



Eaglet

MAGAZINE



ALIANZAS COJOWA

Presentando tu carné COJOWA (estudiantes y staff) tendrás acceso a descuentos especiales en las tiendas de nuestros aliados



Eaglet es la revista oficial del Colegio Jorge Washington con publicación anual. Esta es la manera como exaltaremos los logros y noticias de nuestra comunidad.

Editores

Ángela Acevedo
Sandy Rodríguez

Diseño

Nova Creatividad y Estrategia
www.novacreatividad.com

Agradecimientos

Dr. Hugh Schoolman
Gloria Vélez Lopera
Javier Riveros
Pedro Covo Camacho
Laura Puente
Jorge Mario Zurek
Juan Manuel Lequerica
Stephanie Brown

Impreso por

Nical Impresores Ltda.

- @cojowa
- /cojowa
- @cojowa
- webcojowa



Publicado en Diciembre de 2018

Índice

Preschool Highlights | 12

3 ▶ Message from the Director

6 ▶ Cabildo

8 ▶ 21st Century Students

12 ▶ Preschool Highlights



14 ▶ Elementary Highlights

Elementary School Highlights | 14

16 ▶ MS House Captains

17 ▶ Sports Saturdays



18 ▶ International College Fair COJOWA

19 ▶ The AP Capstone Program

Alumni: Pedro Covo | 22

20 ▶ We're All Human

22 ▶ Alumni: Pedro Covo

24 ▶ Fundación COJOWA



Para más información visita alianzas.cojowa.edu.co

Educación de vanguardia QUE INSPIRA innovación



Formamos **CIUDADANOS INTEGRALES** comprometidos con su entorno, quienes desarrollan su máximo potencial a través de un aprendizaje **SIGNIFICATIVO, DESAFIANTE** y **MULTICULTURAL** que generan un impacto positivo en la sociedad.

Currículo riguroso y bilingüe, con un abanico de oportunidades para la exploración	Diploma de bachillerato colombiano y High School de los Estados Unidos	Aprendizaje basado en investigaciones, competencias y proyectos	Profesionales altamente preparados con experiencia nacional e internacional
Estándares educativos de alta calidad a nivel mundial	Tecnología de vanguardia para un entorno de aprendizaje digital	Cultura de mejoramiento continuo y visión de futuro	Metodologías de enseñanza basadas en las mejores prácticas educativas
			Comunidad de aprendizaje colaborativa y multicultural



Message from the Director

Nick Glab
Head Of School

Growing up in the midwestern city of Dubuque, Iowa, I volunteered with the Boy Scouts. One summer afternoon, I was teaching a few young scouts how to shoot a bow and arrow for the first time. They could barely keep the arrow in the air, let alone hit the target. I showed them proper form and technique, then stood back and observed the scouts shoot their arrows again. After each shot, I made suggestions to help them hit the bull's eye. They shot again... and missed. But we kept working to get it right. Eventually, one by one, each young scout hit his target. As I watched the last scout finally hit the bull's eye, something powerful stirred inside of me. I had become an educator.



Twenty-five years later, my passion for education has transplanted me across the globe to Cartagena, Colombia. Once a teacher, and later an Elementary Principal, I am now honored to be serving as COJOWA's Director. My wife and I feel blessed to call this warm COJOWA community, "home." Our two daughters, both Cartageneras, are full of COJOWA school spirit and are eager to learn something new each day. I have already witnessed the positive impact that COJOWA has had on their lives, and they serve as a constant inspiration to make COJOWA the best it can be.

As we look ahead to our future together, this year marks the beginning of a new chapter for COJOWA. Soon, we will launch our new five-year strategic plan that is sure to put COJOWA on the map as a leading 21st Century school. I am eager to partner with you, and our talented faculty and staff, to co-create a world-class education for your children. Truly, the possibilities are limitless in what we can accomplish together, and I look forward to watching the story unfold.

