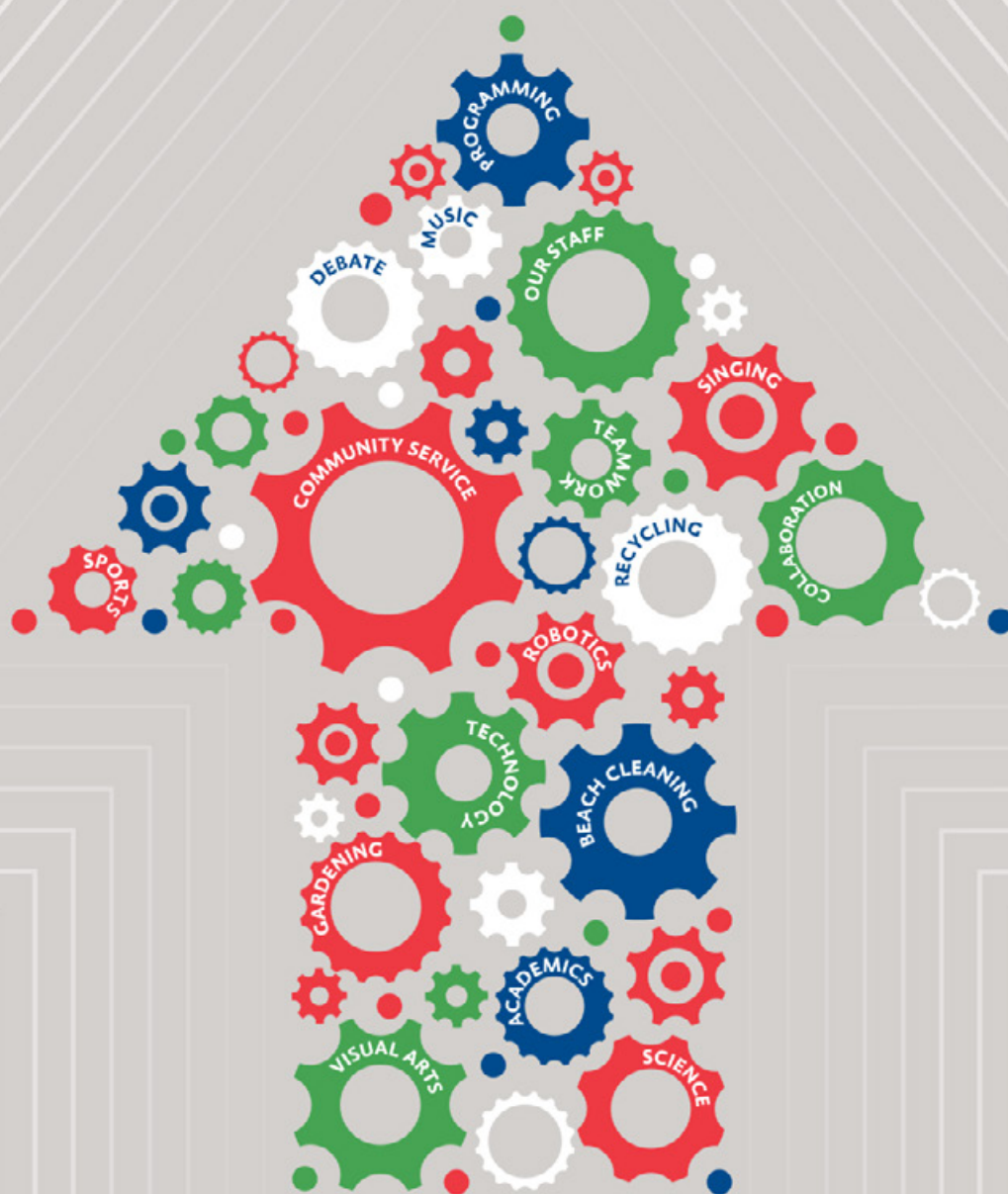




SAINT GEORGE
SCHOOL

AGORA

January 2019 / Volume 28 / Year 15



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**SAINT GEORGE
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EDITORIAL

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As we sat down to put together the different articles within this edition, it was evident to us that there is great talent amongst the students, teachers, alumni and staff of our school community. We realize how so many of the members of our community accomplish impressive tasks developing different roles in activities around school. It takes compassion, dedication

and courage to go after your dreams, to pursue with passion a personal cause; like the well being of least fortunate children. It takes passion and talent to entertain an audience. It takes determination to give all your physical strength and athletic skills to bring home a Cup. It takes preparation and tenacity to win a debate competition. The many high achievers amongst us dare to dream, to become members of clubs, to be conscious about their environment, to develop a company's strategy to build competition. Our students and teachers are able to make others smile, to be grateful, to provide and be part of a new experience.

This edition of Agora is dedicated to all of us: the ones who guide our students, the proud Dragons who run our courts, the students who strive for greatness, who care for others, those who even in their adult lives remember a commitment to excellence, once made at school. May this be a year of great accomplishments, health and joy!

- Carmen and Aileen

MESSAGE

FROM OUR

HEAD OF SCHOOL



Empowering Students

In the last edition of AGORA, June 2018, I wrote about how important it is for students to be independent thinkers and doers, and for us as parents and teachers to foster this in them. The new ACE protocol being implemented by The New England Association of Schools and Colleges (NEASC) for accreditation of schools is just about that: transforming schools in order for students to become self-directed learners.

SGS just had the NEASC Learning Principles visit a couple of weeks ago as part of our ten year accreditation review. Two NEASC representatives spent four days at our school interacting with our teachers, students and parents, visiting classes and meeting with administrative staff, with the objective of assessing if we were ready to continue the new ACE protocol process. We have not yet received the conclusive report, but were informed at the end of the visit that the recommendation from these two visitors would be that SGS is prepared to continue the process due to our strong commitment to education and our solid school community.

So, what is a self-directed learner? It involves being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning (University of Waterloo, Centre for Teaching Excellence, <https://uwaterloo.ca/.../self-directed-learning/self-directed-learning>). A self-directed learner must have initiative and skills to evaluate his/her

own learning process, to set goals, to understand his/her learning style to achieve the best results, to self-reflect on his/her performance, and most importantly, be responsible for his/her learning outcomes. Of course, the teacher plays a very important role in this process, as students must be provided with a collaborative class environment and the necessary skills and guidance to achieve this.

SGS already includes activities which promote self-directed learning: centers in Infant and Primary School, in-class group assignments in which students have to collaborate with each other, student initiated clubs, giving students choice on the format of assignments, and many more. However, we are aware that there is so much more that can be done, and are committed and excited to continue learning about this and implementing the strategies that will allow us to support our students, and teachers in this process.

Parental support is very relevant too, as responsibility and independence should also be promoted at home by giving children tasks such as making their beds, helping in the kitchen, picking-up after themselves, etc. We should also help them to be responsible for their time-management, rather than getting used to being reminded by teachers or parents to comply with their home and school responsibilities in a timely manner. This may seem daunting as it is common for many parents to micromanage their children's day to day, but let us not underestimate the skills and abilities of our students, our children. Let us instead give them our confidence and support in the process of becoming self-sufficient adults.

