor another visit for 7th grade.

During the HALLOWEEN season, our children are given more reasons to smile. The PTA decorates the CNG campus with festive and spooky props and decorations.

On November 16, the PTA sponsored Maria Clara Villegas’ Conference, “LA GENTE FELIZ ES MAS EXITOSA”. It was such a success that a second conference was held on November 29.

The CNG Infirmary was having a transportation crisis with too many of our students in casts and crutches. The PTA donated 2 fabulous WHEELCHAIRS designed especially to meet our children’s needs.

In December the PTA will host the LIGHT CEREMONY. This year’s activity will involve 80 students from Hogar Nueva Granada and will revolve around three concepts that we know give us great pleasure but that we sometimes forget to indulge in: Giving, Sharing and Caring.

To show its gratitude, the PTA gives CHRISTMAS PRESENTS to the General Services personnel, their children if they are twelve years old or under, and the teachers and administrative staff. Once again, lots of smiles coming and going and warming our hearts.

In January, CNG, HNG and the PTA will start an ongoing RECYCLING PROJECT that will finally make it possible for the Hogar Nueva Granada to be self-sustainable, provided that we donate our garbage. It is an ambitious initiative that involves a huge effort logistically-speaking but that will certainly be well worth it. Imagine... making all the difference without spending.

In March of 2011 the PTA will have its huge challenge: the traditional BAZAAR that takes place every two years. It is in this massive event that the largest number of families gather together to enjoy games, food, shopping, and entertainment in the company of their friends.

At some point during the second semester, the PTA will host another CONFERENCE that will address a topic that is pertinent to the needs and interests of our community. Stay tuned!

To support CNG’s unrelenting effort to get the students to acknowledge the joy and benefits of reading, the PTA and the libraries will organize the annual BOOK FAIR just before summer vacation, hoping that reading habits will flourish during the summer.

The PTA’s only interest is to support CNG, its students, its employees, and its community at large, but its possibilities can only go as far as the number of families who are affiliated: 60% so far. The PTA intends to be like a huge tree whose enormous branches reach far out providing shade, shelter, and delight. The more leaves there are, the larger the branches, and the bigger the possibilities to benefit and enrich the entire CNG community. If you are not a leaf yet, join the PTA and watch the tree bloom.
AMOR AL DEPORTE
Por: ANTONIO RUÍZ, Conductor del CNG

A todos los que representamos al CNG quiero contarte la idea que nació de Antonio Ruiz y Enrique Alfaro de conformar un equipo de fútbol integrado por los empleados del colegio: transporte, servicios generales y staff. Todo empezó por que queríamos tener una actividad física, y que mejor que jugando fútbol, la pasión de nosotros los hombres. También lo queríamos hacer por una buena causa: “amor al deporte” y para aprovechar el tiempo que nos da el colegio para realizar esta actividad y disfrutar de las instalaciones.

Gracias a Dios contamos con el apoyo de Bobby Hernández y los profesores Yesid Mosquera, Camilo Cortes, Fidel Díaz, Leonardo Hernández y Ricardo Martínez, el Bookstore y el PTA, quienes patrocinaron los uniformes y la inscripción para participar en el Primer Campeonato de Mundialito Criollo. Participaron jugadores profesionales retirados, y allí obtuvimos el cuarto lugar siendo nuestra primera participación como equipo CNG en un campeonato. Aprovechamos esta oportunidad para dedicar este gran logro a todos y cada una de las personas que hicieron posible la conformación y participación de este equipo en este campeonato.

Gracias CNG!

This year 292 CNG students have taken a visionary decision: to learn Mandarin Chinese at the Confucius Classroom. While already proficient in English and Spanish, they value the many opportunities that knowing Chinese will give them. They recognize that the leaders of tomorrow will have greater influence if they can communicate with a quarter of the world’s population, in their native language!

Our students have enthusiastically taken on this long-term commitment, understanding that acquiring proficiency in Chinese is a process which takes dedication and perseverance.

Their approach to learning is a source of inspiration for our community!

TOEFL DATES

Saturday, Dec. 18 - 2010 08:00 A.M.
Saturday, Jan. 15 - 2011 08:00 A.M.
Saturday, Jan. 29 - 2011 08:00 A.M.
Saturday, Feb. 5 - 2011 08:00 A.M.
Saturday, Feb. 11 - 2011 08:00 A.M.
Saturday, Feb. 26 - 2011 08:00 A.M.
Saturday, Mar. 19 - 2011 08:00 A.M.
Saturday, Apr. 2 - 2011 08:00 A.M.
Saturday, Apr. 30 - 2011 08:00 A.M.
Saturday, May. 14 - 2011 08:00 A.M.
Saturday, May. 28 - 2011 08:00 A.M.
Saturday, Jun. 10 - 2011 03:00 P.M.
A round our school, in classrooms, there are several posters with this sentence: “Attitude is a little thing that makes a big difference.” Have you ever wondered what this really means?

On February 7th, 2003, a bomb destroyed Club El Nogal, in Bogotá, Colombia. Thirty-six people were killed, and of the more fortunate who survived, many were severely injured. Such was the case of a CNG student, Catalina Peláez, and a CNG mother, Sonia Verswyvel, both of who suffered life-threatening injuries, but who fortunately have lived to become inspiring examples of courage and determination. Both of these qualities are essential ingredients for excellence.

Catalina Peláez was, at the time of this bomb, a squash champion, excelling in this sport, but, due to the explosion, she fell from a very high altitude and broke several bones in her body. She had to undergo surgery and, subsequently, she had over a year of physiotherapy to recover mobility. After this time, and in spite of many moments of excruciating pain and personal sacrifices, Catalina was back again on a squash court, training hard to recover her lost fitness.

Seven years later we are proud to say that she is now attending Trinity College, she is a member of the squash team of her university now, as well as a member the official Colombian squash team, and very recently she participated in the Pan American Games in Guatemala where she won a gold medal.

Sonia Verswyvel, mother of José Luis Palacios, CNG alumnus, on the other hand, was not so lucky because her injury has condemned her to a wheelchair for life. Yet, you can see her today at concerts, exhibits, or other social functions, always smiling and never once feeling sorry for herself, or making people feel uncomfortable in her presence. On the contrary, seeing her or talking to her is a heart-warming experience because she is so full of life and enthusiasm. Moreover, she even helps other victims of terrorism, like herself, through Fundación Club El Nogal. She serves others who need to give new meaning to their lives and come to terms with their own personal plight as she did before. This is commendable!

And these are just two examples, within our CNG community, of individuals who have brought, and continue to bring, honor to our school, as relevant examples of courageous self determination to overcome the painful challenges that life has posed for them.

On December 23, 1776, Thomas Paine, an American patriot, said: “These are the times that try men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman.” Catalina and Sonia are definitely not “summer soldiers”. On the contrary, with their example they are showing us how we can all tread the road of excellence. Are we going to remain just passive bystanders after knowing what they had to go through to get there? I do not think that we can! It would be too embarrassing!

Excellence is an attitude of life that requires men and women of courage, with the determination to overcome obstacles, to persevere, and to have the will to give the best of themselves even under the most painful circumstances. Catalina and Sonia have done just that. CNG should feel very proud.
El antivirus hoy en día es el programa más importante que debe tener el computador, pero no se le da la importancia necesaria. Es comparable a tener o no tener una EPS. ¿Qué pasa si no tengo antivirus? ¿Qué pasa si tengo antivirus pero está desactualizado? O ¿Qué pasa si tengo antivirus, pero está vencida la licencia? La respuesta es muy fácil: perdemos toda la información (programas, juegos, documentos, fotos, música, etc) hasta llegar a casos extremos como el daño físico del computador.

Cuando compramos un computador, éste por lo general trae una versión gratuita de antivirus válida hasta por tres meses. Después de este tiempo el computador queda desprotegido. Existen en el mercado y en el Internet infinidad de antivirus gratuitos, por ejemplo de Microsoft, (http://www.microsoft.com/security_essentials/) que son buenos y muy fáciles de instalar. También existen muchas casas de software que desarrollan antivirus muy buenos para nuestros computadores (Symtantec, McAfee, Karsperky, AVG, Gdata, entre otros.

Estos antivirus controlan los virus que llegan tanto por correo (spam correo no deseado) o navegación por Internet. Debemos ser conscientes del peligro de no tener un antivirus y de monitorearlo frecuentemente, saber el estado en que se encuentra, y hacerle caso a todas las alarmas que éste nos muestra.

Las USB’s son un foco de infección que pueden contaminar nuestro computador. Los antivirus revisan el estado de estos dispositivos y nos reportan si son confiables o no para usar en el computador.

Definiciones:

**SPAM:** correos no deseados. Es la forma común como se le conoce a los emails masivos publicitarios no solicitados por usted. El SPAM es el equivalente cibernético de los correos publicitarios conocidos en inglés como ‘Junk Mail’.

**‘PINGHING’**: es una forma de estafa bancaria, basada en el envío de mensajes electrónicos fraudulentos.

**ANTIESPIA O ANTISPYWARE:** Tipo de aplicación que se encarga de buscar, detectar y eliminar spywares o espías en el sistema.

¡Dé a su antivirus la importancia que merece, y evite así la pérdida de su valiosa información!
Un aspecto crítico en la enseñanza en un programa basado en estándares como el de CNG, es la alineación curricular, que busca lograr que los estudiantes alcancen los niveles propuestos y que se pueda verificar a través de acciones concretas, donde se evalúe lo que se enseña y la instrucción sea efectiva.

Para lograr esta alineación curricular, es importante que los que forman el staff de un área en este caso PE lleguen a acuerdos y construyan estrategias, que permitan trabajar en equipo para compartir experiencias e ideas efectivas.

Una de estas estrategias ha sido la implementación de la gimnasia como tema de clase en diferentes escuelas. Durante este semestre se han implementado metodologías similares, formas de evaluación donde se usan rúbricas y tareas de evaluación afines en todas las escuelas.

De acuerdo con USA Gymnastics, Fundamentals of Gymnastics Program (2010), los beneficios de la práctica de la gimnasia incluyen: incrementar el desarrollo de las funciones cerebrales, coordinación, habilidades sociales, habilidades motoras gruesas, emocionales, de liderazgo e imaginación. Así mismo, ayuda para que los practicantes ganen confianza, desarrollen equilibrio, buena postura, construyan huesos y músculos fuertes, aprendan hábitos saludables y disfruten siendo activos.

Además de estos beneficios que están idealmente alineados con los estándares de educación física del colegio, la implementación de la gimnasia en las diferentes escuelas ha hecho que se incremente la participación en las prácticas deportivas de gimnasia, promoviéndola como deporte en CNG.

Para las escuelas iniciales como primaria y elemental la integración de los temas del currículo evidencia que es posible alinear las formas de evaluación y promover un avance progresivo en las tareas y los objetivos a alcanzar, un ejemplo es la forma de evaluar el aprendizaje en el tema: en primero y segundo los estudiantes al final de los periodos de instrucción relacionados con el tema logran construir rutinas, donde muestran lo aprendido de acuerdo a la rúbrica acordada, adaptándola a sus propias posibilidades. Proceso que continúa a lo largo de los niveles de elemental con ejercicios y rutinas más complejas y ahora fue aplicado para las clases de escuela alta que retoman el tema.

Otra forma con la que hemos logrado integrar y alinear el currículo es con la unidad de escalada donde los estudiantes deben aplicar las diferentes formas de equilibrio, saltos, trabajo de fuerza y manejo corporal que se ha trabajado anteriormente durante la unidad de gimnasia. Esto le permite a los niños lograr un aprendizaje lineal donde aplican lo aprendido y hacer transferencias de movimiento.

Para los profesores participantes, la experiencia ha sido muy positiva y nos ha permitido evidenciar la alineación curricular, compartir experiencias y trabajar en equipo en beneficio de nuestros estudiantes.
Nuevo Detergente Para Ropa Interior teens

Pensado para ti. Ahora también puedes consentir tu ropa interior.

Relájate, si te da más es Blancox.
I am convinced that all these “solvable” problems of aggressive play do not come from the school, the principal, the teacher, the parents, or the students. They really come from a passive and permissive society, a society that does not educate but is desensitized. If we can take this as a starting point, where adults reflect on their serious commitment as educators by re-conceptualizing instruction time to allow for social education, we will achieve the noble and humble objective which is really our reason for being here: to shape the best possible human beings for society, to generate a factory of smiles, a pleasant reality, and a promising future for our kids who deserve the best. This can happen by recapturing the basics from the past combined with today’s technology.