"Education"

University of Denver: Bachelor's Degree- Education and Spanish
George Washington University: Master's Degree- Educational Leadership and Administration
Northeastern University: Doctorate Degree- Organizational Leadership

"Leadership Strengths"

Collaborative • Visionary
Strategic • Committed
Positive • Adaptable

WELCOME
-TO-
Learning Together

Luego de la implementación de nuestro **PLAN ESTRÁTEGICO 2017**, anunciamos que hemos llegado a nuestro destino, alcanzando nuestras **METAS** en cada una de nuestras líneas estratégicas.

Pronto emprenderemos un **NUEVO RETO** al año 2023.

WWW.COJOWA.EDU.CO

- 1. LIDERAZGO CON PERSISTENCIA**
Planeación maestra de reformas a las instalaciones resultaron en mejores ambientes estudiantiles
- 2. MÁS PARA ESCOGER**
Implementación de un programa de electivas, nuevo programa de clases Pre-AP/AP, Creación de Eagles Activities y su cultura de vida saludable
- 3. VALORES COJOWA**
Institucionalización de los valores REACHES
- 4. CURRÍCULO DEL SIGLO XXI**
Incremento en la colaboración y entrenamiento con Google Apps para la Educación
- 5. MARCA COJOWA**
Rediseño de la marca COJOWA. Establecimiento de la asociación de Exalumnos COJOWA y creación del programa Student Ambassadors
- 6. COJOWA SOCIAL**
Creación de la Fundación COJOWA
- 7. TALENTO HUMANO**
Incremento de oportunidades de capacitación y desarrollo profesional



COLEGIO
JORGE WASHINGTON
CARTAGENA

IX Cabildo COJOWA

¡Caribe soy!



Muestra artística, cultural y gastronómica de Cartagena diseñada y elaborada por nuestros estudiantes de arte de High School