.....

Empoderando a los Estudiantes

En la última edición de AGORA, junio 2018, escribí acerca de lo importante que es para los estudiantes ser pensadores y hacedores independientes, y para nosotros como padres y maestros el promover esto en ellos. El nuevo protocolo ACE implementado por The New England Association of Schools and Colleges (NEASC) para la acreditación de colegios, es justamente sobre esto: transformar los colegios para que los estudiantes se conviertan en alumnos auto dirigidos.

SGS recibió hace unas semanas la visita de NEASC correspondiente a los Principios de Aprendizaje como parte de la revisión de acreditación de los 10 años. Dos representantes de NEASC pasaron cuatro días en el colegio interactuando con nuestros profesores, estudiantes y padres, visitando aulas y reuniéndose con personal administrativo, con el objetivo de evaluar si

estamos listos para continuar con el nuevo protocolo ACE. Aunque todavía no hemos recibido el reporte final, fuimos informados por los visitantes que su recomendación sería que el SGS está preparado para continuar el proceso dado el notorio compromiso que tenemos con la educación y nuestra sólida comunidad educativa.

Entonces, cómo es un alumno auto dirigido? Involucra estar presto a aprender, establecerse metas de aprendizaje, involucrarse en su proceso y evaluación del aprendizaje (University of Waterloo, Centre for Teaching Excellence, <https://uwaterloo.ca/.../self-directed-learning/self-directed-learning>).

Un alumno auto dirigido debe tener iniciativa y habilidades para evaluar su propio proceso de aprendizaje para trazarse metas, debe ser capaz de entender su estilo de aprendizaje para así alcanzar mejores resultados, auto reflexionar sobre su desempeño, y lo más importante, ser responsable de su aprendizaje. Claro está, el maestro juega un papel muy importante en este proceso, ya que debe proveer a los estudiantes con un ambiente de clase colaborativo y las habilidades y guía necesarias para lograr esto.

En SGS ya tenemos actividades que promueven el aprendizaje auto dirigido: los centros en Preescolar y Primaria principalmente, asignaciones en equipo en las aulas en las que los alumnos deben colaborar entre ellos, clubes iniciados por alumnos, la opción de presentar trabajos en diversos formatos, y muchos otros. No obstante, estamos conscientes de que hay mucho más por hacer, y estamos comprometidos y emocionados de continuar aprendiendo sobre esto e implementar las estrategias que nos permitirán apoyar a nuestros estudiantes y profesores en este proceso.

El apoyo de los padres es muy relevante también, ya que la responsabilidad y la independencia deben además ser fomentadas en casa dando a los niños/ jóvenes tareas tales como hacer su cama, ayudar en la cocina, mantener su habitación organizada, etc., siempre de acuerdo a su edad, claro. Así mismo, debemos ayudarles a ser responsables del manejo de su tiempo, en lugar de acostumbrarles a que nosotros o sus profesores les recordemos el cumplimiento de sus deberes escolares en el tiempo indicado. Esto puede parecer un gran desafío ya que es común para muchos padres micro manejar el día a día de sus hijos, pero no menospreciamos las habilidades y capacidades de nuestros alumnos, nuestros hijos. Al contrario, démosles nuestro apoyo y confianza en el proceso de convertirse en adultos auto suficientes.

Karina Pablo de Redman



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PROGRAMMING 101

OUR CHILD'S NEW LANGUAGE

by Pamela Alba,
Primary School IT Teacher



Ten years ago we didn't know how computers worked. We knew how to type and research online, but nowadays our new generations are more inquiring, more curious, and pursuing knowledge even more. Young learners find new ways for creating things, communicating, and solving problems. It is a new technological era for the world. So, they figured it out! - How to do so much more with computers and learn how they work so they could program them.

With coding, students learn how to give commands to the computer. These commands can be used to create shortcuts in their favorite games like Minecraft or even to create a new game. When students use coding they are becoming more creative and proactive, they become problem solvers. They are sharing their experience with others. They can use coding with any device and there are many applications and websites in which kids can practice programming. They can even program through unplugged games without the computer.

How can we integrate programming into our daily life? How can we, as parents or teachers, help this development? Although computer



programming was once seen as a skill reserved for geeks and computer nerds, it is now regarded as an essential ability for 21st century learners and is becoming a key component of many curriculums, even in primary schools. Learning coding empowers young learners to do many things they wouldn't otherwise be able to do. These things include hand-crafting their own websites, becoming a career coder, or even starting a technology business. Most importantly, they are able to understand the technology that shapes their own world.

This is a skill that kids have and can develop through the process of learning it. Coding can only be learned by practicing in front of a computer as the teacher guides the student through their self learning process. The teacher also helps the student to figure out different ways of solving a problem, and the magic is, that every student can have his or her own way of solving it. In coding, there is no right or wrong answer, the only goal is to complete the code by reaching the target.

Recently some of our Primary School students participated in the worldwide activity called The Hour of Code. In this activity they connected with students from different schools all over the world sharing their coding by solving problems.

As of January we will be offering an afterschool program called Let's Code. During this program, students will create their own games, art, and digital stories that they can share - all while developing problem-solving, collaboration, persistence, and computational thinking skills. If they like to move around, some classes are "unplugged" activities that teach computational thinking and digital citizenship skills without computers.

Computers and coding are not the future, they are our today. Learning about coding, and enjoying it, will prepare our students for the future and help them in any path that they choose.

1. Ian Estévez at code.org. **2.** Isabel Garrido using Code Go. **3.** Isabella Rijo using Ozobot.

LOS 20 AÑOS DE LA PROMOCIÓN PRODIGY '98

*por Departamento de Relaciones
con la Comunidad*

En un emotivo acto lleno de recuerdos y anécdotas, Prodigy '98 disfrutó su reunión de promoción celebrando los 20 años de su graduación. Con gran orgullo recibimos la invitación de compartir con ellos esta celebración en la que destacaron ser la promoción pionera en cursar el prestigioso programa de Bachillerato Internacional (IB).



Estos 24 jóvenes que hoy son destacados profesionales en diversas áreas agradecieron el apoyo del colegio para el logro de sus objetivos. Asimismo, lograron reunir a algunos profesores de su secundaria que también les acompañaron a celebrar, recordando sus años en el colegio.

Las palabras de bienvenida estuvieron a cargo de Miguel Pimentel, mientras el presidente de la promoción Giancarlos Beras Goico, reconocido productor televisivo, pronunció las palabras centrales en las que resaltó el orgullo de pertenecer a la familia Saint George School, que como institución les dio lo mejor, una formación académica impresionante y que al día de hoy agradecen y valoran. Afirmó que todos son exitosos en sus carreras y han cumplido sus sueños. Asimismo, reconoció la labor del profesorado del SGS.