Today, this is a reality and a common goal throughout Second Grade: to inspire excellence not only academically but recreationally as well.

Do you remember how you used to play during recess back when you were younger; before TV, technology, and overly aggressive video games? You may fondly think of jacks, marbles, spinning tops, hopscotch, and more imagination-based games that helped us dream of pleasant and joyful things in life. Now think about how children play nowadays.

As a Primary School teacher I would sometimes need to take 15 minutes out of teaching time after recess in order to help solve problems (“he hit me”, “she chased me”, “he did...”). Based on these experiences with my students, I have opted to go back to basics and teach my students different traditional games in order to help diminish behavioral issues and to provide better choices during their breaks.

In order to accomplish these goals, my colleagues in Second Grade along with our P.E. teachers Daniel Bocanegra and Guillermo Hernandez, have contributed by brainstorming different age level appropriate games, and teaching second grade students a variety of games throughout two weeks, so they can refer to them and incorporate them for the rest of the year.

During their recess we have seen positive results! Kids have shown less aggressive behavior, more tolerance towards one another, more interest in various game options, and well-intentioned competitiveness “without violence”. Some of the games they are playing are: hopscotch, marbles, hula-hoop, spinning tops, Frisbee, and yo-yo.
HALLOWEEN...
TIME TO PRETEND

By: EDNA GRANADOS, K4 Teacher

One of the most beloved traditions at CNG is the Halloween celebration that takes place every October. As the date gets closer, the idea of dressing up in costumes just brings out wonderful smiles from our children. Quite often, we ask ourselves why we should spend a day dressing up, playing, and eating sweet treats.

When asked about why they like Halloween, Kinder Four students stay true to the most important reasons for keeping Halloween alive in our school. First, Francesca says, “It is funny when we get scared”. As adults, we often get scared about making children scared, but probably what Francesca is pointing out is that our Halloween party is a safe way to experience that feeling and allow ourselves to be frightened, even though it is “pretend”. It is a day when creepy creatures are welcome, giant tarantulas, monsters, witches and mummies live with us in the classrooms, as helping parents bring them in.

Another good point brought up by Simon and Alejandro, as they discussed whether a huge tarantula hanging from the ceiling was “real” or not, is the possibility of playing with fantasy. Simon had said it was a toy, but began doubting when Alejandro told him it was real because it had built a dense spider web overnight. As teachers, we know the value of fantasy as an important component in each child’s development. What a great opportunity this celebration offers to bring it into the classrooms, supported too, by literature, craft making, cooking, and oral tradition.

Halloween is also an excellent opportunity to share other American traditions too. Pumpkin carving, roasting pumpkin seeds, and trick or treating, are pieces that are always fun to share and pass on. We take advantage of our international community and always try to enrich our celebration.

One more important feature of the CNG Halloween celebration is the parade. Not as big as the ones in Brazil or in Barranquilla, but it is our very own carnival. Adults and children walk around the school in their costumes. New teachers are encouraged to find a costume and join the parade. We all take part of this moment which reminds us of how cultures all over the world have celebrations where once a year, rules are broken, and pretending to be someone else is the game of the day. Our children remind us of the joy that it brings to them, and as Ilana concludes, “children like Halloween because nobody knows who is who”.

O
SECOND GRADE BIOGRAPHY DAY
By: CATHERINE DAVIDSON, JULIANA BORRERO, KRISTINA NATH, MARIANA SERNA, SUSANNE MIRABELLO, VANESSA ROMERO

In second grade we are exploring the non-fiction genre of biographies and autobiographies. As a way to conclude our unit, we celebrated Biography Day.

On Biography Day, each student dressed up like a person from a biography or an autobiography they had read. The students had the opportunity to share the information and facts from their biographies.

Second Graders investigated which person they would like to know more about and scanned through the great selection of biographies that CNG Primary Library has to offer. Our second graders chose artists, astronauts, athletes, and important historical figures.

Students shared their understanding in a variety of ways; some with posters, timelines of the person’s life, puppets of the person. They presented their facts while replicating the way their person may have dressed.

The second graders were able to learn from others as well. When the Helen Keller of one class could play with the Rosa Parks of another class. It was nice to see Amelia Earhart speaking with Cleopatra and Neil Armstrong playing soccer with Orville Wright. It was a fun day filled with smiles and learning.

Ms. Nath’s Class
In our 2nd grade class, students were asked to bring history alive! This project took about two weeks to complete and culminated with Hero Hall of Fame. Their first task was to choose a hero that interested them. After choosing this hero, students brought in information and pictures from home to use while creating an outline, timeline, and poster board. Over the course of two weeks, students researched their hero and learned many new facts about people they once never knew. The final event was a Hero Hall of Fame in which students dressed up like their hero and memorized a speech to give in front of their classmates, parents, and other teachers. This event was very successful and the students, parents, and faculty thoroughly enjoyed this project.
PARENT INVOLVEMENT
LEARNING NIGHT
LITERACY MODULE

By: PATTY BELTRÁN, KS Teacher

At Colegio Nueva Granada, parental involvement plays an important role in our students’ education and this is the reason why our school likes to carry out different kinds of activities where parents take an active role building a true and valuable communication between parents and teachers on social, emotional, and academic issues.

This is why, on the afternoon of October 14, 2010, all teachers and specialists in Kindergarten gave parents the opportunity to experience the activities their children engage in during a regular school day. The purpose was to open the doors of the classrooms and guide them through an experience that not only surprised them, but also allowed them to understand how students learn. THEY HAD A FANTASTIC TIME!

As Language Art teachers, my colleagues and I prepared a mini-schedule with some of the most important activities that are carried out on a daily basis to show parents how a normal day looks during the literacy block. How did we achieve this? Did parents really participate? How did it feel?

We began by welcoming parents at the door and asking them to find their cubby to put their belongings. Then the teacher (me) asked the children (parents) to sit on the meeting area, our mat, and I welcomed them and taught them a song, “Sticky, sticky, bubble gum”, that we had the chance to role play without a problem. Once I stopped this activity, I explained the importance teachers put into singing in the classroom to improve our students’ speaking and listening abilities.

Our next activity was a reading mini-lesson that taught parents about CAFÉ Menu. I gave a short presentation of what CAFÉ stands for and how this new methodology has had a tremendous impact on students due to the empowerment they receive when they understand what strategies a good reader uses when reading. We explained how C stands for comprehension, A for Accuracy, F for Fluency and E for Expand concepts of Print/Vocabulary. After this brief explanation, parents became my students and the mini-lesson for the day was the importance of making connections when reading. I modeled for students (parents) this strategy and shared all my thoughts out loud regarding the book as well as my connections: “this part reminds me of the day that...” Then, I gave parents time to practice what was taught using the guidelines for “Read to Self” allowing children to put into practice what they had just learned and share with others later on in the meeting area. SUPERB!

After working on the comprehension, the first item for our CAFÉ Menu, my colleagues, Juanita, Natalia and Marcela did some mini-lessons on word study to improve abilities such as accuracy and fluency, the next items on our CAFÉ Menu during a time called Word Work. For example, Natalia introduced the lyrics of a song that had rhyming words in it to work on phonemic awareness and she briefly explained the importance on developing these abilities in the reading and writing processes.

Then Juanita and Marcela taught parents the importance of “sight words” in learning how to read in English as well as the importance of identifying beginning and ending sounds in words. Once these mini-lessons were given, our students (parents) went to work on different centers that had as their objective to practice the skills that had just been taught. They had the chance to explore words around the room using whiteboards, to build sight words or interesting words using Wikki-Stix, to create their own rhyming song book, and to identify in their names the beginning and sounds. Parents had a great time and they loved it.

Our last activity was related to writing were Natalia briefly explained the writing process and how important it is to work on the details in a drawing that tells a story. Natalia modeled for us and shared out loud important things such as: Where do authors get an idea? How do they plan the story? How do they begin? Why is it important to have details in a picture? Among many other doubts parents also shared with us their questions about inventive spelling.

It was a wonderful experience and all parents shared with us their feelings on how incredibly well their children are learning how to read, write and speak in English. Thanks to all of you that were here and for those that couldn’t make it... just get ready for next year when our doors will continue to be open for you to learn and to support your child in the learning process.
What a wonderful group of students! They’ve impressed us with their cooperative spirit, enthusiasm and active learning! It has been a pleasure watching them learn, problem solve, and grow throughout the trip!

At Colegio Nueva Granada we work to prepare tomorrow’s leaders, by educating the mind, nurturing the spirit and strengthening the body. Each year, our students have the opportunity to live our CNG mission during off campus, CWW trips, and year after year, our teachers report profound student learning and character building – most gratifying to behold.

In 5th grade, our students spend a week in Villa de Leyva during which specific academic content is addressed in the areas of Science, Sociales/History of Colombia, and Language Arts – alongside the affective and Life Skills domains.

‘I learned to be independent.’
‘I became a better friend.’
‘I saw very cool stuff that I will likely never experience again in my life. It was the best trip!’
‘I learned not be scared.’
‘I became more ecological. The nature all around me was beautiful.’
‘I learned some history – about the battle of Boyaca, the Muisca and prehistoric fossils’

To give you a feel for the trip, read on; excerpts from emails to parents sent throughout the week.
Day 1: So far, so good!

‘... Buses arrived in Villa de Leyva around 1:15 p.m. after an educational pit stop at Puente de Boyacá during which students explored the park's key monuments and gained an understanding of the historical context for the Batalla de Boyacá.

Once at the hotel, students enjoyed lunch, got settled into their rooms, and then had a quick swim as it was sunny and warm outside: ¡que dicha! This was followed by Activity 2, ‘The Amazing Race Villa de Leyva.’ During this interactive and high energy exploration of the village, in teams, students identified characteristics of the colonial architecture, historical figures, and talked with locals about the impact of tourism. This also provided an authentic context in which to practice problem solving, decision making, teamwork and communication skills. Students loved it, and teacher and Zambo Team were duly impressed by our students.

After dinner, students were engaged in the third activity of the day called the ‘Full Value Contract.’ During this activity, individually and then in teams, each created a coat of arms to facilitate reflection on strengths, hopes, goals, and shared behavior expectations. The evening ended with each group presenting their Coat of Arms and heading to their rooms for lights out at 10 p.m. An exciting, enriching and exhausting day!

Day 2: All’s well!

‘...Today students were divided up into two main groups and experienced one of two outings. One group traveled to the Museo del Fósil y Parque Arqueológico de Moniquirá - where they learned about Muisca mythology, the characteristics of the desert and fossils, and evolutionary trace lines. This was followed by a trip to Raquira where students were engaged in a hands-on ceramics workshops or an ‘esparto’ natural fibers workshop, led by local artisans. As well, students had some time to explore the craft shops around the perimeter of Raquira’s historic square. They loved it.

The other group spent the day outdoors at Iguaque’s Fauna and Flora Sanctuary. Students trekked a trail and experienced an activity called Promoting Environmental Awareness in Kids (PEAK) - from the Leave No Trace Organization and REI. Students also learned about Iguaque’s legend, to identify native flora and fauna, and how to appreciate and reduce one’s impact in natural outdoor environments. Group leaders were delighted to witness students' stamina, respect for the environment, and their appreciation for the stark beauty of this park.

Students continue to embrace challenges, activities, peers and group experiences with good cheer and growing maturity. Teachers are very proud...’
‘...I’m pleased to report that it was another super day for 5th graders’ on the CWW Trip in Villa de Leyva.

As mentioned yesterday, students were divided into two groups and traveled to one of two locations, and today experienced whichever they didn’t yesterday: either trekking and exploration of the natural wonders at Iguáque park or the trip to the fossil museum, through desert landscapes and on to the quaint village of Ráquira for a craft activity and shopping. Throughout the day, rain/sun cooperated just enough for activities to be experienced without too many alterations. When I last spoke to the Trip Leader, the group was about to have a closure activity around a bonfire. I’m hoping the rain held off. Again, tonight, feel proud! Your children have been remarkable.’

DAY 4: Wrapping up and heading home

‘...Today, our students will have the opportunity to be ‘Volunteers for a Day’ at Colegio Luis Carlos Galán. Right after breakfast they will board buses and head to the school which is located about 30 minutes from Villa de Leyva. Once there, they will participate in the school’s morning Assembly and then together CNG and local students will participate in a reforestation/tree planting activity. We expect a meaningful experience for our students as they interact with local students and share in the experience of planting trees and leaving a legacy. After the activity, we’ll return to the hotel, have lunch, and the trip home to Bogota will commence...’