Interpretaciones musicales por Eagles Activities de música y Electiva de música



Invitada especial: Ms. Ruby Marrugo, Monólogo Caribe Soy

Coroncoro – Comparsa Seniors 19



El Mapalé, comparsa por 10mo grado



La Puya Loca comparsa por 8vo grado



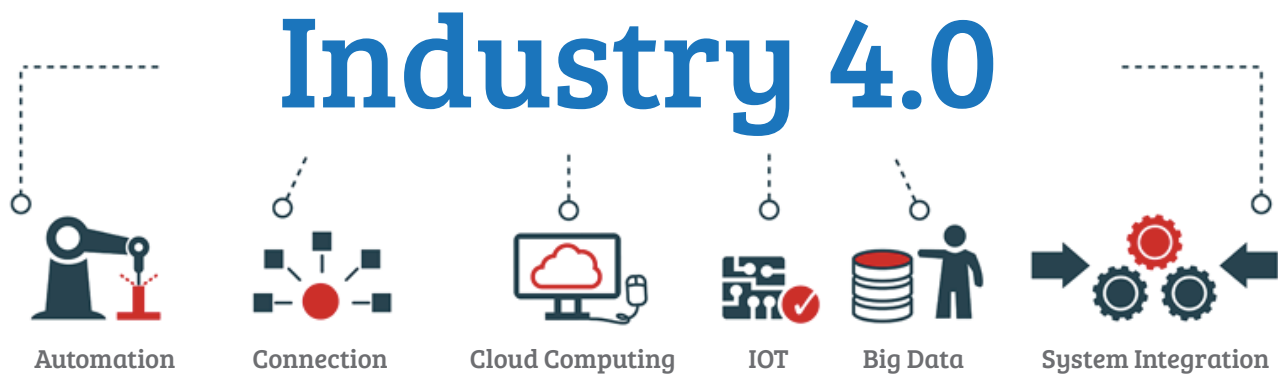
Comparsa Staff COJOWA



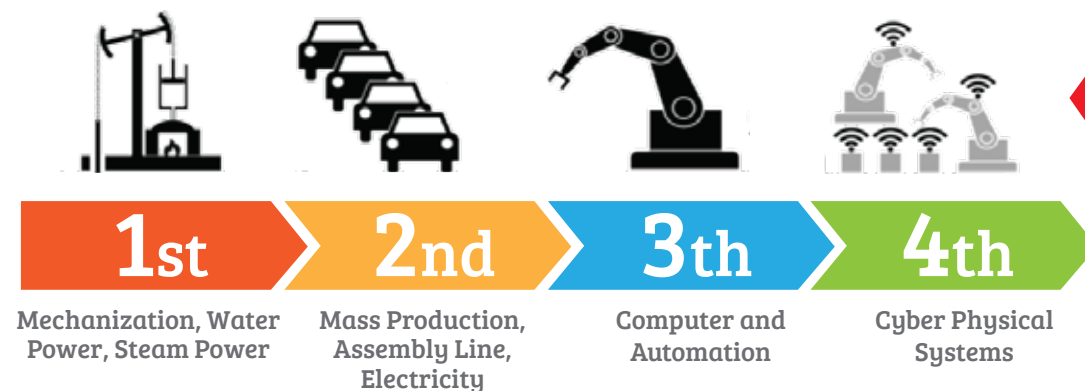
21st Century Students

Laura Puente
Curriculum and Assessment Coordinator

“No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.”
- Isaac Asimov -



The workforce I entered is very different from my mother's. When my son, (who is now in Nursery level) starts working, the difference will be even greater. He will be facing a world where new jobs and careers are created. We are currently in the Fourth Industrial Revolution - and education is catching up.



This image summarizes the industrial and technological development humanity has made since the First Industrial Revolution (18th century).

21st Century Skills

“Robots could replace 800 million jobs by 2030, according to World Economic Forum.”

The Fourth Industrial Revolution or Industry 4.0 is right around the corner. We are facing a more complex scenario, in which resources are scarce; and according to the World Economic Forum, “robots could replace 800 million jobs by 2030.” Technology is not only a tool but a factor that will determine the interaction between the biological, physical and digital worlds. Thanks to the IoT "Internet of Things" (a system that allows devices to communicate directly with each other without human intervention), Artificial Intelligence (AI), Big Data storage and use, Automation, these lines will soon be blurred.

How today's students can stay competitive in a changing job market

Teachers, education experts, governments, non - governmental authorities and business leaders created a set of “must haves” to be successful in this rapidly changing global society: The 21st Century Skills. They are grouped under 3 categories: Learning Skills, Literacy Skills (Information, Media and Technology) and Life Skills.

Learning Skills or the 4Cs

			
Critical Thinking Curiosity, reflection and awareness of what you do when you are doing it	Creativity Design innovative solutions, pursue new paths redefine what is established	Collaboration Working with others and giving value to teamwork are key in an interconnected world	Communication Share ideas clearly, consider others' perspectives

Life Skills (FLIPS)



Leadership



Initiative



Productivity



Social Skills



Flexibility

Are also called “soft skills”. These are directly connected as they affect every aspect of your life, especially when it comes to applying to universities and jobs.

In life, as in education, the future is asking us to do “backwards planning”. Clear goals must be set always considering how the world would be like before we find a job, start our own business or re-invent our family’s company. Every minute of learning experiences can make a difference. Measure your own progress. Read more. Be informed. In the words of Alvin Toffler: “You’ve got to think about big things while you’re doing small things, so that all the small things go in the right direction”. Do forget the past. Make the most of your present. Your future starts now.