Felipe González, también egresado de esta promoción, reconoció que el sello Saint George que transmitió el colegio a la comunidad educativa es de personas de bien, personas de familia y profesionales exitosos en sus diferentes áreas.

El Departamento de Relaciones con la Comunidad estuvo presente en este evento. Recibimos por parte

de la promoción una emotiva placa con fotografías del grupo tanto en el año de su graduación como en el presente, placa que hoy se exhibe en nuestro colegio.

En nombre de la directiva del Colegio Saint George comunicamos cuanto nos llena de orgullo, admiración y alegría el ver que 20 años más tarde la experiencia Saint George da sus frutos.

Gracias de corazón porque en la experiencia de este grupo podemos ver las experiencias de otros egresados. Estos ex- alumnos y los cientos de egresados que han pasado por nuestras aulas hacen que cada día que dedicamos a esta labor que tanto amamos valga la pena. Agradecemos a Prodigy por compartir y celebrar con sus compañeros esa unión y reconocer a todos los que tuvieron que ver con su vida escolar. Gracias por recordar esos valores y la importancia de mantener lazos.

Gracias por reconocernos, por reconocer a sus profesores y compañeros y celebrar junto a nosotros todos sus logros.



Palabras de Karen Gómez Prodigy'98

Mi nombre es Karen Gómez y soy ex alumna del colegio. Esta es una reflexión que cada uno de los integrantes de la Promoción Prodigy '98 escribió para la celebración de nuestros 20 años de graduación.

Al escribirla me sentí tan agradecida, tan orgullosa de ser parte del Saint George y quisiera agradecerles por hacer el trabajo que día a día realizan. Quizás pueda servirle a ustedes como una motivación de que vale la pena seguir educando niños y niñas, de que hacen un trabajo extraordinario, de que nunca se den por vencidos.

¡En mi corazón y estoy segura que en el de muchos más Saint George siempre ocupará un lugar especial! Que difícil ha sido plasmar con palabras lo que significó el Saint George para mí. Hace 20 años ya, cuantas emociones encontradas! Tantos recuerdos llegan a mi al

cerrar los ojos y pensar en ese lugar tan especial que más que una prestigiosa institución educativa, fue un hogar que nos inculcó valores que llevaré conmigo para toda la vida.

Un lugar donde la honestidad, el respeto, la dignidad eran lo primero, donde caerse estaba permitido pero levantarse era obligatorio, donde solo se miraba hacia adelante al menos que debieras darle una mano a quien venía detrás, donde una vez te proponías algo había que conseguirlo y llegar a la meta. Saint George nos brindó una educación integral, significativa, completa donde la preparación recibida y el conocimiento adquirido han sido el sello que nos distingue siempre ante los demás. Nos hizo críticos, analíticos, nos convirtió en líderes, capaces de tomar decisiones, nos regaló el amor por la lectura, nos hizo competentes y emprendedores. Nos dio las herramientas necesarias para enfrentar la vida y ser exitosos.

Saint George también nos regaló profesores que más que maestros fueron amigos, donde su aula no se limitó a cuatro paredes y en su planificación diaria había un espacio para la diversión, para ser cómplices de nuestras travesuras, para reír con nosotros, profesores que entendían que una mala calificación no era lo que solucionarían un problema sino más bien una buena charla. Profesores que creían en nosotros más que nosotros mismos y nos motivaban a seguir adelante... profesores que dejaron huellas en nuestras vidas y que hoy son protagonistas al hablar de nuestros años en el colegio.

Pero lo más valioso que me llevé del Saint George fueron mis amigos, amigos verdaderos, amigos para toda la vida. Amigos que a pesar de la distancia y el tiempo siempre están presentes, amigos que con solo planificar el reunirnos una que otra vez ya somos felices, que al recordar los momentos vividos disfrutamos cada detalle como si sucediera otra vez en ese instante, amigos que han sabido estar presentes en momentos difíciles sin ser llamados y me han brindado el apoyo que necesitaba, amigos que de tan solo pensar en ellos nuestra cara se ilumina y es obligatorio una sonrisa... amigos que atesoraré por siempre... amigos que nunca olvidaré.

¡¡Solo me resta decir gracias Saint George por tanto!! Estaré siempre en deuda...

Gracias a mis compañeros de Prodigy '98 fueron sin lugar a dudas años maravillosos.

- 1.** Prodigy '98. **2.** Carolina Ruíz, Karen Gómez, Carolina García, Dianny Peña. **3.** Erick Perezmella, Aileen Mella, Carmen Minaya. **4.** Giancarlos Beras Goico, Enmanuel Azar, Luis José Rodríguez, Miguel Pimentel.

COMMUNITY SERVICE WEEK

by Donald Gotz
Special Projects Coordinator

W e at Saint George School know that there is more to education than classrooms and books. One of the most important aspects of SGS is our vision of making a contribution to society in many ways.

Through academics, we debate, practice math and science, and study history to tell us what changes have been made and how we can be prepared for the future. However, outside the classroom so many wonderful experiences happen that we want to show off what we have done.

The pride we take in helping others, learning about different lives and cultures, and being a friend who lends a hand whenever and wherever it is needed is where our students learn as well.

Whether it is cleaning a beach, studying waterways to see how we can clean them, planting trees to reforest after a big storm, reading to children who have no one to read to them, or just a handshake and a hug can make a big difference in the lives of those we can touch. These are just some of the activities we do, not only in a week, but throughout the school year.

This past October, 5th Prep invited the students from the “Asociación Dominicana de Síndrome de Down” to come and play. We shared snacks, played sports

games and made some awesome arts and crafts. At the end of the visit, we received a concert from Imanol and Annabelle singing songs and later we danced and danced. It was a wonderful time for the visitors and our students learned to show compassion and treat others with kindness and respect.

Then 6th Prep invited students from the “Instituto de Ayuda al Sordomudo Santa Rosa” for a morning of fun

and games. We received a talk on how to sign our names in Sign Language, then played games, had fun and finished up with a dance class where everybody laughed so hard. The 6th Prep classes enjoyed their time, made

new friends and developed a new understanding that people are not really so different.

1st Form (7th grade) went to the “Asilo de Ancianos San Francisco de Asís” to visit our senior citizens. They talked about their lives, played dominoes and interviewed the residents to find out what they did in their youth, what kind of music they danced to and which baseball team did they support: Licey or Aguilas! 2nd Form (8th grade) went to the “Parque Ecológico de Nigua” to learn about our coastal environment, clean up the beach and plant trees. The chance to get outdoors, see mangrove trees up close, realize how much trash washes up on the beach every day and



1



2

how easy it is to plant trees made for a wonderful day. 3rd Form (9th grade) went to the “Instituto de Ayuda al Sordo” for a fun Olympiad morning full of running and jumping and playing games with the students from that school. The interaction with students from other schools makes for a better understanding and a sharing of compassion which is the emphasis of the activity.