There is no doubt that Classroom Without Walls trips provide a rich and real-life context in which to learn and extend connections with peers, curriculum, teachers, and the broader community. It is our hope that students’ personal and academic experiences and triumphs endure well beyond the trip and contribute to our mission: to prepare tomorrow’s leaders by educating the mind, nurturing the spirit and strengthening the body.
About Excellence

By: REBECA DONOSO, 4th Grade Teacher

There is a poem by Stephen Crane that I have always loved and that goes like this:

I saw a man pursuing the horizon;  
Round and round they sped.  
I was disturbed at this;  
I accosted the man.  
“It is futile,” I said,  
“You can never —”  
“You lie,” he cried,  
And ran on.

In just eight lines it summarizes the history of mankind on this Earth as well as its, not always successful, quest for knowledge, but this is the substance of our own purpose as a school. I was reminded of it when I started to think about the meaning of excellence.

Both knowledge and excellence have the connotation of being unattainable “ideals”. This is the reason why this poet has probably chosen the metaphor of the horizon that cannot be reached. In the case of excellence, dictionaries offer several definitions. The Oxford Dictionary says that “excellence is the quality of being outstanding or extremely good. An outstanding feature or quality.” The word came in the late Middle English from the Latin “excellentia”, derived from the verb “excellere” which means to surpass.

The American Heritage Dictionary says that “excellence is the state, quality, or condition of excelling, superiority, something in which one excels.”

The problem with this “ideal” is that we all have a different standard for excellence. What constitutes something excellent for one may not be considered excellent by another, but, deep down, we all know that it is something worth striving for and that we should be seeking it on a daily basis throughout our lifetimes.

As a 4th grade teacher, when I wake up in the morning, my energy restored after a good night’s sleep, I really want to do my work in the best possible manner. I suppose that I am not alone in this. Our lives would probably have very little meaning if we got up just to be “so-so”, as my students would say.

I want the challenge of improvement, of learning something new on a daily basis, of simply trying to be a little bit better every day. But, is this good enough?

If we put this question in terms of the time that it has taken us, as human beings, to understand our “universe”, from ancient Mesopotamia to today - some five thousand years - then, perhaps, it is not good enough unless we are all willing (students, teachers, and administrators of any school in the world) to give the best of ourselves during our lives.

For example, if I want to measure “excellence” in terms of percentiles, and I determine that my goal is to push my 22 students forward so that each and every one of them will be at or around the 75th percentile on our standardized tests, in the area of Language Arts, this will mean that, as their teacher, I shall have to work hard and very deliberately to bring those 15 students (that represent 68% of my 4th Grade class), who are below the 75th percentile rank right now, in one or both Language Arts tests, to this point. Put in those terms, my task seems huge and my goal probably looks futile, but I still have two choices: one choice is to give up without trying because I cannot commit to something that in October 2010 looks unattainable, or, I can take “the road less travelled by” and make every possible effort to get there by June 2011.

I have chosen today to at least try to get there. Otherwise, I shall feel that these 42 years that I have spent in education, will not have meant much.

Nicolaus Copernicus (1473-1543), lawyer, physician, and passionate astronomer, already in his deathbed, is reputed to have resisted dying until he was able to put the final touches to his new system of astronomy, that would so radically change the knowledge about the movement of planets including the Earth, and make it possible for this science to give a new leap.

This is the kind of people that we want to educate at CNG and, if each one of us makes the extra effort to reach our excellence goal, then, perhaps we can come closer to a better and more educated world and a finer humankind.
Majawad y el extraño animal

Por: GABRIELA URRUTIA, Estudiante de 5º Grado

Hace muchísimo tiempo un niño llamado Majawad bajó al río con dos tinajas. Al llegar al río Majawad dejó las dos tinajas en el pasto y se sentó en una gran roca. Majawad se quedó dormido. Cuando se despertó tenía mucha sed. Majawad decidió coger un poco de agua. Tomó un poco de agua del río y vio un punto extraño con una trompa moñuda. Majawad con curiosidad cogió una de las tinajas y la llenó con agua. A Majawad lo sorprendió ver como al punto le salían dos patas verdes y después dos patas naranjas. Majawad intrigado cogió el punto colorido y lo observó cuidadosamente. Majawad no estaba seguro de llevarse al extraño objeto. Majawad pensó que era un objeto raro y que no debía perder su gran oportunidad. Entonces Majawad decidido meter el punto en la tinaja que tenía agua.

Majawad corrió hacia su casa precavidamente para que el agua no se le regara. Cuando llegó a la choza, su mamá no estaba ahí. Así que Majawad se fue a la parte trasera de su choza y armó una cerca de palos que encontró en el bosque cercano. Cuando la cerca estuvo terminada Majawad decidió hacer un hueco en la tierra dentro de la cerca para meter la tinaja que contenía el punto. Majawad fue a ver si su mamá ya había llegado. Efectivamente la mamá de Majawad ya había llegado y al ver a Majawad le dijo —“hola hijo, ¿Dónde estabas?” Majawad sorprendido le respondió —“ah...hola.” Yo estaba en el río recogiendo agua. —gracias. “¿Y dónde está el agua?” En ese momento a Majawad recordó que había dejado una de las tinajas al lado de la roca en el río y la otra en el hueco dentro de la cerca. Majawad no sabía qué decirle a su mamá así que salió corriendo hacia el río sin decir nada. Al llegar al río Majawad vio la tinaja rápidamente y corrió hacia ella.

Cuando volvió a la choza su mamá, lo estaba esperando justo en la puerta. Y lo recibió con un “muchachito! ¿Dónde estabas y para qué es esa cerca al lado de mis hortalizas?” Majawad se quedo inmóvil él no sabía que decir así que sólo frunció el ceño.

Pasaban los días y el punto estaba más GRANDE o más pequeño pero todos los días el punto tenía distintos colores pero a Majawad no le importaba. El sólo decía que el punto era mágico.

Un día que Majawad estaba en el río, el pequeño punto salió de la tinaja y trepó la cerca y se internó en el bosque. El punto paró por un momento y le creció una cola, cuatro patas, dos orejas enormes, una trompa y dos grandes colmillos. El animal se estiró y pasaba los días comiendo, entonces también se engordó.

Un día después de una gran tormenta, el animal, como de costumbre, se hallaba comiendo, pero por no estar viendo se deslizó con una piedra y se cayó en un charco de barro. Se cubrió de barro gris. El animal no encontró agua suficientemente rápido para jugarce, así se quedó con la piel gris arrugada y vieja.

Mucho después fueron naciendo más animales de esa especie y después de unos años la especie fue llamada “los elefantes”.

Elementary School
This semester we started a new initiative in the Elementary School called ‘In the Spotlight.’ In classrooms and Assemblies, we have set out to highlight and formally recognize our students for dispositions and approaches to learning that align with our CNG mission and code of honor; traits such as creativity, optimism, respect, honesty, responsibility, leadership, community spirit, teamwork, initiative, independent and critical thinking, and excellence.

Once a month we meet as an ES learning community -- students, teachers and guests -- for a special In the Spotlight Recognition Celebration featuring students in two to three classes. One at a time, students are called up onto the stage to receive a special certificate from the Principal. Students read out a statement they write in advance which explains how it is they display the disposition or trait they are being recognized for; prompting and deepening student reflection. Meanwhile, a slide show displays a picture of each student in action as well as their written statement.

‘Describing why I’m good at something really made me think about how I act.’ A.R.

‘I wanted to tell parents and kids that I like to help people and how I am good at stuff.’ M.W.

‘In the Spotlight has me thinking about what is important.’ S.R.

By the end of the school year, all elementary students will have had their moment to shine, to be honored, In the Spotlight, for a specific positive disposition they consistently demonstrate at school. As a consequence, both purposefully and collectively, we will have made explicit what we value as a learning community.

‘That everybody in the ES now knows something that makes me unique, and that I think outside the box, is a good feeling!’ S.W.

‘This way, we ALL get recognized for something specific and it’s not just about grades. E.P.

‘My parents came and were very proud of me. My mom put my certificate with my other special papers from school. I will keep it forever and show my kids one day!’

We are committed to ‘raising the bar’, and inspiring and celebrating multiple forms of excellence. We hope that In the Spotlight will be one way, amongst others, to illuminate and motivate what we value as a learning community.
One cloudy Friday, early in the morning, we received special news, Baba the Storyteller was coming! When we arrived everybody was asking “Who is the man in gold?” Suddenly Ms. Hunt walked up to the front of the theater and said “TGIF- No, I mean TGIBD! Thank goodness it’s Baba’s day! Welcome to Baba the Storyteller!” Everyone in the theater gasped and applauded excitedly! All the students couldn’t wait to hear stories. Then the first thing that Baba said was: “I have two rules. The first rule is ‘If you give me your eyes I’ll tell you stories,’” he said “And my second rule is ‘If I give you my eyes you will give me your...’ “Ears!” a student from the back of the theater shouted. Every single head turned around till Baba came down the aisle and said, “Did you say that?” He nodded as if a ghost had asked him that. Then all of a sudden he said “Batio bati” and we responded, “Bati,” and we started.

Baba the storyteller is from Los Angeles and travels all around the world to tell special stories to children. He tells special stories that teach different lessons and sings many songs from the culture of his ancestors from Africa. Whenever he wants you to be quiet he’ll say “batio bati,” and then we will respond “bati” in the same tone. His stories always start with a sad little something; for example, a sad little frog.

Baba wore a long robe with a hat. He also had an instrument called a Kora. It’s made of a huge gourd with twenty one strings. A student from fourth grade called Andres Felipe Noero said, “Baba describes very well. He talks very well in African. He plays the Kora really well too.”

Baba told us all about his ancestors’ culture then he continued, “Now I’ll say some words in African and you must repeat.” After that he told two stories. The first one was about a sad little boy who had no friends because basically he was the only child in his village. The second story was about a sad little girl who wanted to be a woman. At the beginning he said, “There was a sad little girl from West Africa. She was a beautiful little girl.”

After Baba left, all of the students were thinking of Baba. A student from 4th grade, Ana Calderon, said “Baba is a great storyteller. He plays a different type of music from ours. He had great imagination”. Some kids wanted another story. The teachers were very happy that Baba had come.
I am sure that everyone knows about Baba, The Storyteller, that came to CNG, to lift our spirits and to enlighten our hearts, through the magical powers of storytelling. He goes around several places in the world, introducing new segments of joy to all. He also manages to amplify those talents through his traditional African instrument called the kora. It is a sort of traditional African harp, that is used to portray the messages of storytelling even more clearly than usual. This is the story of Baba.

Baba has been traveling around the world in search of spirits to lift. He has a great gift, as well as a great sense of humor that always delivers a positive sign to everyone he meets. His gift is simply a beacon of light that can pierce through the darkest darkness there is. As a storyteller, he is able to entertain, but more importantly, to inspire. As he described to us, he became a storyteller by asking himself who he really was, and in the search for his own self, he became who he is today. He has performed at several institutions all across the nation, including these:

- Barnes and Noble, California Youth Authority
- L.A. Natural History Museum
- Boeing Company
- University of Warsaw Poland, and several others. He also has mastered English, Spanish, and French. As he stated in his presentation, he feels it is important to speak about several important life skills through the development of his stories. One of them is about how one can never overcome problems by oneself; there is safety in numbers where several people can help you overcome your difficulties. He also mentions a saying somewhere in between his stories. He says: “Batio Bati”, where we respond: “Bati.” What that means is that he is asking us “if we are ready to receive the wisdom he is going to share with us.” When we respond “Bati”, it means “we are ready to receive the wisdom you are going to share with us.”

Baba also shared with us an important variety of lessons on how working together can accomplish several things that others never thought possible. “Bolonkoní kelen te bele ta”- “A single finger does not lift a stone by itself.”- (Baba, The Storyteller) and “Mogo te ka daga konofen don a kofela fe.”- “You cannot know what is on the inside by only observing the outside.”- (Baba, The Storyteller), are important messages that made us all think.

His valuable lessons will be treasured forever and ever. His magical talent to see through the souls of millions, and to use words to reach in, pull out the dull and the old, and replace it with a story, was amazing. Those stories are something of so much value, that we are going to want to keep them in our hearts. I am sure Baba will continue to inspire people around the world, and I am happy he was able to inspire me, through his talent, and all of us who saw him at CNG. Thank you for that wonderful gift which will remain with us through the journey of our lives.
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El sitio ideal para sus hijos a dos cuadras del Colegio Nueva Granada en una de las calles más tranquilas y silenciosas del sector.
One of the points I often make when bragging about CNG Middle School is that our teachers choose to be here. Middle School is not for everyone; it takes a special kind of person with a passion for the excitement and turmoil that 11 to 14 year old kids radiate on a daily basis. None of our teachers is here by force; they all have chosen middle school because this is where their heart is. This is our definition of excellence. CNG Middle School is a place of excellence because our teachers know what they are doing, do it well, and want to be here.