Literacy Skills (IMT)



Information

Go way beyond being active in Social Media. They include the understanding of facts



Media Statistics and data in general

Understanding how and ways in which information is published



Technology

Comprehend how machinery or devices work in this age of information

Sources

- <https://www.itmtrading.com/blog/prepared-new-revolution/>
- <https://www.weforum.org/agenda/2018/01/top-quotes-from-davos-on-the-future-of-education/>
- https://www.stanford.edu/search/?q=XXI+Century+education&search_type=web&submit=
- <https://edpolicy.stanford.edu/sites/default/files/publications/preparing-21st-century-citizens-role-work-based-learning-linked-learning.pdf>
- [CO804C0804&oq=education+in+the+21st+century&aqs=chrome..69i57j0l5.4736j0j7&sourceid=chrome&ie=UTF-8](https://www.teachercertification.org/a/role-of-education-in-the-21st-century.html)
- <http://www.teachercertification.org/a/role-of-education-in-the-21st-century.html>
- https://education.nsw.gov.au/media/exar/On_Education_RichardWatson.pdf
- <https://www.aeseducation.com/careercenter21/what-are-21st-century-skills>

4.0 Image source: <https://www.neosoft.ca/en/industries-2/industrie-4-0-iot/>

Industrial tech development image source: By ChristophRoser. Please credit "Christoph Roser at AllAboutLean.com". - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=47640595>



“Somos un Espacio de Apoyo Extracurricular Bilingüe”

Contáctanos



Bocagrande Cra. 3# 6
-120 local 105
Cartagena



anniehenao@hotmail.com
Annie Henao



313 5446744
6907171

Síguenos



@4kidsahelpinghandforlearning



Preschool Highlights

La Importancia de la Felicidad

Gloria Tangarife
Preschool Principal

Es innegable que día a día los preescolares han evolucionado y se han transformado. El mayor generador de cambio está dado en nuestros niños, desde la más temprana edad están rodeados de padres involucrados, ambientes estimulados, niños más conscientes de su entorno, ávidos de experiencias y de aprendizaje.

Es entonces imperativo que nuestros esfuerzos como comunidad educativa y como ese primer lugar que los acoge estén dados en ofrecer todas las oportunidades para poder aprovechar esa chispa con la que llegan y maximizar sus capacidades.

Surge entonces, la pregunta de la felicidad.
¿Los estamos haciendo felices?

Muchas veces desligamos el concepto de aprendizaje y esfuerzo del concepto de felicidad.



**Que gran reto
¡ Estamos listos
para asumirlo !**



EL ARMARIO
kids

La nueva tienda de **ropa infantil** llena de diseño, color y **TALENTO COLOMBIANO**

elarmariokidsctg Bocagrande. Cra. 4 # 6-133 · Local 1 · Cartagena



Elementary Highlights

Technology - Typing Club



Beatriz Rhenals
Technology

COJOWA tiene acceso a la plataforma de TYPING CLUB la cual contiene muchas lecciones, videos y juegos divertidos. Este programa se utiliza en primaria en la clase semanal de tecnología. Los estudiantes tienen como rutina practicar mecanografía durante 15 minutos y tienen acceso a hacerlo desde sus casas con su usuario y contraseña.



Para aprender Mecanografía hay que memorizar el teclado utilizando los dedos en forma correcta y para eso el método no ha cambiado: practicar, practicar y practicar. La buena noticia es que en COJOWA se utiliza el programa Typing Club el cual es novedoso, presentan los ejercicios según la evolución de los estudiantes y arroja el progreso de los alumnos mostrando sus errores, velocidad y precisión. Los estudiantes lo disfrutan y les parece una forma agradable de aprender.

Inquiry-based Science and Social Studies

Stephanie Brown
4th Grade Teacher

Science and Social Studies are getting a makeover in our Elementary School starting this year. Our classrooms are switching to an Inquiry-Based Model where students will engage in higher order thinking skills to investigate and answer compelling questions. After drawing conclusions, students will TAKE ACTION to make a difference; this will help prepare students for their future roles as change makers in their communities!

In Social Studies, all teachers are creating engaging units aligned to the National C3 Framework and in Science, 2nd and 4th grade students are piloting a new curriculum designed around inquiry, called Amplify.



▲ 4A student observing sedimentary rocks

Science Inquiry

Students in 4th grade Science are engaging in investigations to answer the compelling question

“How do rocks and fossils tell us about about the way Earth changes over time?”

“ We first put the sand and then compressed it and then we put the plaster and then we mixed it and pushed it down again. Then it turned into a rock. We were making model of how sedimentary rocks form.”