And finally, the 4th Form (10th grade) went to “Hogar Escuela Santo Domingo Savio” for a morning filled with teaching the core values we have learned at Saint George: respect, responsibility, compassion, understanding, and forgiveness. Each student gave a presentation or shared an activity with children from Kinder to 6th grade. We played games, shared snacks, got hugged all morning long and spent a happy day playing with children who really needed our attention. The Upper School CAS program led by Professor



3



4



5

Diomare Ramírez has many activities such as: helping less fortunate schools build a garden, repairing houses, planting trees, learning First Aid and raising donations for schools and Seniors homes. Our students learn to meet our vision of being global citizens with compassion and caring for those less fortunate.

A great big thank you to all the organizations that open their doors to SGS and especially to all the wonderful teachers and administrators at SGS who support these students in our quest to reach our vision of “continuous learners committed to making significant contributions to society by exemplifying core human values”.

1. Dance class with students from “Instituto Ayuda al Sordo Mudo Santa Rosa”.
2. Annabelle and Imanol singing for the students of ADOSID.
3. Learning Sign Language.
4. Enjoying arts and crafts.
5. Fun at the court.

NEWS FROM THE

LIBRARY

by Elizabeth Magee,
Head Librarian

International Dot Day

On Friday, September 21st, Saint George celebrated International Dot Day. Dot Day is celebrated in thousands of schools around the world. The goal of Dot Day is to encourage students to express their creativity. The inspiration behind the event is the children's book "The Dot" by Peter H. Reynolds, in which a student is inspired by her art teacher to "make [her] mark and see where it takes [her]." Students read the book and participated in Dot Day activities during English Language Arts, Technology, Art and in the Library. Both students and teachers came to school wearing dots on their shirts, their socks, and even their faces! Students are already excited for next year's Dot Day.



Dot Day art work from 1st and 2nd Prep students, on display in the SGS library.

E-book Library

You can now check out books from the Saint George Library 24/7, wherever you are. The Saint George Library has an e-book library including hundreds of books for Middle School and Upper School students to check out and read on a computer, tablet, or smartphone. The e-book library includes classics, cookbooks, comics, and novels in English and Spanish. More e-books are added to the collection every week. E-books have many advantages. They can be delivered to you almost instantaneously, no matter where you are. No trees are required to make them. E-books are portable; you can carry hundreds with you without being weighed down. While we in the SGS Library love print books, and believe they are essential to developing students love of reading, the addition of the E-book Library greatly enhances our students access to books. In order to borrow an e-book, Middle School and Upper School students can visit tinyurl.com/sorasgs and use their Office 365 email address to login. Discover your next great read in the e-book library today!



6th Form student, Daniela Figueroa Rozotto reads a book from the E-Book Library on her phone.

Build a Home Library

One of the most impactful things you can do to support your child's reading comprehension and love of reading, is to fill your home with books. Books in the home are strongly linked to academic achievement. According to a recent study, "A home with books as an integral part of the way of life encourages children to read for pleasure and encourages discussion among family members about what they have read, thereby providing children with information, vocabulary, imaginative richness, wide horizons, and skills for discovery and play" (Evans, M. D. (2014). Scholarly Culture and Academic Performance in 42 Nations. Social Forces, 92). The Saint George Library encourages you to commit to buying 10 new books your home library this year. One easy way to do this is through the SGS Book Shop from Scholastic Books. Five times a year (September, November, January, March and May), you can order books online through the SGS Book Shop. Visit bitly.com/sgsbookshop to place your order. Shipping to school is free. Books will arrive at SGS and are delivered to students directly. For every \$1 you spend with the Book Club, our school will earn 20¢ in Scholastic Rewards to buy new library books. Stop by the library for more information and to pick up a leaflet.



6th Prep student Kihyun (Terry) Kim receives his books from the SGS Book Shop.

UNA VOZ QUE INSPIRA Y DEJA UN LEGADO

por Carmen Minaya'91,
**Directora de Admisiones, Relaciones
con la Comunidad y Actividades**



Como es saber de muchos gozamos del privilegio de tener entre nuestros estudiantes a la talentosa artista Annabelle Aquino. Desde muy pequeña nos hizo enamorar de su voz y talento y durante muchos años la hemos visto crecer como artista disfrutando cada una de sus presentaciones. Este talento va acompañado de una ejemplar vocación de servicio y un corazón siempre listo para dar de una manera humilde y desinteresada.

El pasado 28 de noviembre fue la puesta en escena de "My Broadway Favorites". El primer espectáculo en el que Annabelle no representa un personaje y nos muestra su cara, su voz, su historia y trayectoria. Con majestuosas interpretaciones de musicales famosos de Broadway, adornados con monólogos de su experiencia personal con cada una de las piezas logró envolver a un público que quedó maravillado ante tanto talento, pidiendo en ovación de pie seguir disfrutando de tan melodiosa voz.

Lo más hermoso es que este gran esfuerzo llevaba un noble fin... donar los beneficios al Albergue Esperanza. Un hogar en el que desde muy pequeña Annabelle junto a su familia ha frecuentado, haciendo de este su causa. Al inicio de la presentación la Hermana María

Fernanda, quien dirige este centro compartió detalles de la niñez de Annabelle y como tanto ella, como su hermano y sus padres han estado muy ligados al apoyo de este centro que ha logrado dar esperanza a niños del Barrio La Bombita en Azua. Las Operarias Misioneras del Sagrado Corazón de Jesús desde 1996 ofrecen Educación Inicial y formación en valores a estos niños.

No nos basta compartir que los fondos recaudados ofrecieron mobiliario nuevo a estos niños de limitados recursos. Fue mucho más que eso. Todos nosotros, miembros de la comunidad escolar y todos los colaboradores que se dieron cita en el Studio Theater de Acrópolis esa noche pudimos experimentar la magia de lograr un sueño.

Logramos con gran esperanza entender que hay bondad, humildad y dedicación en nuestra juventud. Nos sentimos orgullosos del gran ejemplo y legado que deja Annabelle.

Annabelle agradeció a sus patrocinadores y todos aquellos que apoyaron este proyecto. Nos unimos a este agradecimiento y esperamos seguir viendo esta gran artista crecer.

OUR GREAT DEBATERS

by Carmen Minaya '91,
Debate Team Coordinator



During the first semester the members of our Debate Team were able to place our school at a very high rank. The year started with two very important Debate tournaments and we are proud to share that in both cases, Saint George School won the "Best Debate Team of the Competition" trophy. We look back at the initial days of this journey four years ago. Tournaments in which we saw others take the first places. We had the opportunity to watch, learn, prepare and grow. We learned together how to prepare a case, gather information, construct speeches and deliver closing statements.