Parents of middle school students already know: early adolescence is a rough time. This is the point in their lives when kids’ bodies are growing faster than their brains can handle. The struggle is that we see them in their adult-sized bodies and mistakenly begin to expect adult decisions. We also expect adult organizational skills and thought processes, and are frustrated when they can’t even remember what they were told five minutes ago. Fortunately, middle school teachers are well-prepared for this, and know that their students can’t be expected to think and act like adults. They are experts with the knowledge that, despite having been around for more than a decade, their students need the same reminders every day, to bring a pencil to class, to use the bathroom during their break, to push in their chairs when they get up.

Our teachers possess two of the most important qualities needed when working with middle school students: patience and persistence. They have the skill to calmly and clearly set limits with their students, while simultaneously motivating them to produce their best quality work. They can sit back and knowingly predict what will happen when a student promises to bring their overdue completed project in tomorrow morning, and then can decide when they need another chance to show what they know. They are unrelenting in their efforts to hold students accountable for their learning. Experience reminds them, though, that the inevitable disorganization and forgetfulness isn’t their fault; their brains are just struggling to manage all of the changes going on.

Despite their daily exhaustion, middle school teachers couldn’t imagine being anywhere else. It’s no secret that teachers don’t choose their profession for its potential for economic wealth. Teachers choose this job because they love children and because they love learning. Nothing quite makes a teacher’s day like seeing that light come on when a student finally understands a difficult concept, or figures out the solution to a complex problem. And because middle school teachers truly understand each other, they are inseparable. They thrive as a team to meet the learning needs of their students, and support each other through the good and the bad. To our excellent middle school teachers, this is our home, and we invite your children to make it their home as well.
The expectant and somewhat talkative students fell into their seats, waiting for the lights to go off and the show to start. This presentation was extremely important: it was Colombia’s Bicentenario and also an Earth Day celebration by houses. The Hawks, Eagles, Falcons, and Ospreys were ready to show what they have prepared for quite a while. This was the perfect opportunity for students to show patriotism, dedication, house spirit, and environmental awareness.

When the first house, the Falcons, came up, I saw how hard these students had worked and how much time they had given for their school. They were enthusiastic and seemed prepared.

Eagles were second up, and the students on stage had flushed faces and excited expressions. They danced and talked and captured the crowd. Both foreign and Colombian students showed an impressive love for Colombia.

The next house was the Hawks, and with their speeches, posters and videos they demonstrated that only one student can make a huge impact on the environment. In my opinion, everyone in the room had their eyes opened.

Finally, the Ospreys went on stage. It was the perfect finale. The Ospreys showed that for their House they were willing to work hard and to endure sacrifice. They had incredible organization among other things.

The whole point of this assembly was for both presenters and students to see what Earth and Colombia were all about, love for your country, the place you’re living in, and the whole world for that matter.
CNG: INSPIRING EXCELLENCE

By: LAURA RODRÍGUEZ, 8th Grade Student

In our community students, teachers, and all of our staff members are always working towards reaching a common goal: Inspiring Excellence. As we know ‘CNG is a unique combination of honored tradition and visionary future.’ Day in and day out, students work very hard to meet the requirements of the Honor Code: Respect, Integrity, High Expectations, and Community Welfare. In addition, we have different student groups that allow CNG students to demonstrate their full potential, work in different social activities, and learn to be leaders. Some of these social groups are: NHS, NJHS, LEADERSHIP, MUN, Student Council, and Destination Imagination. Furthermore, we expect a lot from CNG students because we know that each student can offer a great deal to his/her community; we never tell them to give up and ask them to continue to challenge themselves and strive for excellence.

I’ve had a great experience participating in two of these great groups. The groups I’m participating in are Student Council and NJHS. I think Student Council is one of the most important groups in our CNG community because we are the voice of the students and we are here to serve our community. We organize a lot of activities like Halloween, Valentine’s Day, El Dia del Amor y Amistad, and many more social activities. The other group I’m part of is NJHS. Being in The National Junior Honor Society is a total honor. Members are chosen for certain qualities like service, leadership, and character. We create a personal development plan and we participate in different service projects.

Overall, Colegio Nueva Granada is a great school. Our school’s mission is to educate the minds, nurture the spirit and strengthen the body of its students. I see that CNG contributes to developing students who provide leadership and service in our country, in the international community, and in their homes.

I’M PROUD OF BEING A COLEGIO NUEVA GRANADA STUDENT.
MIS NUEVOS AMIGOS:
LO MEJOR DE VILLETA

Por: GABRIEL RUIZ MONTES, Profesor de Sociales de Escuela Media

Villeta se ha convertido en el viaje perfecto para empezar a tener amigos nuevos después de nuestra actividad de integración. Es increíble ver como al pasar las horas el hielo se rompe para dar paso a una de las mejores experiencias del año escolar.

El compartir gustos, sueños, talentos, pero sobre todo el descubrir tantas cualidades de todos los niños quienes participan le dan un toque especial y diferente a los dos días en que nos encontramos lejos de casa.

Al mismo tiempo el contacto con la naturaleza, caminar hacia las cascadas, ser solidarios en los pasos difíciles del río, ser fuertes y vencer el miedo a las alturas en los puentes colgantes de guadua, permiten fortalecer esos vínculos de amistad que fluyen en cada acto del día.

Al llegar la noche y recibir como invitados especiales a los miembros de las Danzas del Villeta, no sería nada extraordinario si no fuera porque esos bailarines son niños de 8 a 16 años quienes practican todos los días tres horas diarias y son felices representando a su pueblo en concursos y encuentros culturales por todo lo ancho y largo de nuestro país.

Ellos los niños bailarines de Villeta nos enseñan a bailar bambuco, cumbia, porro, y todos esos ritmos típicos de esa Colombia que le da la bienvenida a todos nuestros estudiantes extranjeros haciendo sentir orgullosos a los colombianos.

Como organizador de esta experiencia y junto a Clemencia, Jennifer, y Mr. Peterson no hay nada más gratificante que poder ver las caras de alegría al despedirnos y regresar a Bogotá con nuevos amigos que harán nuestros días más felices en el colegio.

Una vez más y como todos los días, mi aprendizaje con este viaje fue NO IMPORTA EL DESTINO SI NO LA COMPANÍA, palabras sabias de Juan Sebastián Araujo.
BOGOTÁ: Falabella Santafé de Bogotá, Falabella Plaza Imperial, Falabella Hayuelos, Falabella Galerías, Falabella Unicentro, Falabella Centro Mayor

MEDELLÍN: Falabella Sandiego, Falabella Santafé de Medellín

CALI: Falabella Chichichape, Falabella Unicentro

PERÉRA: Falabella Parque Arboleda.
High School

INCREASING SPIRIT
BY INSPIRING EXCELLENCE IN STUDENT VOICE

By: SHAYSANN KAUN, High School Principal

Last year we began establishing the CNG High School as a community of learners and 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. This year at the opening assembly we shared our desire for students to actively participate in their high school in order to increase spirit and student voice – both of these being important for a school which seeks excellence! We provided our seniors with the opportunity to identify and lead social service initiatives for students in the high school as well as establish clubs and activities that would be of interest to peers.

We congratulate the following seniors who elected to take an active role in the following social service projects:

- Techo Para Mi Pais – Paola Furman and Alvaro Cadavid (advised by Karen Blesgraeft and Anne Gregory)
- Hogar de los Angeles – Alejandra Ospina (advised by Sandra Janer)
- Math Tutoring – Sergio Mazzini (advised by Gustavo Vega)
- Fundación Santa Rita – Mariana Florez (advised by Amber Leage)
- Dios es Amor – Mariana Berenguer and Sofia Linares (advised by Sherry Sullivan)
- Art for Children in the Hogar – Lorenza Rodriguez and Silvana Gomez (advised by Patricia Angel)
- Operación Sonrisa – Maria Jose Andrade (advised by Sheldon Guenther)

In addition to those headed by seniors, we also continue to have the following social service activities in which our students are involved:

- Outreach Diploma Study – advised by Gloria Russi
- Activities for Neighborhood Children – advised by Gloria Russi
- Computers for Neighborhood Children – advised by Guzman Julio
- Alianza Talentos – advised by Charlotte Samper and Norberto Diaz

This year we continue to offer our High School Organizations which serve to develop leadership skills in our students in practical ways and are led by faculty members.

- STUCO – advised by Pascale Richard and Heather Thur
- Leadership – advised by Philip Mullen, Paula de Ap ricio, Elise Cockerill, Wendell Thomas, Peter Bagnall, and Emilia Giraldo
- MUN – advised by Santiago Arroyo and Becca LaPiana
- NHS – advised by Sherry Sullivan
- Ambassadors – advised by Pilar Aguirre, Julieta Calvo, Laura de Brigard, and Mariangela Rodriguez
- Top Dogs – advised by Sheldon Guenther, Freddie Badillo, and Shaysann Kaun

In addition, this year we have increased our student clubs and activities. Some are being led by our amazing teachers, while others have come about through the interest and initiative of students;
Legacy Singing Group – seniors Juliana Saldarriaga, Eduardo Botero and Hyun-Yong Kwon (advised by Sheldon Guenther)

Running Club – senior Eduardo Botero (advised by Freddie Badillo)

Women’s Empowerment Group – advised by Angela Torres

Photojournalism Club – advised by Peter Bagnall

Advanced Math 9 – advised by Peter Bagnall

Club for Future Teachers – advised by Terry Finnin and Jill Cullis

Theater Production Club – advised by Maria Lucia Diaz

Skate Club – advised by Trevor Todd

Web Animation – advised by Guzman Julio

Experimental Photography – advised by Stalin Lopez

IDEAS Magazine – advised by Guzman Julio

El Pulse – HS Newspaper – advised by Jesse Tangen and Sandra Janer

HS Literary Magazine – advised by Jesse Tangen and Sandra Janer

HS Play – directed by Catalina Botero and Jesse Tangen

Shared Responsibility – advised by Beatriz Iglesias and Norberto Diaz

Junior Fashion Show – advised by Maria Lucia Diaz

French Club – advised by Gloria Gomez

Service Learning Group – advised by Norberto Diaz

El Club de Expresión – advised by Rosalba Figueroa

Calligraphy Club – advised by Cristina Mejia

International Club – advised by Claudia Cerón, Emilia Giraldo, and Diane Warren

It is our hope that students take advantage of these above activities and social service programs as well as to become inspirational community leaders – both within the school and in the greater Bogotá community.

TEACHER RECOGNITION

Our High School AP Art History Teacher, Ms. Susana Castellanos, has been recognized by the Gerente Magazine, November 2010 Edition, as one of 100 Leaders in our Society. Susana is an author of several books and her experience and research skills are undoubtedly assets that she shares with her students and CNG alumni. It is indeed a privilege to have Susana as a colleague and a teacher in the AP Academy.
Our Advanced Placement program through the AP Academy continues to inspire excellence in our students. We are proud to announce that for the first time ever, CNG has a student, now an alumnus, who fulfilled the AP Program Requirements for the AP International Diploma (APID). Juan Mauricio Venegas, Class of 2010, was granted this distinction which provides additional certification of outstanding academic excellence. According to the College Board Policies this Diploma is only available to students attending secondary schools outside the United States and to U.S. resident students applying to universities outside the country.

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.
3. One exam from the sciences or mathematics content areas.
4. One additional exam from any content area.

In addition to this important recognition, 22 other CNG students were granted distinction through the AP Scholar Awards, which demonstrates college-level achievement through AP courses and exams. These students have received a certificate from the AP Program and this achievement is acknowledged on all AP score reports that are sent to colleges the following Fall. The CNG High School has also issued special diplomas that are being sent to these students as a token of our appreciation for their effort. These scholar awards include:

Scholar with Distinction: For receiving 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. Recipients include: Camilo Bermudez, Anthony Crisp, Mariana Rodriguez, Juan Mauricio Venegas all from the Class of 2010.

Scholar with Honor: For receiving 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. Recipients include: Mariana Berenguer (Class of 2011), Carlo Caro (Class of 2010), Juan De Los Santos (Class of 2011), Daniela Izquierdo (Class of 2010), Hyun-Yong Kwon (Class of 2010), Camila Quintana (Class of 2010), and Manuela Romero (Class of 2010).