- Gustavo Ibarra, 4B -

Social Studies inventions

“ We invented the hurricane detector and it works by detecting a hurricane. It tells you with an application in the cell phone how many hours and minutes until the hurricane comes.”

- 4B Student Group -

“ The trash boat helps the world because when the trash goes into the sea, the animals die because they eat the trash. The trash boat takes all the trash into the boat and out of the ocean.”

- 4B Student Group -

New Playground Turf



Jennifer Fontana
ES Principal

This year we are so excited to have new turf below our playground structures! Playing outside is one of the most important aspects of elementary life and we don't want to let the rain get in our way. With the new turf, the ground is dry and students are able to play very soon after it has rained. It is comfortable to run, jump and fall, and very importantly, in the event that it does rain, students will not get muddy and classrooms will stay cleaner!

Cafeteria Routines are Redesigned

Jennifer Fontana
ES Principal

Students are taking on huge responsibilities in the cafeteria this year in clearing their plates and trays so that routines are more organized in the cafeteria. With this simple reorganization of cafeteria procedures, students are demonstrating cooperation, empathy and responsibility which is helping everyone in the cafeteria do their jobs more quickly and efficiently. When we work together, life is easier and we feel good helping one another!

Middle School House Captains

Co-written by: Maria Visbal, 8A and Ms. Kate Salute, MS STUCO Advisor

At the beginning of the month, Middle School STUCO launched a new HOUSE initiative based on a mixed-grade team model from the Harry Potter series. The idea stemmed from the 2017-2018 MS STUCO who wanted middle school students to become more familiar and friendly with students in other grades and classes. The first trial House activity of building a COJOWA Eagle out of random materials took place on the final day of the year last year after STUCO members Vanessa Schwyn, Nicole Gedeon and Lila Perez meticulously developed mixed-grade houses, trying to keep families together to encourage rather than compete against one another. They decided to keep the classic series' house names and divided the whole middle school into Gryffindor, Hufflepuff, Ravenclaw and Slytherin.

Prior to last year the activities MS STUCO had create for middle school were entertaining and enjoyable with most events being boys or girls events, by grade or whole school; they had never had such a combination of grades before. The idea of a middle school STUCO House is sixth to eighth graders separated into the four groups with an ideology of a family and with the mission to integrate all students in a way that everyone feels safe and comfortable around peers from all grades.

In addition to adding houses, the STUCO got a makeover by eliminating roles that felt limiting and by implementing new roles in hopes of promoting more collaboration both within

STUCO and in the entire middle school. When students learned of these new roles, they were eager to run, and in some Houses elections were necessary. The House captains for the 2018- 2019 year can be seen below.

So far the MS STUCO has run 3 X-blocks -- a Love & Friendship assembly prepared by the class reps and 2 house integration activities, the last in which students were encouraged to work in mixed-grade groups to build a cup pyramid with one person directing another who was wearing a blindfold. By the end of the X-block students walked away feeling more comfortable with and connected to their housemates of all grades.

2018-2019 House Captains

GRYFFINDOR	SLYHERIN	HUFFLEPUFF	RAVENCLAW
			
			

Sports Saturdays: A New Feature at COJOWA

Dr. Hugh Schoolman
MS/HS Principal

It was a normal September Saturday, and COJOWA students were waking up on the first day of the weekend. However, unlike past years that might have featured a few students in middle or high school having an extra practice or a scheduled match, members of nearly all teams soon would be boarding buses or traveling with parents to a variety of locations throughout Cartagena. Sports Saturday at COJOWA has arrived!



Coach Ed has been building a quality sports program over the past five years, and each year more students in elementary, middle and high school have participated in sports and other Eagles Activities. Monday through Friday have long been considered Eagles afternoons. But this year, Coach Ed has added extra practice and games to nearly all teams' schedules via Saturday morning events.