The students who started our Debate Team, are today amongst the best debaters in the country. We are immensely proud of their accomplishments. A special recognition to coaches Jorge Risk, Rose Kulczycki and Peter McGrath. Their commitment to the team has made great impact on the preparation of our debaters. We present the first place winners of the New Horizons 2018 Debate Tournament and The Lux Mundi 2018 Debate Tournaments, along with the proud members of our amazing team!



1. Peter McGrath, Carmen Minaya, Maurizio De Prisco, Karina Pablo de Redman, Javier Portet.
2. Members of our Debate Team.
3. Annabelle Aquino, Karina Pablo de Redman.
4. José David Martínez, Jean Alberto Oleaga.



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WAVE YOUR FLAG

by Paola Barceló'91,
Infant School Principal



Every year, at Saint George School the multiple nationalities represented in our learning community come together for a colorful and festive Multicultural Assembly. This year, besides the assembly, we had a multicultural day to celebrate and highlight all the countries that make up our international nature.

Infant School was invited to participate this year, and to contribute to our international ensemble school – wide. We were all very excited and embarked on a wonderful interdisciplinary project we decided to title “Wave your Flag”.

In the early stages, learning has to come from within the children’s interests and has to be as “real as possible”. We began by brainstorming their previous knowledge regarding their countries of origin and corresponding cultures. We invited those parents who could to come in as experts, and share facts and details of their corresponding countries, as well as spend time with their children and peers in the classrooms. But still, we couldn’t figure out which road they would direct us to in this project. After multiple brainstorming sessions, we noticed that flags were a symbol they could easily identify with, and it actually was something they “could” read. Even if they were too young to name the country, a sense of property and belonging was obvious. So, right there and then, the children planned exactly the future steps for the project.... we would create our own version of the multiple flags that represent the children in Infant School.



To enhance the project and looking for more ways to keep integrating skills and disciplines, Teacher Mariú suggested to provoke their creations with pictures of related artists of each country and see where it would lead. Immediately, the students started to replicate the different techniques and details each artist is famous for in their collaborative creations. It was

amazing seeing how well such young students could translate these techniques to their flags; and most of all, how much they enjoyed it. Teacher Mariú, our Atelierista, helped them research each artist, while in each classroom other aspects of each country were explored and investigated. Inspired by the song "Wavin' Flag" (Football World Cup – South Africa 2010), we decided to expand our project even more, and include technology. We created a video using "green screens", in which their flag creations made up the background. It was an amazing experience, especially for the youngest.



Definitely, collaborative work and projects bring out the best in every individual; and most of all provides significant learning, a true journey where the process is valued.

Infant School proudly presented....."Wave your Flag" in a beautiful exhibition that displayed their creations, and in a fun and entertaining video that enchanted everyone during our Multicultural Day!!! We are certain that every time they see their waving flag, they will remember the effort they put in, and make associations with all they learned.



1. Fernando-Schoenhals. 2. José Armando Saviñón.
- 3 and 4. Work in progress.
5. Renata Rodríguez.

INFANT SCHOOL'S

AUTUMN

COSTUME PARADE

by Paola Barceló'91,
Infant School Principal

Every year, Infant School sets up the annual Autumn Costume Parade; Primary School joins us on this majestic display of costumes.

On November 2nd, all of our students came in dressed up as their favorite characters, or wore a costume of their choosing. They showed off the costumes as they paraded all around school. Afterwards, they had the chance to enjoy a wonderful party in their classrooms. Any opportunity that provides a child the chance to share, collaborate, and have fun is without a doubt, a learning experience and a cherished memory.

This parade has been a tradition at SGS for many years now, and each year it is certainly something everyone looks forward to.



1. Leonor, Teacher Alanna, Jan Kris, Teacher Giselle and Sarah. 2. Pre-Prep Peter Pan.
3. Pre-Prep Mother Goose.



4. Isabella and Rodrigo. 5. Teacher Mayra and Teacher Karla. 6. Gonzalo and Irene.
7. 3rd graders in disguise! 8. Mrs. Magee and her beautiful little parrot!
9. Teacher Janet, Irene and Sarah. 10. Teacher Patricia and Evan.

¿QUÉ ES REALMENTE LA ASAMBLEA INTERNACIONAL?

por Katherine Nuñez'91,
Profesora de Formación Integral
Humana y Religiosa



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Al tratar de responderme esta pregunta me puse a pensar en lo que significa este tan esperado evento en nuestra comunidad educativa. Por su apariencia, muchos dirán que esta asamblea es un desfile de banderas del mundo, y en parte sí es cierto que visualmente esta asamblea aporta un colorido desfile en el que más de cuarenta nacionalidades presentan sus banderas y muchos de ellos sus emblemáticos trajes típicos o en su defecto alguna camiseta alegórica a su país o equipo de fútbol. Pero al pensar en ese concepto me di cuenta que a través de esta también mostramos parte de los valores por los que tanto abogamos en Saint George School.

1. 45 nacionalidades representadas en nuestra comunidad educativa. 2. Delegación de Taiwán.



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En la Asamblea se transmite un sentimiento de unidad al ver a todos los estudiantes de un país determinado, sin importar su grado, caminar con orgullo junto a sus compatriotas y llevar en alto su bandera. También se fomenta la tolerancia y el respeto al ver a todos admirar con satisfacción a los que desfilan.

Algo más que pude observar fue el compromiso de los estudiantes y su responsabilidad al esforzarse por llegar temprano y pasarse la semana completa coordinando la vestimenta que portarán y la música que les gustaría tener a la hora de representar a su país.

Otro valor que se destaca es el coraje. Muchas delegaciones de países tienen un solo representante y



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a pesar de esto, desfilan orgullosamente mostrando lo honrado que se siente al representar su nación.

Unido a este despliegue tan colorido, este año tuvimos la participación de diferentes restaurantes y padres del colegio que nos deleitaron con sus flamantes y exóticos sabores que nos hicieron transportarnos por unos segundos a sus países de origen. Esto hizo que el día fuera realmente especial y que pudiéramos sentir esa sensación de ser ciudadanos del mundo.

Sin lugar a dudas este es un día lleno de alegría y sentimientos de felicidad en el que todos nos volvemos uno solo y traemos el mundo a nuestra pequeña burbuja que es la Familia Saint George.

"La tierra es un solo país, y la humanidad sus ciudadanos"
- Bahá'u'lláh

3. Corea del Sur. 4. Pakistán.
5. Delegación venezolana.
6. Delegación de Argentina.



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7. Sarah Irina Soto Casado.
8. India. 9. James Tanner y Peter McGrath.
10. Joaquín Briceño y Daniel Garrido. 11. Familia Cabre.
12. Parte de la delegación brasileña. 13. Carmen El-Khoury junto a su estación árabe en el Festival Gastronómico.