Scholar: For receiving scores of 3 or higher on three or more AP Exams. Recipients include: Edgar Botero (Class of 2011), Camilo Cardona (Class of 2010), Pablo Esguerra (Class of 2010), Mariana Florez (Class of 2011), Sofia Linares (Class of 2011), Natasha Marcelo (Class of 2010), Daniel Mullen (Class of 2010), Hares Neme (Class of 2010), Daniel Orduz
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HIGH SCHOOL

( Class of 2010), Lorenzo Salazar (Class of 2011), Tomas Sanz de Santamaria (Class of 2010), and Natalia Zuleta (Class of 2010).

The AP Program has several advantages, besides the exposure to academic rigor and challenge. Following are some comments from our recent graduates who are currently enrolled in university and who took AP classes while in high school.

Juan Mauricio Venegas: My school, Worcester Polytechnic Institute, gave me credit for Chemistry, Physics C, Spanish Literature, Spanish Language, English Literature, World History and US History AP exams. They give credit with scores of 4 and 5. I highly encourage students to take advantage of this and go on to higher level courses. In total, I saved 21 credit hours just because of AP’s.

Camilo Cardona: My school, Worcester Polytechnic Institute, gave me credit for Chemistry, Physics C, Spanish Literature, Spanish Language, English Literature, World History and US History AP exams. They give credit with scores of 4 and 5. I highly encourage students to take advantage of this and go on to higher level courses. In total, I saved 21 credit hours just because of AP’s.

Camilo Bermudez: My University only grants credit for scores of 5.0. I got credit for Chemistry, Physics, World History and Spanish (counts as a language requirement). Nevertheless, I decided to take Chemistry and Physics again as it is a recommendation for Pre-Med School. Even though I scored 5 on AP Calculus AB, I was not granted credit because the university only gives credit for Calculus BC.

We thank these alumni for sharing their thoughts about the value of AP classes for their future as well as making suggestions for other CNG students to consider. We continue to strive to provide a robust and challenging AP selection in the High School and we look forward to increasing options for students in the years to come.
LA EXIGENCIA COMO COMPONENTE DE LA CALIDAD

Por: JUAN DAVID CARDENAST T. Profesor de Educación Física de Escuela Alta

Para nadie es un secreto que la calidad no es sólo una palabra que está de moda en el mundo de la competencia a cualquier nivel (empresarial, educativo, deportivo y hasta personal), sino que representa hoy por hoy una de las grandes metas de cualquier institución prestadora de servicios como lo es el colegio, ahora no sólo deben formar los ciudadanos del mañana, sino que debe prepararlos para el mundo competitivo de una sociedad cada vez más exigente. Teniendo en cuenta lo anterior es necesario definir qué es calidad para poder tener claridad frente a los resultados que esperamos.

Según la Real Academia de la Lengua tenemos, entre otras, estas dos definiciones, de las cuales la segunda es la que mejor se acomoda al ámbito escolar de calidad escolar.

1. f. Propiedad o conjunto de propiedades inherentes a una persona o cosa que permiten apreciarla con respecto a las restantes de su especie: mejor, peor calidad.
2. Superioridad o excelencia: la calidad de la tela salta a la vista.

Sin embargo en el contexto de la Escuela, no podemos pretender que TODOS los alumnos sean excelentes y/o superiores en TODO. Si utilizáramos este concepto como lineamiento de la escuela no sólo estaríamos mintiéndonos a nosotros como institución y generando falsas expectativas a nuestros clientes y al mismo tiempo estaríamos sometiendo a nuestros alumnos a un nivel de stress y frustración que en nada contribuirían en la formación integral del individuo.

Según lo anterior, entonces ¿desde qué punto de vista se debe dar la calidad al interior de la escuela?

La calidad en la escuela debe darse en la medida que cada alumno pueda elevar o llevar a su máxima expresión su potencial en cada habilidad específica. Así, el maestro debe respetar la individualidad sin desconocer que en la mayoría de los casos el máximo potencial de un alumno en determinada área es mucho mayor del que él piensa y en muchos casos de lo que el mismo profesor piensa. Para aprovechar el potencial de cada alumno se hace necesario tener unos niveles de motivación y expectativas altos para los estudiantes y hacer que en cada tarea ellos den lo mejor de sí mismos. Es función del maestro generar las condiciones en la clase para que el alumno de siempre lo mejor de sí, haga su mayor esfuerzo y en consecuencia demuestre su máximo potencial. Lastimosamente y debido a razones de índole física y sicológica (sociales) que se aumentan en la adolescencia, la gran mayoría de alumnos no saca lo mejor que tiene para dar, cosa que con alguna frecuencia ocurre en la edad adulta, y es por eso que es el profesor quien debe poner las condiciones externas para que esto suceda.

Así pues llegamos a la conclusión de que una de las principales herramientas que tiene el docente para lograr este objetivo es la exigencia, como lo dice en sí misma la palabra es “exigirle, reclamarle, obligar “ al alumno para que en cada actividad dé lo mejor que puede, lo mejor que tiene.

No aceptar en el alumno menos de su mejor versión, es una responsabilidad del maestro. Pero ¿cómo no confundir la exigencia con la tiranía o la dictadura?. Hay dos formas. La primera es que nunca un maestro que es maestro por convicción, por vocación confundiría estos dos términos. Siempre el amor por sus alumnos y por sacar lo mejor de ellos lo llevaría a exigirles consciente de que la exigencia es una herramienta para sacar lo mejor del alumno y no una herramienta de autoridad o control. Por el otro lado, tener altos niveles de motivación, es decir que el alumno vea claramente la funcionalidad en su vida futura de la habilidad que está adquiriendo, hace que la exigencia no se convierta en algo que el estudiante asuma como actitud personal del maestro sino como una herramienta que el profesor usa en beneficio de su propia formación.

Nada alegra más a un alumno que poder experimentar que es capaz de mucho más de lo que él mismo pensaba y ése es el regalo que los docentes debemos darles a diario a nuestros estudiantes.

De la anterior forma entendida y aplicada, la exigencia se convierte en el instrumento principal para la consecución de la excelencia.
CUANDO LAS PERSONAS SON PRIMERO
Por: SANTIAGO ARROYO, Profesor de Sociales de Escuela Alta

En el Nueva Granada, siempre estamos pensando, en hacer cada día un mejor colegio. Eso hace que todas las personas, desde cuando entramos en la mañana por la puerta, hasta más allá de las horas, siempre estamos dispuestas a dar ese tiempo extra, con calidad, con amor, con agradecimiento y mucho compromiso para lograr que nuestros estudiantes vivan felices y reciban mucho más de lo que cotidianamente les ofrecemos.

Esto implica enormes esfuerzos que, debido tal vez al tamaño de CNG, puedan parecer imperceptibles al observador. Pero si vemos más allá, sumamos horas de trabajo, esfuerzos individuales y conjuntos, resultaría una cifra enorme de tiempo por no mencionar detalles más técnicos.

También podremos ver que tenemos un colegio abierto y dispuesto para cumplir con nuestro objetivo: Un espacio en el que en un ambiente protegido, nuestros niños y jóvenes encuentran donde aprender con seguridad, amor y respeto.

En el último verano, el colegio desarrolló, como siempre lo hace, un importante proyecto que mejora la calidad de enseñanza de nuestros estudiantes. Se reformaron y construyeron salones, se adquirieron equipos y se renovaron áreas. Estos fueron cambios indispensables, pensados por un equipo administrativo que visualiza con claridad las necesidades en presente y futuro de nuestro colegio. A ellos, Gracias. Gracias por generar con sus esfuerzos una comunidad que guarda la dirección que tiene el CNG hoy.

Es en este momento de tantos cambios, el equipo de Servicios Generales, estuvo ahí. Dieron su tiempo, fuerza y actitud, restandole tiempo a sus propias vidas personales para cumplir en conjunto con la misión de esos días.

Al término de las obras y preparando el colegio para la llegada de profesores y después de estudiantes, en las obras surgieron algunas dificultades que retrasaron el cronograma. Esto implicaba esfuerzos extras de todos en todas las instancias de la comunidad. Sin miedo al reto, así se vio. Personas que contaron las horas en forma regresiva para avanzar y cumplir.

Las personas son primero y lo que importaba era que esas personas para quienes trabajamos todos los días tuvieran un colegio seguro, renovado, limpio y listo para el trabajo. Todos los equipos trabajadores cumplieron pero en estas líneas queremos resaltar la labor del valioso equipo de Servicios Generales.

De todos aquellos que participaron en esta empresa, los profesores de Escuela Alta, con el liderazgo de Shaysann y Sheldon, y con el enorme apoyo del Comité de Convivencia, hicimos un alto en el frenesí del inicio de año y pensamos en el importante trabajo de nuestros compañeros de Servicios Generales. Ellos movieron las cajas, terminaron de hacer los ajustes en cada clase, atendieron nuestras necesidades y dieron todo de sí para que pudiéramos recibir los diferentes grupos con lo necesario para hacer clases y empezar un muy buen año.

Nuevamente las personas estuvieron primero. Esta vez, ellos. Los trabajadores, hombres y mujeres a quienes con un pequeño espacio de integración les queríamos enviar un mensaje de agradecimiento por su trabajo. El objetivo fue ofrecerles un almuerzo en donde en la misma mesa compartimos la alegría del deber cumplido, reconociendo y agradeciendo su entrega más allá del servicio. Admirando su colaboración e interés porque todo estuviera en su lugar para nuestros estudiantes.

El resultado de la experiencia fue gratificante al ver que sí seguimos creyendo que la gente está primero y que debemos seguir preocupándonos por todos nosotros, haciendo nuestro trabajo recordando que alrededor hay personas que sufren y viven por su trabajo, pero también llevan la impronta de sus realidades. Así podemos hacer siempre un alto y reconocernos como equipos humanos para celebrar entre nosotros los esfuerzos cotidianos de nuestros deberes.

Así, el Comité de Convivencia, y el resto de la escuela seguirá consciente de seguir en contacto, ofreciendo el mejor mensaje de integración y reconocimiento para fortalecer los lazos que nos hacen comunidad, recordando lo importante que será, dentro de cualquier eventualidad, la importancia de poner frente a las personas.
CNG Captures Gold, Silver and Bronze in High School Binational Games

By: FREDDIE BADILLO, Athletics Director

The CNG high school athletic teams traveled to Cali to participate in the High School Binational Games from November 3rd – 7th and came away with a gold medal in boys’ volleyball, two silver medals in girls’ volleyball and soccer, and a bronze medal in girls’ basketball.

The boys’ volleyball team defended their title for the third straight year defeating Colegio Bolivar in the finals 3 sets to 0. The girls’ volleyball and soccer teams also made it to the finals. The girls’ volleyball team cruised to the finals but lost a tough four set match to Colegio Granadino 3 games to 1. The girls’ soccer team on the other hand played a grueling match and fell just short against Colegio Bolivar 1-0 giving up a late 2nd half goal. Girls’ basketball showed continuous improvement during the tournament in winning their 3rd place game against Gimnasio Ingles 29 – 25.

Congratulations to the CNG delegation, which showed outstanding sportsmanship, teamwork, and camaraderie throughout the tournament.

When asking the athletes their most memorable moment of the Binational, here were a few responses.

‘Experiencing the girls’ semi-finals basketball game versus the Columbus School. There was so much excitement and enthusiasm.’ – Gabriela Rodriguez

‘Spraining my ankle in the 1st set of the finals’ – Denise Hakim

‘CNG School spirit and felt support of fellow classmates.’ – Diego Baena

‘Beating Colegio Bolivar in overtime.’ – Andrea Tajc

‘The opening ceremonies; CNG had so much unity, energy, and spirit which I have never experienced before.’ – Cristina Bayona

‘The long bus ride back from Club Shalom after losing to the Columbus School.’ – Sergio Mazzini

‘Passing the ball to Andrea Copello and her making a goal.’ – Gabriela Gutierrez
Below you will be able to see the final results and individual awards.

**CNG TEAM RESULTS**

1st Place – CNG Boys Volleyball
2nd Place – CNG Girls Volleyball
2nd Place – CNG Girls Soccer
3rd Place – CNG Girls Basketball
4th Place – CNG Boys Basketball
5th Place – CNG Boys Soccer

**CNG SCHOOL RESULTS**

2nd Place – General Standings
3rd Place – Sportsmanship Award

**ALL TOURNAMENT AWARDS**

**Boys Volleyball**
- Most Valuable Player – Daniel Navarro
- Best Spiker – Samuel Castaño
- Best Setter – Santiago Ossa

**Girls Volleyball**
- Best Spiker – Gabriela Rodriguez

**Girls Soccer**
- Most Valuable Player – Cristina Donado

**Girls Basketball**
- Most Valuable Player – Vanessa Acosta
- Outstanding Scorer – Vanessa Acosta

**CHAMPION!**

Andressa Quadros, 9th grade, won First Place in the recent Equestrian National Championship held November 26-28 at Club Bacata.