Many teams, including elementary sports teams such as gymnastics, soccer and volleyball, now have Saturday practices and "sports festivals" -- where COJOWA invites other teams for informal trainings and competitive activities-- twice a month. Middle and high school teams all have Saturday commitments, giving them extra times to train and play against other teams in the area. This gives them a leg up in their efforts to prepare for Binationals.

On one sunny Saturday, the COJOWA campus was alive with activity. Soccer and basketball games were taking place outdoors, and high school volleyball was practicing in the Coliseum. In Manga, the middle and elementary volleyball teams were participating in a Montessori round-robin tournament, and other teams were engaged in workouts and games in Bocagrande. Virtually all middle and high school teams were in action on this day, and the school was abuzz with positive energy!

Coach Ed and his coaching team have turned COJOWA into a true threat to place in the top three in Binationals, and the school's showings in recent tournaments have been steadily on the rise.

Sports is no longer a five-day-a-week operation, and the Saturday sports festival concept has created excitement and added numerous game opportunities for our teams.

**It is very clear that on Saturday mornings,
COJOWA is now the place to be!**

2018-19 International College Fairs at COJOWA

College and Career Counseling Team



College Fairs are a very powerful tool for students in their process of defining what they want to do and where they want to go once they graduate from COJOWA. Having the opportunity to meet with admissions representatives from colleges in the U.S., Canada, Europe, and other parts of the world gives our students the chance to learn about colleges and programs they offer and get useful information on majors, costs, scholarships, etc. This is remarkable considering they get to do all of this while still being right here at school! This year we are very lucky to have three key fairs to support our High School students in their college process.

Emory University, Tufts University, University of Miami and Boston College Fair – four very selective and competitive American colleges - visited our campus near the beginning of this school year. Not only did they introduce their colleges and shared key information, they also developed an interactive activity with students to make them realize how college admissions make decisions to shape their incoming classes. In the exercise, students acted as admissions representatives and had to choose from a group of candidates, using key decision factors that these colleges keep in mind while selecting prospective students. The event was a very useful since our students walked out with a great deal of valuable admissions information.

COJOWA will also be hosting two major university fairs, the Study Union's International College Open House in October and the CIS (Council of International Schools) Fair in March 2019. Both fairs will bring an important number of colleges from the United States, United Kingdom, Canada, and Australia to COJOWA. These institutions will share key information about their degrees and programs, admission requirements, costs & aid, among others. We hope our students will come prepared for these events, having researched some of the schools and developed questions for specific institutions. Students will have an amazing opportunity to visit with representatives from international universities in areas that range from Technology to Arts, to Science and Health, or almost any area of their interests.

When You Teach a Man to Fish The AP Capstone Program



What do I want to know, learn or understand about the world?

How do my research findings impact me and my community?

What problems do I aim to solve?

Mrs. Cori O'Hagan
HS English

T

hese key questions are at the heart of the AP Capstone process. AP Capstone, a two-year course divided into AP Seminar and AP Research, is a cross-curricular course that aims to equip students with the critical thinking and research skills necessary for university study and beyond.

AP Seminar, the first course offered in the two-year series, is defined by the College Board as a cross-curricular foundational course that aims to equip students with the skills to analyze and qualify information effectively, while also evaluating evidence in order to construct their own evidence-based arguments. Students collaborate in teams while also communicating their own perspective.

Students work to question, understand, evaluate, synthesize and transform a variety of resources and media. This process allows students to practice analyzing multiple resources and reference points in order to demonstrate this skill set with a series of AP Seminar Assessments that model the formats and functions of higher-level university learning environments.

Furthermore, this process requires that students explore real-world issues and questions through a variety of lenses and from multiple perspectives and points of view. Students consider topics through a range of lenses: cultural and social, artistic and philosophical, ethical, political and historical, futuristic, environmental, economic, and scientific. And within these lenses, students are considering the perspectives of many different parties at hand, taking into account all the stakeholders involved in a particular issue, in order to get the roundest and most complete representation on a given topic.