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LEGACY
WALKWAY

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STAYS WITH US FOREVER...*



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FROM THE COLLEGE CORNER



CIS Latin America Institute on International Admissions and Guidance

Saint George School participated in the CIS Latin America Institute on International Admissions and Guidance in Bogota Colombia on September 12-22, 2018. With 15+ years of experience, CIS offers one of the longest-standing Latin American institutes for the international admissions and guidance community. This two-day programme is packed with opportunities for in-depth professional development and networking. At the institute, we were able to:

- Exchange ideas about supporting international student mobility
- Learn about regional developments, trends, and other issues affecting Latin American and Caribbean students who aspire to study internationally
- Establish key connections in the region to meet institutional goals

During the School Fair, Valinda Valdez, Director of International Projects and College Counselling proudly presented the school to over 50 university representatives and 60 other High Schools.



University visits and fairs at SGS

The following universities and College Fairs were on campus this year to provide information and interviews for our students!

- University of Portsmouth
- Student Recruitment Tour (SRT)
- Bentley University
- Hult International School of Business
- SCAD
- New York University
- American University
- Boston University
- Roger Williams University
- Autopista Americas Tour
- Auffant College Tour
- Manhattanville College
- Northeastern University
- European University Consortium
- Middlesex University London
- Bocconi
- Modul University
- University of Miami
- Purdue University
- Swiss Education Group



SGS visits Swiss Education Hospitality Universities

Our College Counselor, Valinda Valdez, recently participated in the Swiss Education Group International High Schools Counsellors Summit that was held from the 21st to the 25th of October 2018, in Montreux, Switzerland. With five schools based across seven campuses throughout Switzerland, each school benefits from their unique strengths and features, providing the perfect fit to best suit our students interests. Each year the Swiss Education Group welcomes more than 6,500 young adults from across the globe in its network of five hospitality management schools.

During the visit, we discovered the uniqueness of each university, visited the International Recruitment Forum, attended workshops and presentations as well as enjoyed the great facilities of each school. However, the most exciting part of the trip was to be able to see our recent graduate Deborah Kreisi, fully engaged in her university studies at Cesar Ritz Colleges. She is already adapted to the college life and learning all about the world of hospitality as an exciting international career path for our students! We fully appreciate the passion, excellence and dedication of the Swiss Education Group students.



SGS and University of Portsmouth sign Collaboration Agreement

Saint George School is proud to announce that it has signed a collaboration agreement with the University of Portsmouth in Portsmouth, United Kingdom. On October 26, 2018 Valinda Valdez, in representation of SGS, and Vice Chancellor of the University of Portsmouth, Mr. Chris Chang, signed the agreement in Portsmouth, UK. This agreement's main purpose is to identify areas of cooperation (internships, job placement, research projects, professional development) and enable Saint George School students to apply to Portsmouth on a case by case basis (IB or MINERD Diploma), as well as receive discounts in their tuition fees.

In addition, Mrs. Valdez and Jonathan Williams (Global Recruitment for University of Portsmouth) also visited with recent graduates (2018) of Saint George School, Maiah Welle and Laura Gómez who are currently the first undergraduate students from the Dominican Republic at the university. They visited classes and met with members of the Placement and Internship Centre where University of Portsmouth students could be placed at SGS for a 1-year internship.

We look forward to many more years of partnership with this prestigious institution of higher education.

Good luck to all with your university applications!
- Ms. V

1. Valinda Valdez at the CIS Latin America Institute on International Admissions & Guidance.
2. SRT Tour at SGS.
3. Deborah Kriesi and Valinda Valdez.
4. Daniel Aquino, Jonathan Williams, Anton Tejada, Karina Pablo de Redman and Valinda Valdez.

EXEMPTIA

2019

by Paola De Los Santos,
Class President

Exemptia, in latin, comes from the word Exemption which represents the state of being free from a liability or limitation imposed upon something. For us, it represents our jump from being teenagers to finally becoming adults. We firmly believe that every student's senior year is a major turning point in his or her life, where in the short span of a single year, they decide their future. Students at this age must ask themselves whether they are ready to take on new challenges and head on by stepping out of their comfort zone. Exemptia also signifies something special, something out of the ordinary.

This perfectly defines our exceptional character; every single member of this class is unique in thought and passion. Some of us are skilled in arts or music, some are great athletes or debaters, skilled MUN diplomats and clever mathematicians. We have our own identity, we are not a rule; but an exception. Diversity is what makes us special.

To start we had our 80's themed launch, it was very cool and diverse, it included acting, dancing, song challenges, lots of colors and 80's songs. We organized many wonderful activities such as bake sales, candy-bag sale and "La Equinita". There are much more fun upcoming activities planned for everyone! However,

activities aren't all built on hope and dreams alone. It takes a lot of work in order to have them up and running the way we want them to. That's why we chose leaders from inside our class to form a class-council, where countless hours of work have been invested in order to ensure the top quality activities we

are all promising. Here are the people elected and the role they fulfill:

Beatriz Isaac serves as the class Secretary and Eduardo Santos serves as the class Treasurer. Jean Alberto Oleaga, Federico Rodríguez and José Isaac serve as Vocals. José David Martínez

serves as class Vice-President. I, Paola De los Santos, have the honor of serving as the class President.

Exemptia promises the school that we will make a change. When Exemptia promises a change, you will surely notice a change. We're here to leave a lasting impression on both the school and the future graduating classes. We assure everyone that you will remember EXEMPTIA 2019 forever.



1. Exemptia 2019.

SGS EN LA CONFERENCIA INTERNACIONAL DE LAS AMÉRICAS



por Liyuan Ho,
estudiante de 11mo grado

La Conferencia Internacional de las Américas (CILA) es una actividad estudiantil en la cual jóvenes dominicanos y extranjeros resuelven asuntos globales siguiendo los procedimientos de distintas comisiones de las Naciones Unidas. Este evento, organizado por la Asociación de las Naciones Unidas en la República Dominicana, cuenta con la participación de más de 500 estudiantes. Estos actúan como delegados representantes de un país ante la ONU, y deben cumplir con el objetivo de debatir e idear soluciones ante problemas de carácter mundial. La décimo-cuarta edición de CILA inició el 21 y finalizó el día 25 de octubre, en el Hard Rock Hotel y Casino de Punta Cana.

El colegio Saint George participó en esta Conferencia con ocho delegados, quienes participaron en cuatro comisiones diferentes. Ericka Wu y Eduardo Santos representaron a la República de Costa de Marfil en el Security Council. Julio Michelén y Adrián Ayala también representaron a Costa de Marfil en el Consejo de Seguridad; Sana Horikawa y Gisselle Cavagliano fueron las representantes de la República de Honduras en la comisión de IADB, y Liyuan Ho y Aysha Chaudhry simulaban el medio de prensa India News Network en la comisión de Cuerpo de Prensa. La labor conjunta de este gran equipo fue reconocida, y recibió el premio de Institución Distinguida de Pequeña Representación. Por otro lado, los delegados Ericka Wu y Eduardo Santos fueron premiados en el Security Council como 'Mejor Delegación' y 'Mejor Capacidad de Negociaciones'.