**Congratulations Andressa!**
Some time around October, letters are given out to those students who are part of the top 10% of their class. “Congratulations” it reads, and the application process to become part of the National Honor Society begins. This group of students fills in an application form and attends an interview later on. They must prove that they have leadership skills and a strong sense of community service, so that months later, at the induction ceremony, a yellow banner may hang around their neck, symbolizing their membership in this selective organization.

But, what exactly is the purpose of NHS? What does this organization do? Is it just a bunch of nerds who meet every Wednesday during lunch and come up with fundraising? “The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to render service, promote leadership, and to develop character in the students of secondary school,” reads the NHS constitution. Throughout visits to foundations, the organization of Thanksgiving, and the multiple fundraisers held at school, CNG’s National Honor Society tries to fulfill this purpose.

Perhaps the biggest project that NHS has been involved with is “Un Techo Para Mi País”, an international organization dedicated to the construction of pre-fabricated houses for families in poor neighborhoods of South America. The work began months prior to the construction, with NHS members raising enough money for at least four or five houses, summing up to around $7,500 US dollars. Once the money was available, construction dates were set. No matter the circumstances, be it heavy rain, exhausting heat, or limited food, students worked for three consecutive days, until the houses were built. “Un Techo Para Mi País” has become a school-led activity and NHS is currently working with “Habitat For Humanity”, another organization involved in the construction of houses.

Other initiatives include regular visits to “Dios Es Amor” a foundation at rural Cundinamarca. This foundation houses girls from ages two to fifteen who have been sexually, physically, and psychologically abused. NHS also spends time in the Army Hospital with the country’s wounded and handicapped soldiers and policemen. Although NHS is a selected group of students, the CNG community can be part of these visits through National Honor Society’s social awareness campaign: Despierta. Supporting NHS in fundraisers such as MTV Night and the annual raffle is another way to be a part of this society.

Being part of NHS is, as the name states, an honor. The gratifying feeling one gets after helping someone in need encompasses the true essence of happiness. Knowing you’ve affected someone’s life in a positive manner is, after all, the ultimate satisfaction.
Last year as I started high school, I came with few expectations and I would have never imagined that my participation in Student Council would have such an impact on my personal growth. The Student Council’s main role is to be the voice of high school students and help them feel involved with their school through a range of activities, mostly related to holidays. Last year what impacted me the most was learning from a mistake I made during the Halloween activity. In the meeting following the activity, the president made another member and I stay to discuss what happened with her. She opened my eyes to how my actions had an impact on the whole flow of the activity. This changed my perspective of the role I play in that group. I was there for my school and I had failed them. The president even told me that “the reason I chose the career I did was because of Student Council.” These words made me realize that CNG and schools around the globe provide these types of organizations not only to help the institution run smoothly, but to give us a taste of what real life work environments are made of. In our Tuesday “town meetings” we practice democratic processes, team work, financial management, responsibility, and, most importantly, we learn to leave our personal needs behind to serve our school. Student Council has come to be like a company, and day by day I see how we become noteworthy in the eyes of our peers. There are few moments in my life that compare to the gratifying feeling of accomplishment after spending hours of gift wrapping and planning a “novena” for the Hogar children’s Christmas. We managed to gather presents for children from 2 to twelve years old and give them to those kids at a touching ceremony with the school’s priest. The sensation of having the recognition in making their holiday memorable was simply demonstrated by smiles on their faces. Some of the children even chose not to open their gift, just to take it home and unwrap it on Christmas Day. Activities like these make our participation in the Student Council one of the most precious memories we will have in our high school years.
As the Math Olympic coordinator, it is a pleasure for me to inform all the CNG Community of the great results that Colegio Nueva Granada obtained in the last Math Olympics. This year, nine of our students in the first level (7th and 8th grade), six of Intermediate level (9th and 10th) and two on Superior level (11th and 12th) have classified for the final round. Our school, now, holds the first place in Bogotá for the first level, the first place for the Intermediate level, and the seventh place in the Superior level, out of 35 schools (1677 participants in the first level, 1516 participants in the Intermediate level and 1527 in the Superior level).

I would like to give recognition to Andrés Silva for getting 2nd place, Jack Akerman 6th place, Daniel Moreno 6th place, Camila Franco 11th place, in the first level, and Jae Gyong Oh, who got 1st place in the Intermediate level, in Bogota.

I also want to mention Camila Silva, Lorenzo Castellanos, Lorenzo Muñoz, Ramon De La Torre, Ryo Yokota (first level), Gabriela Aldana, Gabriela Buraglia, Salomon Shool, Juliana Rueda and Andrea Velasquez (Intermediate level), Soyun Jin and Daniel Ordonez (Superior level) for classifying for the last round.

These students represented the school on October 22, at Universidad Antonio Nariño.

Primary, First, and Intermediate levels had also been invited to participate in the “Día Regional de las Matemáticas” on October 23, It is a competition between the schools with the best five scores, with five participants from each level.

Primary team got first place, and First and Intermediate level got second place.

Congratulations to all our students who take time and energy to represent the school and place our name on top.

Finally, I would like to make a special mention to the excellent work done by Julie Peck, Angela Torres, Janice Heigl, Jim Short, Karla Sanchez, and all the Math Teachers who made this possible thanks to their commitment with our students.
VISITA A EXPOSICIONES DE ARTE CON ESTUDIANTES DE ESCUELA ALTA

Por: MARÍA LUCÍA DÍAZ, Profesora de Arte de HS

Los profesores de arte de escuela alta organizaron una salida a visitar dos exposiciones increíbles en el barrio La Candelaria con sus estudiantes. La exposición en la Fundación Gilberto Alzate Avendaño es la segunda parte de la primera bienal convocada para artistas de mediana trayectoria. Las propuestas fueron muy interesantes y a pesar de que trataban temas pesados como la violencia en Colombia y otros tipos de duelos fueron contados de forma poética y estética por los artistas elegidos.

La segunda visita fue al Museo Botero donde actualmente se encuentra la exposición del reconocido artista Man Ray. El espacio está impregnado de talento, rebeldía, dadaísmo y surrealismo. Entre esculturas, pinturas, impresiones, fotografías y collages, el talento integral de este artista fue inspirador para nuestros estudiantes.

TEACHING PERSPECTIVE BY INTEGRATING ART AND BIOLOGY

By: KAREN BLESGRAEFT AND MARIA LUCIA DIAZ, HS Teachers

This semester in art class, students learned the concept of perspective and proximity by looking through the lens of a microscope. The activity consisted in looking at unicellular organisms like spirogyra, euglena, algae, paramecium, and amoebas. The project included looking at the organisms with different magnifications. The first view was magnified 40 times, the second view was magnified 100 times and the last view was magnified 400 times. By looking through different lenses at different organisms, and using different colors for each layer, the students were able to understand that objects that are closer are seen larger and with more detail. Integrating art with the core curriculum subjects is a powerful tool for students to learn multiple disciplines in the classroom. They also understand that biology and microscopes have been used by artists throughout time.
Volleyball is not only a sport, it’s a passion. Standing in the middle of a court, knees bent, eyes focused on the ball, you feel your heart beat and the rushing blood. You’re prepared to win the point. Each point counts. The adrenaline experienced as a volleyball player, is different to any other feeling. Volleyball isn’t just a hobby. It goes way beyond. It helps one grow as a person, teaching many life values. It makes you face responsibility, as you have to commit to yourself and to the team. You train your body, develop skill and learn technique. You hit the ball but realize it’s not just about you, as you also depend on your teammates’ success. So you help them improve, you want them to improve. You learn to communicate, to do your part, to be a team, because when you learn your position in the game and fulfill your role, the game runs smoothly and there is no opponent too big or too strong. Leadership skills arise, identifying your cue to take the lead, and recognizing when a follower is needed. Sportsmanship is forced upon you, want it or not. Sometimes you win. Sometimes you lose. So what are you going to do about it? Deal with it! Make sure that if you lose you did so while putting forth your best effort and giving all you could, because if you did, all you lost were points. You gained experience, courage, and dignity. You also learn patience and to deal with pressure and stress. You develop ways to coach yourself and those around you, and when someone messes up, your faith in them and support will make them score next time. You have to hold your place; there is no giving up, not on yourself, not on your teammates. You appreciate awesome teammates, skillful coaches, even magnificent opponents. The truth is, all you’ve got is a lot to gain.

I’ve been playing volleyball at CNG since I was in second grade; it has become an essential part of who I am, shaping aspects of my life. I’ve found a second family, unconditional friends, with whom I enjoy spending every afternoon of every school day. They support me, challenge me, listen to me. I cherish them. For me, volleyball has been one of the best parts of CNG.

I invite the whole CNG community to join us, to increase school spirit, and support our different sport teams: your son’s, your daughter’s, your friend’s, our school’s! We work long and hard to improve. Our effort has been paying off as we reach more podiums and win more championships. Cheer for us! We’ll make you proud. We’ll give you a sense of belonging. I assure you, our joy will become your joy!
Congratulations to the Boys ‘A’ volleyball team who overpowered each one of their opponents during this year’s Binational Games held at Colegio Bolivar-Cali from November 3rd – 6th. The team also won the ‘ESPN Colegios en Accion’ volleyball tournament hosted by CNG on November 13th and defended their UNCOLI championship by knocking off San Carlos in a thrilling two set match on November 23rd.

While some teams may wither under pressure and high expectations, the CNG volleyball team led by seniors Samuel Castaño, Santiago Valencia, Daniel Navarro, Santiago Ossa and Mauricio Blandon went undefeated while never surrendering a single set during the Binational Games tournament. In fact, the boy’s volleyball team has won the past three Binational Games titles (2008-2010) and two UNCOLI Championships (2009-2010) under Coach Juan Baldion.

The maturity, growth, and experience the senior boys have demonstrated over the past three years have had a tremendous effect throughout the athletic program. Through their hard work and perseverance the team has provided enthusiasm for a sport that is usually 2nd to soccer. They are truly a model for success with their demanding practice and game schedule, coaching, leadership, unselfishness, teamwork and camaraderie.

Again, congratulations and thanks for all the memories and commitment to the athletic program!

**Boys A Team Roster**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
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<tr>
<td>Samuel Castaño</td>
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<td>Santiago Valencia</td>
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<td>Santiago Ossa</td>
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<td>Daniel Navarro</td>
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<td>Mauricio Blandon</td>
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<td>Martin Huertas</td>
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<td>Esteban Cruz</td>
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<td>Khalil Hadad</td>
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<td>Julio Quadros</td>
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<td>Gregorio Sanchez</td>
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<td>Pedro Valencia</td>
<td>8th</td>
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Head Coach – Juan Baldión
Assistant Coaches – Miguel Contreras, María Alicia Orozco
**GIMNASIA ARTISTICA CNG**

Por: MABEL MORENO, Coordinadora de Gimnasia Artística

Nuestras 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:
- Laura Pardo - 1er Lugar Barras Asimétricas
- Laura Pardo - 2º Lugar Viga de Equilibrio
- Laura Pardo - 2º Lugar General Individual
- Gabriela Serrano - 3er Lugar Salto

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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**GIMNASIA ARTISTICA CNG**

Por: ENTRENADORES DE GIMNASIA ARTÍSTICA CNG

El 1 y 2 de diciembre el equipo de gimnasia de las categorías Infantil y Única en la rama masculina Y femenina asistió al Torneo UNCOLI con la representación de 23 deportistas realizado en el Colegio Los Nogales. El Colegio tuvo una excelente representación destacándose siempre los objetivos de excelencia que promovemos en nuestros estudiantes.

Nuestros gimnastas tuvieron unos resultados sobresalientes de forma individual y por equipos, estando en el pódium dentro de la participación en cada uno de los aparatos.

Queremos destacar los resultados finales:
- CATEGORIA INFANTIL FEMENINO : 2º Lugar
- CATEGORIA UNICA MASCULINO: 2º Lugar
- CATEGORIA UNICA FEMENINO: 3er Lugar

Equipo femenino infantil: Ashlyn Nolan, Paula Acero, Sofia Mesa, Bethany Wells, Chloe Warren, Sara Leeth, Beatriz Pardo, Isabela Saa, Gabriela Franco

Equipo femenino Única: Andrea Pardo, Pamela Forero, Sofia Parales, Rachael Jovene, Sophia Noel, Isabella Garces, Gabriela Geter, Laura Pardo, Juliana Pérez.