Rather than focusing on a specific content matter, the AP Capstone program puts emphasis on the skill set. Upon acquiring the objective skills, students are ready to take on any content that comes their way.

And what happens when informed and proactive students begin to answer critical questions and explore solutions? That is where the real work begins, and the next generation of problem-solvers emerges, ready to cast their lines of reasoning out into the world.

We're All Human

Q & A with Gloria Vélez and Alberto Gomescasseres
12th Grade Students

L

ast year, a group of Juniors dreamed of a course where they could together explore literature, art and social issues. They developed a detailed proposal for such a course, met with administration, found a teacher/advisor, and the Humanities seminar was born!

What is Humanities Seminar?

The Humanities Seminar is an elective offered at school where students can express themselves through various mediums in relation to a variety of worldly topics.

How was Humanities Seminar born?

In school we noticed that there were certain areas that were given more importance than others, and that those other areas of study should also be given the same significance. The people who identified themselves in a more humanitarian and artistic space decided to create a class that challenged our ambitions and abilities. We use what inspires us on a daily basis and use this as motivation to create what we want in an independent research project.

What is your vision for the kind of community and research space that exists in Humanities Seminar?

What we envisioned as we created the elective was to make an interactive space where students could not only reach more people inside the school, but also outside of it. Collaboration with outside communities would allow for us to share our research projects. Furthermore, we want to take advantage of special events and research opportunities in our local

community in order to inform our projects to a greater degree. Another important vision for the group would be to create a gallery space in Cartagena to share our research and interact with our larger local community.

What are the goals of the group? And the individual?

As a group, we are all working together to create a learning space in which one can grow, and where all forms of self-expression are imaginable. We want to reach a point in which an individual with their own personal investigation, guided by their ambitions, can achieve to nurture the environment that surrounds them through their own personal projects. In addition to this, an open project theme is selected by the group as the base for the individual's creation, and students will engage and interact with the given theme each month.

Inside the classroom, individuals creates their own projects according to their own interests. This new space is also for the students to allow themselves to work in aspects they enjoy about the school. Students can therefore contribute to their own development and learning as co-founders of their educational experience. Finally, the Humanities Elective always seeks to create collaborations with other teachers who have their own projects within the community as well. It is all about interaction and dialogue inside and outside of our school context.



“
This new space is
also for students
to allow
themselves to
work in aspects
they enjoy about
the school

”

What has the Humanities Seminar group been up to so far?

Recently, as a base we have created various questions and/or wonderings about our environment. Each student has chosen a topic according to their area of expertise which is will be the way to present their project, whether it relates to oral speaking, illustration, photography, journalism, debate, musical composition, editing, etc. At this moment in time, each one of them is gathering information for their personal project to know what they can contribute to the idea they want to accomplish. The process is a bit different for each person due to the fact that some of them may have put themselves to work almost instantly with a small amount of information, while others keep obtaining the information that they need to fully build the idea in their mind. Through focused research questions based on the broader themes, each student then engages in their own process to find answers and transform and transmit them in their own unique way.



Entrevista
Pedro Miguel Covo Camacho
 COJOWA Clase de 2006

Pintor e ilustrador de la Universidad Javeriana (2006-2011), actualmente está terminando una Maestría en Pintura en SCAD, Savannah College of Art and Design en Georgia. Publicó su primera ilustración en la Revista Avianca en 2008, luego publicó en otras revistas y periódicos importantes del país como Semana, Dinero, Soho, Fucsia, Cromos, El Tiempo y El Espectador, entre otros. Trabajó con una empresa de ilustración franco-canadiense llamada Colagene, con la que publicó sus ilustraciones en Euro Disney, Der Spiegel, Washington Post, Detroit Business Magazine, Out Magazine y muchas otras revistas.



¿Qué es lo que más recuerdas de COJOWA?

Lo que más recuerdo de COJOWA es por supuesto las clases de arte con Luz Dary y mis compañeros de clase. Algo que me sorprendió mucho cuando visité el colegio fue el sentido de pertenencia, todo el mundo te trata como si te conocieran de toda la vida, es una sensación muy linda, algo que no he sentido en ninguna otra parte.