Para la mayoría de nosotros CILA 2018 fue una primera experiencia que nos permitió demostrar todo nuestro



potencial como delegados, y mostrarnos ante un público en los debates. Esta experiencia ha sido única e inolvidable. Uno de los momentos más agotadores, pero que también nos llenó de aprendizaje, fue tener que dormir a las tres de la madrugada, estudiando nuestro tema de discusión, a otros les tocó extenderse en sesiones de emergencia. Todos experimentamos momentos estresantes, pero aun así mostrábamos una sonrisa y disfrutábamos cada instante de este evento. CILA fue un espacio que nos permitió conocer personas que hoy son nuestros amigos, allí creamos memorias que durarán para toda la vida. Invitamos a todos los estudiantes a que sean parte del Modelo de las Naciones Unidas. Los modelos les permitirán expresar sus ideas, que podrán llegar a cambiar el futuro del mundo.

"Agradezco que me hayan dado la oportunidad de participar con el Club del MUN en esta Conferencia de las Américas 2018. Fue una de mis primeras experiencias siendo delegada, y me quedé sin palabras, fue algo inolvidable. Tuve el apoyo de un gran equipo y eso nunca lo olvidaré, los lazos que creas con estas personas son para siempre. CILA es una experiencia que recomiendo a todos los estudiantes que son nuevos en esto de los Modelos de las Naciones Unidas, y también a los que no se animan todavía a participar, y son parte del Club de MUN; es un espacio donde aprenderán a desarrollar sus capacidades."

- Aysha Chaudhry

"Nunca supe cómo aprovechar el Club del MUN hasta que participé en esta conferencia. Me permitió aprender diferentes técnicas para trabajar en equipo, negociar, solucionar problemas y más importante construir amistades y recuerdos inolvidables."

- Liyuan Ho

1. Delegación SGS en CILA 2018.

SGS

LITTLE CUP

by Paola Barceló'91,
Infant School Principal



We are very proud to say that this year, we were able to celebrate our second SGS Little Cup.

Once again, our friends from other preschools enthusiastically accepted the invitation to our school for a morning of fun and games. Children from four different schools, including ours, participated in amicable games the entire morning. No score was kept, so the prize was solely the satisfaction of a great performance, and the countless long lasting memories.

At Infant School, the excitement built up during the weeks prior, eager to host many friends and have the chance to participate in a “sports cup”, like the “big kids” continuously do. Kindergartens seldom have the chance to participate in this type of activities, and for us it was an honor to provide this experience for our friends from other schools.



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Our students drew and colored our guests' school logo, and planned out how they will behave as hosts. These preparations constituted a perfect moment to reinforce values like: friendship, tolerance, cooperation, and countless more.

It was amazing!

Special thanks to Growing Kids, Discovery Center, and Colorpillars for making this day memorable for all.



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1. SGS's young athletes.
2. Our friends from Discovery Center.
3. Growing Kids parents cheering for their team.
4. Colorpillars students and staff with George.
5. Paola Barceló and Carmen Minaya.
6. Athletes in action.
7. Athletes giving it all...

GROWING TEACHERS GRANT

by *Elvira Marcalles*, 1st Prep
Homeroom Teacher

I was honored to have been selected as the recipient of the Growing Teachers Grant from Columbia University Teachers College. I remember the first phone call where I found out that I had won the Growing Teachers Grant, and then re-reading the award letter several times as I couldn't believe that I had been selected over thousands of teachers from around the world. It was a lovely surprise and I was very grateful.

It all started earlier this year when Mrs. Wendy López, our Primary School Principal and Mrs. Heidi Peguero, our Curriculum Coordinator, encouraged all teachers to apply to go to the Columbia University Teacher's College Summer Institutes in New York. They said that the school would help in sending a few teachers to one of the two institutes. I was excited with the thought of going for a week and to continue learning about the Readers Workshop Program that was going to be implemented during our 2018-2019 school year. They also encouraged us to apply for the grant. In my mind, it sounded almost impossible to win a grant that thousands would apply for, but I went for it anyway. I wrote my essay to apply for the grant and sent it. They informed us that the winner would not be announced until the end of May.

I had applied to both the Reading and Writing Institutes, but I knew that I was only going to be able to attend one. Once I got the response that I was accepted to both, I turned one down. To my disappointment June came, and still there was no word on the grant. I was a little sad, but at the same time filled with excitement because I knew Saint George was going to send me to the Reading Institute. I was receiving many emails with information about the upcoming institute, and then I received one email in particular. The email read "Please contact the Teacher's College, we need to touch base with you." I was scared, I thought to myself, "OH NO! Is there a problem...? Was I taken out...?" I quickly called and I spoke to a lady named Christina Julien, she was so excited to hear from me. She said "Hi Elvira, congratulations on being chosen for the Growing Teachers Grant!" I said, "Who, me? Are you sure?" I was ecstatic, I couldn't believe it. It felt like something out of this world. Now I would be able to attend both the Reading and the Writing Institutes!

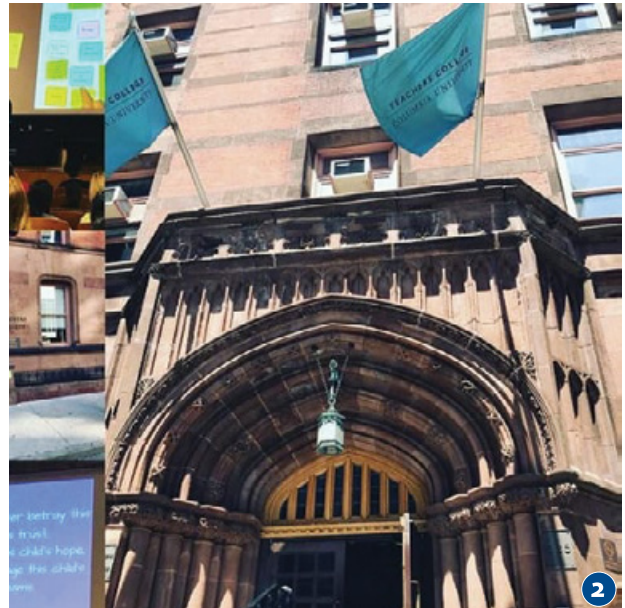
I won the grant based on an essay I was required to write stating how I intended to share my knowledge with teachers back at my school. I wrote how in Primary School



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we are a community of learners. When we first implemented the Writers Workshop in Primary School we were learning from each other, and we grew closer as colleagues and professionals. Our goal in Primary School has always been to best meet the needs of the students we receive in our classroom.