Equipo Masculino: Christian Fontanez, Markus Almendral, Nack Kiw Jang, Gian Carlo Burbano, Alberto Caputo.

Deseamos 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.
DISFRUTA LA COBERTURA QUE VIAJA POR TODOA COLOMBIA.

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Inspiring Excellence in the Area of Social Responsibility

By: CHARLOTTE SAMPER, Special Projects Coordinator

One of CNG’s greatest concerns when thinking of our students’ education is whether they are leaving CNG with a deep sense of social responsibility. CNG doesn’t only want to nurture the spirit but wants to move beyond this and help our students be proactive. We want them to feel a desire to help those who are less fortunate, develop a sense of respect for the needy, and adopt an attitude of humility when realizing how fortunate they are. In order to support this goal, the high school has increased the number of possibilities students can choose from when they think of fulfilling their social service hours.

Students now have a choice. They can choose to teach, whether computers or English to children from Bosque Calderón after school; adults trying to complete their elementary education; or English, the arts, and technology to the best middle school students from the Alianza schools. They can also tutor the HNG children in math. Additionally, they can work with special children at the Fundación Santa Rita, or children with cancer at Hogar de los Angeles. They can help build houses with the Techo para mi País project or help at the geriatric home, Hogar Sagrado Corazón.

Given students have a wide variety of experiences to choose from means they will grow emotionally as individuals and give of themselves more freely. A greater choice also implies a better human connection with those they are working with. A better connection means more passion, dedication, and longer lasting results. In the end, everybody wins— the CNG students and the people they are working with. The probabilities of this social service program inspiring our students to move on to becoming excellent human beings with a special sensitivity have increased. Though it is difficult to measure, we know we’ll be seeing future leaders bringing on greater social changes.
Siguiendo el Propósito del Programa de Service Learning se ha venido convocando a los alumnos del Colegio Nueva Granada, de la Alianza Educativa y del Hogar Nueva Granda en varios frentes para que trabajen como pares:

1. Modelos de Naciones Unidas (Los Tréboles, Colegio Granadino Manizales, The English School, San Carlos, AAE) y Modelo de Naciones Unidas para profesores.

2. Destino a la Imaginación (Preparación interna en cada colegio, Semifinales en el CNG y finales en Cartagena)

3. AAE Talentos, Sábados (Club de inglés, los profesores son alumnos del CNG en la Clase de Mr. Díaz “Teacher Trainee” grados once y doce; y el acompañamiento a Tecnología bajo el liderazgo de Fabiola Arensburg y de Arte con María Victoria Durán)

4. Vistas del Hogar a los estudiantes de CNG desde K4 hasta grado 7º en donde trabajan uno a uno en la enseñanza del inglés. El profesor del CNG diseña la actividad y los profesores son los niños del CNG

5. Visitas del CNG a los estudiantes del Hogar en donde se desarrollan actividades en español. La profesora del HNG diseña la actividad y los profesores son los niños del HNG.

6. Selección, inscripción y seguimiento al estudiante de último grado de cada colegio, que se ha hecho acreedor a la beca que ofrece el Colombo Americano cada año a cinco estudiantes de AAE y que va acompañada del pago de materiales y libros por parte del CNG.

7. Acompañamiento a estudiantes y padres de último grado del colegio Argelia en la selección, escogencia y búsqueda de financiación para el ingreso a diferentes institutos técnicos, tecnológicos y universidades de acuerdo a sus recursos y resultados en los exámenes de Estado. Todo ello bajo la dirección del Comité Comunitario, que produce estas mismas políticas para los cinco colegios.

8. Continuar con el Programa de Vicepresidencia de la República, Naciones Unidas, Colegio Nueva Granada y Girvan Academy en Escocia, “Responsabilidad Compartida”. Este año están participando 20 estudiantes del grado 10º. y 12º del CNG. Se trabaja la responsabilidad que todos los ciudadanos del mundo tenemos frente a la producción y consumo de drogas.
LA EXCELENCIA:
UN PUNTO DE REFLEXIÓN

Por: GLORIA RUSSI, Coordinadora Proyecto Social HS

Creo que vale la pena reflexionar acerca de la excelencia. Todos en algún momento de nuestra vida hemos ambiacmonado ser excelentes en cualquiera de los campos en que nos desempeñemos.

No es suficiente trabajar o estudiar en una institución de prestigio para lograrla; cumplir con nuestras tareas, o proveer todo en nuestros hogar si somos padres, tener habilidad para adquirir conocimientos, acumular información o practicar un deporte, no nos hace acreedores a tan importante mérito.

La excelencia comienza con una educación en valores de respeto, amor, honestidad y justicia en manos de una familia y educadores preparados para guiar este proyecto de vida que relacione a los seres humanos con sus semejantes, en un conocimiento verdadero de su circunstancia y de sus problemas. Hay que relacionarse para compartir logros y encontrar soluciones reales a los problemas reales de la sociedad: analfabetismo, falta de un techo digno, abandono de niños, abusos, violencia familiar, desintegración de la misma. Fueron todas estas circunstancias las que hicieron que este año el Servicio Social ampliara el campo de acción para ayudar en parte a solucionar diferentes problemas.

La excelencia de ninguna manera debe ser competencia que nos convierta en personas arrogantes o vanidosas. Más bien debe ser una actitud interna que nos lleve a preguntar ¿que estoy dando a la sociedad y cómo? Ojalá que lo que estoy dando tenga una respuesta positiva que nos lleve a mirarnos en una sociedad excelente de la cual cada uno de nosotros ha participado con pasión trabajo y ejemplo.

Pilar Aguirre, Consejera de High School en charla con los participantes del programa de Educación Continuada, conoció, compartió y orientó al grupo sobre los hábitos para conseguir armonía, y felicidad en la familia, nos recordó que la felicidad, el respeto, la tolerancia, el tiempo, y el amor no lo conseguimos en ningún supermercado. Yo agregaría que la excelencia tampoco. Estoy convencida que Pilar o cualquiera de nosotros que participemos con el deseo de construir una sociedad mejor, tendrá la certeza de ir construyendo la excelencia desde nuestra vida cotidiana.

La excelencia mirada desde una construcción en valores, en donde educar para servir de sentido a nuestra vida, estará aportando a un verdadero y autentico cambio social.
MODELO DE
NACIONES UNIDAS

Por: XIMENA CORREDOR, Directora del Hogar Nueva Granada

el 26 al 28 de octubre 20 estudiantes del Hogar Nueva Granada tuvieron la oportunidad de hacer parte del Modelo de Naciones Unidas organizado por el English School. Allí la experiencia fue magnífica ya que, gracias a la preparación brindada por la profesora Beatriz Gutiérrez y la orientación de Norberto Diaz, nuestros estudiantes pudieron poner a prueba sus conocimientos en diferentes temáticas de vital importancia para la humanidad.

Prueba de esta maravillosa experiencia es el relato del estudiante Juan Luis Chitiva Rivera de grado séptimo:

“Hoy estoy muy feliz. He triunfado en mi vida. He pertenecido al Tesmun 2010 en donde he obtenido una muy buena experiencia para mi vida en tan solo 3 días. Además tengo la certeza de que aprendí y me divertí en este tercer modelo”.

También conocí países que ni por mi mente habían pasado como lo son Uganda, Sri Lanka, Somalia y Siria entre otros. Además hay que resaltar que el estarle hablando a ciento veinte personas no es fácil; que para un novato es difícil expresarse como lo hacen las personas de mayor experiencia. Para mí no era fácil sentir como las manos y los pies me temblaban; es algo que no olvidaré en mi vida. No me puedo quejar ante esto, pues así me tocó y poco a poco cada vez se va perdiendo todo ese miedo.

Gracias Colegio Nueva Granada. Gracias directivas por esta inolvidable experiencia.”

THE IMPACT OF
CNG’S MUN

By: CHARLOTTE SAMPER, Special Projects Coordinator

When reviewing CNG’s programs and their impact over the years one must necessarily choose the Model United Nations as a program that has had a tremendous influence on our CNG students, and also on Colombian students at large. During its 28 year history, the Model U.N. has grown to unprecedented proportions. Many UNCOLI schools, such as the English School, Colegio San Carlos, and Colegio Anglo Colombiano, have developed Models of their own. Also the bilingual schools throughout Colombia offer Models. For example, we have Colegio Granadino in Manizales, Colegio Jefferson in Cali, the Marymount and Altamira Schools in Barranquilla and Colegio Albania in La Guajira just to name a few. Our CNG Models have hosted from 600 to 850 students from all over Colombia.

However, it isn’t only the UNCOLI and private bilingual schools who have adopted this Model. The Alianza schools have had their own Model U.N. during the last eight years. The best representatives from their model have travelled with the CNG representatives to Manizales and Guajira and have also attended many of the Bogotá models. This last year, CNG included students from the Hogar Nueva Granada. All these students have outdone themselves and performed extremely well.

This valuable experience teaches students many important skills which they will use the rest of their lives. It teaches them how to do research, how to assume another country’s position and defend it even if it doesn’t reflect their own point of view, how to work in teams, and how to respect other cultures’ values. Students also learn how to express themselves in a formal way when delivering their information or asking for permission to speak. The Model U.N. has definitely changed students’ lives, developing important life-long skills and deepening their understanding of the world around them.
Santa Rita Foundation

By: MARIANA FLÓREZ, 12th Grade Student

Santa Rita Foundation is the home of 53 abandoned children with different mental and physical disabilities. The majority is between two and eleven years old and some are in their preteen years, but each and every single one needs a great deal of attention and care. This need is sometimes very difficult to meet since the staff is in charge of many tasks such as washing the children’s clothes, keeping their rooms and the entire house clean, getting their food ready, and entertaining them. However, the kids are very well taken care of and usually, there are a few volunteers playing with them and keeping them company.

We, a group of high school students, go to the foundation every Tuesday and Wednesday for two hours and the group typically consists of six or eight people. Half of us help in the laundry room, folding the clothes that come out of the dryer (approximately 10 loads of clothes are washed per day) and the other half take a small group of the kids (4 or 5) to the play room, where we read to them, watch a movie, play dress up, or color. You really need to be prepared to run after Michel, help Sebas with his bag (he carries his oxygen in it) or give Carolina a ride around the patio. Afterwards, you will be physically and emotionally drained because they are full of energy and can’t stay still for more than two minutes, but the sense of rewarding is so great that all the chasing is worthwhile. Being hugged by a child and watching their smile as they attentively observe Finding Nemo makes you all fuzzy and warm. It’s a great feeling.

Mahatma Gandhi once said, “The best way to find yourself is to lose yourself in the service of others”. I’m beginning to understand his saying and I owe it to my social service activity and to all the children and staff at Santa Rita. But most importantly I’m trying to apply the service Gandhi refers to in my daily life, as I’m sure are the rest of the Santa Rita group members. I recommend the participation of anyone who wishes to be moved by a child and move him or her, as well.

Teaching English

By: ANAMARIA WARD, 11th Grade Student

Every Tuesday I leave class at 2:05 ready to arrive to Ms. Russi’s class and say, ‘How can I help today?’ This is the beginning of my afternoon. I know I will be seeing the smiling faces of children, to whom I will be teaching English. This is what I do during social service. It’s not just for the hours, but I actually enjoy it. I was told by one student, before starting, that it was a lot of hard work and that the kids were really noisy and difficult. But I soon learned that if you treated these curious kids like individuals and not as a stereotypical group, you would learn what a wonderful person each kid is. I see their personalities shine every time I see them running toward the classroom to give a hug of hello. Once they sit down, the class begins. English is difficult for them, the words are challenging for them to pronounce. It takes several tries to get them to understand. I’ve realized that they like acting out what they are learning. I find myself making heart shapes with my hands to teach them the world ‘love’. I am not the only one who helps the children learn English. There are currently two others teaching English and around five working in the art workshop. They are all great people. Most of them are dedicated to allowing the kids to have an enjoyable learning experience, while learning about who they are at the same time.
What do the best middle school students from Colegio Argelia and Colegio Santiago de Atalayas in Bosa look for when they sign up for the CNG Talentos program? They are looking forward to enriching their knowledge base with new experiences and information. This semester changes were made to the program that have produced important results for the CNG High School students and for the Bosa students.