¿Hay alguna obra de la que estés más orgulloso?

No me siento particularmente orgulloso de ningún trabajo, siempre me entusiasmo por la última obra en la que estoy trabajando pero es un sentimiento que cambia muy rápidamente.

¿Que te inspira?

No creo en la inspiración, creo en el trabajo duro, la autodisciplina y la responsabilidad. Si te obligas a ir al estudio todos los días a pintar algo terminas haciendolo.



¿Cómo empezaste a hacer arte?

Empecé pintando gracias a la influencia de mi mamá como Directora de la Escuela de Bellas Artes, mi tío Javier Covo caricaturista, mi papá como guitarrista, mi hermano como Director de Cine, fue una convergencia de influencias que me llevaron a tomar la decisión de perseguir esta carrera.

¿Por qué haces arte?

Pinto porque es mi medio para comunicar una idea, la satisfacción de terminar una obra que me gusta es solo comparable con la frustración que siento durante el proceso de la misma en muchas ocasiones.

© Pedro Covo
www.pedrocovo.org

ALUMNI

La Asociación de Exalumnos invita a la Comunidad COJOWA a celebrar en familia una

NOVENA DE Navidad

MARTES | 18 DICIEMBRE DE 2018 | 5:00 PM

Club Cartagena - Parque Infantil

Fundación COJOWA

Silvana Tejada
Directora Fundación COJOWA

La Fundación COJOWA sigue trabajando día a día para que nuestros estudiantes aumenten su sentido de solidaridad y compromiso social. Es por esto que nuestro esfuerzo se está viendo encaminado a fortalecer vínculos en donde nuestros estudiantes y profesores colaboren reforzando académicamente nuestra comunidad vecina de Manzanillo del Mar. Los diferentes grupos de servicio comunitario del colegio han trabajado en las siguientes actividades las cuales tienen el propósito de ayudar a los estudiantes de Manzanillo del Mar a elevar su nivel académico.

Algunas de las actividades realizadas

- ▶ Preparación de los estudiantes de Manzanillo del Mar para las Pruebas Saber (ICFES)
- ▶ Inclusión de estudiantes de Manzanillo del Mar en el Modelo de Naciones Unidas (M.U.N.)
- ▶ Formación de profesores de primaria de la Institución Educativa Manzanillo del Mar en metodología de los procesos de lectoescritura
- ▶ Entrega de útiles escolares a cada uno de los salones de Primaria de Manzanillo del Mar
- ▶ Donación de sillas y escritorios para el colegio de Manzanillo del Mar y Talitha Qum
- ▶ Evaluación de las competencias lectoras de los estudiantes de Primaria que asisten al programa ExpresArte en la biblioteca de Manzanillo del Mar
- ▶ Desarrollo social, integración ambiental y generación de ingresos (Huerta)
- ▶ Promover e impulsar el desarrollo físico de los niños a través de la salud y educación (Charlas Educativas)
- ▶ Trabajo social con Fundación Talitha Qum



Durante este año escolar trabajaremos por el mejoramiento del entorno de la Institución Educativa Manzanillo del Mar y el Colegio Francisco De Paula Santander al dotar pintura para ambos colegios.

Asimismo, otro objetivo a alcanzar es involucrar a los padres de nuestro colegio creando espacios de voluntariado para que ellos puedan conocer la comunidad de Manzanillo del Mar.

Todas estas actividades extracurriculares permiten a nuestra comunidad educativa fortalecer habilidades y valores relacionados con la participación social, la comunicación, la felicidad al ayudar al prójimo, la creatividad y el fomento de buenos hábitos.

Estas actividades están orientadas a potenciar valores y habilidades claves para el desarrollo integral de los estudiantes y de la comunidad

nova

CREATIVIDAD ★ ESTRATEGIA

Ideas exitosas

novacreatividad.com



www.cojowa.edu.co