The first major change was that three teachers volunteered to plan and deliver the full nine weeks of the program. Previously, parents or teachers had volunteered to take a Saturday and teach something. The fact that students had the same teacher all semester, gave their studies more continuity.

Additionally, CNG high school students were also given the opportunity to work off some of their social service hours which contributed to better results. Consequently, those who signed up for Norberto Diaz’ Teacher Trainee course taught English every Saturday for four hours. After eight weeks of this teaching experience, the Bosa students were given a test which demonstrated amazing improvement. Even the oral skills improved. Our CNG students felt very proud of the work they had put forth. It proved how exciting teaching can be, especially when you see tangible growth.

Another positive experience was for those who helped in the arts classes of the Talentos program. Maria Victoria Durán planned for the Bosa students to visit the National Museum, the Botero Museum, and Quebrada la Vieja. After these field trips, the students had to draw, paint or create something similar to what they had seen. The CNG students who helped with this class, also had the opportunity to learn about art history and artistic expression.

Finally, the technology class, offered by Fabiola Arensburg, taught students to use some important tools. Prezi is one program that the Bosa students loved. This program was taught by a CNG senior, Vanessa Godoy. It is an interactive program which helps to sequentially organize information. Additionally, students went to the Corona factory in Sopó and saw how technology is applied. Fabiola feels that “Teaching the Alianza students was an exciting experience. Working with students who have a desire to learn and are willing to grow is every teacher’s dream.”
... los expertos no corren riesgos, eligen:

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CLASS OF 1980

30 YEAR REUNION

CLASS OF 1990

20 YEAR REUNION

THIS REUNION EXCEEDED ALL EXPECTATIONS!!!!

More than 50 classmates arrived at CNG not knowing what to expect, and by the end of the day it was as if they were Seniors on Graduation Day.

Besides celebrating and reminiscing, the Class of 1990 donated 22.5 million pesos towards the construction of the new High School building at the Hogar Nueva Granada!

What a generous donation!!! Thank you Class of 1990!

IT WAS A REUNION TO REMEMBER!

UPCOMING REUNIONS

CLASS OF 1971

We would love to have a steering committee for your 40 year reunion!!!!

Please contact us at cngmailtoalumni@cng.edu

CLASS OF 1981

Date: June 3-5, 2010
Organizing Committee: Mariana Serna, Adriana Perez, Monica Acevedo, Andy Newman - We need more committee members!

Contact info: cngclassof81@gmail.com.
Facebook group: CNG - Class of 81

CLASS OF 1991

Date: June 10-12, 2011
Organizing Committee: Marta Castro, Maria Esguerra, Carol Volovisky, Marcela Casas, Claudia Rodriguez, Natalia Arevalo, Andrea Torres, Ivan Galvis, Peter Shannon.

This committee is on a roll!!!!!!!!!!!

Save the date and contact them!!
Contact info: cngclass91@gmail.com.
www.facebook.com - There is a group especially for our class, ‘CNG ’91’

CLASS OF 2001

Your ten year reunion is scheduled for this coming June 2011.
We need a steering committee to help the CNG Alumni Office organize this very important event!!

If you are interested, please contact CNG ASAP at cngmailtoalumni@cng.edu

CLASS OF 2005

Ready to celebrate your first reunion as CNG Alumni?
We invite you to create a steering committee and we will help you organized the reunion. - Please contact CNG at cngmailtoalumni@cng.edu
Cuando lo que predomina en el paisaje es el cemento y el metal, se requiere de un ojo especial para extraer la belleza de lo que para muchos es cotidiano y ordinario. La disciplina de salir a hacer una expedición botánica en la ciudad, donde se realiza la búsqueda de texturas orgánicas que se remiten a la naturaleza misma de la producción industrial, es algo que Catalina Medina ha desarrollado durante los años que lleva realizando su proyecto fotográfico.

Armada con cámaras espías rusas (ahora popularizadas por lomography) se dispone a hacer de lo que muchos pisan algo digno de contemplar. Como ella misma lo dice, “la fotografía es una manera de coleccionar”. En este caso es una colección de momentos de luz, perspectiva y geometrías. El resultado es un exquisito catalogo que se immortaliza en una técnica de impresión sobre metal que hace alusión al daguerrotipo y los comienzo de la fotografía. Este proceso de experimentación es el fruto de la formación de Catalina tanto como fotógrafa como diseñadora industrial, lo que la lleva a forzar los límites de la técnica en función del impacto visual.

Este trabajo que denota espontaneidad en realidad requiere de un minucioso proceso donde Catalina encuentra un escenario, lo estudia, analiza y luego ataca con su arsenal de cámaras y películas. Como resultado su archivo de imágenes parece más una exposición botánica, llena de fascinantes fenómenos industriales que si no fueran reivindicados por el lente de sus cámaras, difícilmente hubiésemos podido disfrutar.

Sus recorridos se realizan principalmente en Bogotá, Cartagena, Barcelona, Madrid, Paris y Roma. Las sutiles diferencias en las fotografías raramente nos dan un indicativo de donde proviene lo cual invita a una interesante reflexión sobre la homogeneidad de la urbe y la globalización.

Catalina Medina se graduó del CNG en el año 2003.
Estudió Diseño Industrial en La Universidad de Los Andes en Bogotá y durante un año en La Universidad Autónoma de Barcelona en la Escola EINA.
Tomó varios cursos de fotografía en Barcelona, uno de ellos el Centre Golferichs.
Actualmente estudia fotografía en La Salle College de Bogotá.
Ha participado en dos exposiciones:
La Localidad Galería - Mayo 2008 (Exposición Colectiva)
Alonso Arte Galería y en ArtBo - Octubre 2010 (Muestra individual)

Escrito por: SANTIAGO RESTREPO
Autorización para publicarlo: CATALINA MEDINA
GREAT NEWS!!!!

As CNG Alumni you are entitled to be a member of one of Colombia’s largest international school’s Alumni Association: AEXCOA (Asociacion de Exalumnos de Colegios Afines)

AEXCOA was founded on December 2004 in an effort to group similar alumni associations to promote affiliate integration

AEXCOA current members include:

- Colegio Nueva Granada
- Colegio Marymount
- Colegio San Carlos
- Colegio Santa Francisca Romana
- Liceo Cervantes
- Liceo Francés Louis Pasteur
- Gimnasio Moderno
- Gimnasio Campestre
- Colegio Los Nogales
- Colegio Sagrado Corazón
- Trinidad del Monte
- Colegio Santa María
- Colegio Saint George
- Colegio Helvetia
- The English School
- Colegio Mayor de Nuestra Señora del Rosario
- Colegio San Tarcisio
- Colegio San Bartolomé de la Merced
- Gimnasio Femenino

AEXCOA organizes a variety of cultural, educational, athletic, entrepreneurial and social activities.

Part of the proceeds from all activities and events support the varied social projects that each school promotes.

DISCOUNTS!!!!!!

In addition, AEXCOA has established commercial agreements with a variety of establishments that offer special promotions and discounts to all AEXCOA members. To obtain these discounts all you have to do is present your CNG ALUMNI ID with the AEXCOA logo at the establishment!!

We invite you to visit the AEXCOA site at www.aexcoa.org and join the AEXCOA Facebook group where you will obtain an update of all AEXCOA and CNG sponsored events, as well as an updated list of commercial agreements.

Take advantage of the Christmas spirit and visit the current participating establishments:

- Fresh Factory
- Serafina Steak and Martini
- Onix Hand and Feet Spa
- Baila Conmigo Dance Academy
- Astrid & Gaston Restaurant
- LINA’S Restaurant
- Myriam Camhi
- China Club
- Sky Light Photography and Digital Image Academy
- Planet Love Accessories Stores
- Jon Sonen Clothing
- NYC Pizza
- The Beer Lounge
- Il Filetto Gourmet Restaurant
- Hooters
- Terpel
- Vinos del Rio
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RECYCLE, REDUCE, REUSE

THE COMPETITION HAS BEGUN!

Please remember to bring to school all:
NEWSPAPERS, MAGAZINES, GIFT WRAPS,
NOTEBOOKS, CEREAL BOXES, AND OTHER
CLEAN,USED PAPER ITEMS between January 12
and February 4. Deposit them in the bins at the en-
trance of the school.

Our goal is to raise $10,000,000 pesos
for the Hogar Nueva Granda.

The winning school will choose between an
AFTERNOON AT THE MOVIES or a PIZZA PARTY.

Let’s contribute to take care of our environment and
continue our support to the Hogar Nueva Granada.
Every year, those of us who are fortunate to celebrate Thanksgiving as part of our traditional holidays have the opportunity to stop and give our thanks for the wonderful people and beautiful things which affect our lives. At CNG we celebrate the spirit of Thanksgiving by coming together as a community, collecting consumable goods and preparing thank-you cards to give to our General Services personnel as a manifestation of gratitude to those who give so much to us every day of the year.

This year, we have decided to launch an initiative. We hope it will positively impact the CNG and Hogar Nueva Granada communities, as well as our ecosystem for many years to come. This proposal has been put together by the PTA, the Hogar, the Student Council and CNG’s administration. The main objective of this project is to create a sustainable source of income for the Hogar, while at the same time benefiting our environment. Therefore, during last week’s assembly, we launched the Paper Recycling Campaign by presenting it to our students and staff members.

**WHAT IS THE PAPER RECYCLING CAMPAIGN FOR?**

The main objective of the campaign is to raise 10 MILLION PESOS worth of paper and or cardboard derivatives in 3 weeks, beginning January 12 and ending on February 4, 2011. The secondary, but very important objective, is to improve awareness and change the way we manage waste, which ultimately impacts our environment.

Facts: Did you know that it takes 24 TREES to produce 1 ton of printing and writing paper, and 12 trees to produce 1 ton of newspaper? By recycling we will reduce the consumption of energy, lessen the destruction of the rainforest, decrease the amount of paper waste going to landfills, and ultimately, diminish the emission of gases into the atmosphere.

How do we expect to make this happen? By collecting either 85 tons of newspaper or used cardboard or 25 tons of bond, notebook paper and magazines. A competition has begun among schools (Primary, Elementary, Middle or High School). The school that recycles the most paper by-products, (which must be worth at least 5 million pesos) will receive a prize: either an afternoon at the movies or a pizza party.
WHAT DO YOU NEED TO DO AT HOME?

COLLECT ALL NEWSPAPERS, MAGAZINES, GIFT WRAPS, NOTEBOOKS, CEREAL BOXES, AND OTHER CLEAN, USED PAPER ITEMS YOU DO NOT NEED AND BRING THEM TO SCHOOL BETWEEN JANUARY 12 AND FEBRUARY 4. As a matter of fact, if you want to start now, we have already placed the collecting bins by the front gate and by Carrera 4 Este. Please do not just throw these items away. Help us help the Hogar, improve our environment, and make it possible for your child’s school to win this prize.

WHAT WILL WE DO IN SCHOOL?

- We will place boxes in every classroom so paper is never thrown away.
- We will pick up the paper products brought from home and collected in each classroom, weigh them and keep a tab on how much each school has accumulated.
- We will reinforce environmental topics in the curriculum and improve our community’s understanding of the impact we can have on the development and improvement of our sister school, the Hogar Nueva Granada.

WHAT HAPPENS AFTER FEBRUARY 4?

First, one of our schools gets to celebrate. Second, the idea is that we have community members (homes and businesses) sign up for pick up of their paper waste products. We will then create a database and an accompanying bus route to pick up these recyclables during the course of each month and bring them to school. In this way, what begins as a competition and a one-time campaign will develop into a sustainable source of income.

So start by creating a spot at home where you can collect the paper products and send them to school with your child on the bus, when you need to. With your help we can achieve our main objective for this campaign. Let us start this holiday season with a new resolution: Recycle to help the Hogar Nueva Granada and our environment.

THANK YOU!!!
Our mission:
To prepare tomorrow’s leaders
by educating the mind,
nurturing the spirit,
and strengthening the body

SPECIAL MOMENTS
FIRST SEMESTER, SCHOOL YEAR 2010 -2011

PTA Welcome Staff Lunch
Andrés Carne de Res - August 30, 2010

All School Assembly
August 26, 2010

Isabella Delgado’s Recognition
September 27, 2010

K4 Welcome BBQ
September 24, 2010

Thanksgiving
November 25, 2010

ES Spirit Week

Halloween
October 29, 2010

MS Math Carnival
December, 2010

Un Techo Para Mi Pais
September, 2010

PTA Welcome Staff Lunch
Andrés Carne de Res - August 30, 2010
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