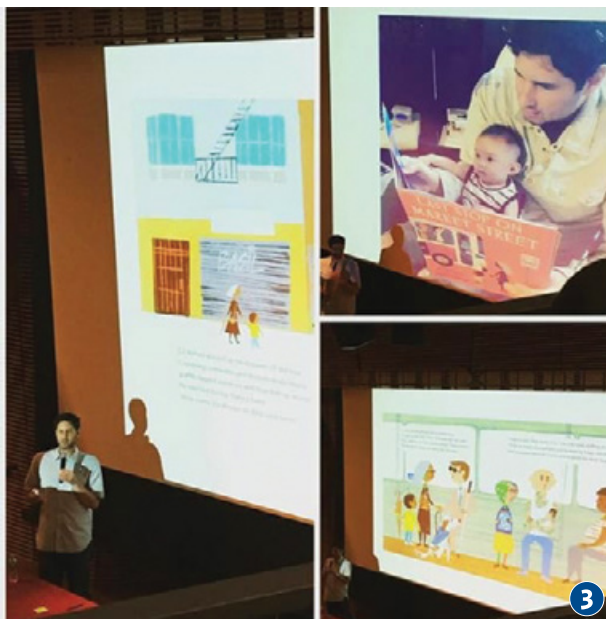
We think that education is always evolving and as teachers we also need to evolve and adapt by using new programs that may enhance the learning of our students. We always keep in mind that making them independent learners is our goal. We encountered our own challenges, like anyone implementing a new program. I was encouraged from what I learned about at the Reading and Writing Institute to share with my colleagues all the techniques and resources that were going to help us become better teachers. I have always had a great love of learning. I have always believed in learning for learning's sake, and I saw myself developing professionally by attending the Teacher's College. I had an immensely enjoyable time getting to know teachers from around the world, teachers that encounter our same difficulties and are



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ready to find solutions to work towards making independent readers and writers.

We spent lots of time thinking about the process of teaching reading and writing to different types of students and focusing on best practices to do a meaningful job. I was with a small group of people who were moving in the same direction and there was a real purpose to being there. I felt the sense of belonging because I was able to see how teachers from different parts of the world encounter our same fears as we do here at Saint George when we are teaching reading and writing. I also met great children's books authors who gave inspiring speeches. I am thankful for Mrs. Wendy Lopez and Mrs. Heidi Peguero for encouraging me to apply for the scholarship.



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I am thankful to Saint George for always pushing us to become better teachers by sending us to learn more. I am thankful for having the opportunity to be surrounded by wonderful educators who enhanced my learning and growing as a teacher during the summer. Especially, I am thankful for the teachers in Primary because together we have grown and become better educators for our students- meeting each and every child's needs.

1. Lester L. Laminack during his course. 2. Teachers College, Columbia University. 3. Matt de la Peña, New York Times bestselling author of six young adult novels.

CLEAN THE BEACH DAY

WITH THE PROJECT GREEN CLUB

by Sana Horikawa,
4th Form student



On Saturday September 29th, 2018, five teachers and seventy SGS students from 9th to 12th grade and the Project Green Club, led by me as President left Saint George to go to Playa El Gringo in Haina for "International Clean the Beach Day". As we arrived, we organized into ten teams and were divided into groups that collected: transparent plastic water bottles, colored bottles, bottle caps, styrofoam, wood, and old shoes that had washed up on the shore. We picked up these materials with shovels, hoes, rakes, and colanders that separated the sand from the trash. We worked alongside thousands of volunteers from companies and organizations who united to clean our beaches and waterways all across the country. There was so much trash, we

collected more than 50 full bags of the different materials in less than 2 hours. Our main goal was to leave the beach better than we found it, but we can do more.

Project Green Club is dedicated to teaching SGS students, their families and friends, and our whole community about the importance of keeping the environment clean. We need to practice the 3R's: reduce, reuse, and recycle. But now there is a new "R", "refuse". We have to stop accepting plastic bags from supermarkets and stores. We should follow the lead of many cities around the world by bringing our own reusable bags when we go shopping. This will eliminate tons of trash that would be bound for the dump.



It is our generation that must teach the older generations and the younger ones the need to make these changes now. We and the Project Green Club of Saint George School want to be the leaders in this effort. So keep a lookout for us and remember:

GO GREEN!!!

.....

El sábado, 29 de septiembre de 2018, setenta estudiantes de SGS entre 9no y 12mo acompañados por cinco profesores y miembros de "Project Green Club", dirigidos por mí como Presidenta fuimos a Playa El Gringo en Haina por el Día Internacional de la Limpieza de Costas. Al llegar, nos organizamos en diez grupos y dividimos responsabilidades para la recolección: botellas transparentes, botellas de color, tapas de botellas, poliéster, madera y zapatos viejos que terminaban en la costa. Trabajamos con palas, rastrillos y coladores que separaban la arena de los desechos. Recolectamos más de 50 bolsas llenas de basura de diferentes materiales en menos de dos horas. Nuestra meta era dejar la playa mejor que como la



encontramos, pero sabemos que podemos lograr más.

"Project Green Club" está dedicado a enseñar a los estudiantes, familias, amigos, comunidad y profesores del SGS sobre la importancia de mantener el ambiente limpio y saludable. Debemos practicar los "3R's": Reutilizar, Reducir y Reciclar. Pero ahora también existe la cuarta "R" que es Rechazar. No podemos seguir aceptando el uso de bolsas plásticas en supermercados y tiendas. Deberíamos seguir las directrices de otras ciudades alrededor del mundo utilizando bolsas reusables cuando salimos de compras. Esto eliminaría de manera importante la cantidad de basura de camino hacia el vertedero.

Es nuestra generación la que debe enseñar a las mayores y menores qué hacer para lograr cambios. Nosotros y el "Project Green Club" del Saint George School quiere ser el líder de este esfuerzo. Así que estén atentos:

¡¡¡PIENSA EN VERDE!!!



Sana Horikawa.

IB

VISUAL ARTS

TAKE MANHATTAN

by Victoria Yoh,
IB Visual Arts Teacher



Fall just isn't fall at SGS without the annual NY IB Visual Arts trip.

Inspire, Educate and Empower through Visual Arts was our theme this year and I feel we did just that. We only just started last year, but the trip was such a success that it feels like we've been doing it forever. Sixteen students from our 11th and 12th IB Visual Arts Program were allowed to travel to NY City in this year's trip from November 4 -10.

Those who went last year thought that it would be hard to match or that going to the same museums would be redundant, but they were in for a completely different experience.

On this occasion, students participated in guided tours as well as wonderful workshops in the major museums of NYC.

We started the trip by visiting the Whitney Museum of American Art which was gearing up for a major Andy Warhol Retrospective. The following day we went to the Guggenheim Museum which was chosen as the perfect setting to introduce our students to the visionary genius of Frank Lloyd Wright with an introduction to an architecture workshop. Students rolled up their sleeves and built their own models of calm or chaotic spaces inspired by their tour through the museum.



The treasure that is the MET is where students explore their own individual tastes from the most ancient artifacts of ancient civilizations to the arts of Asia, Europe and the Americas. Students moved from hall to hall discovering new things with each turn and visiting old friends such as Vincent Van Gogh's Self Portrait.

Among the many experiences shared, I feel that walking through the empty halls of the MoMA before it was open to the public led by our art historian guide, and engaging in discussions on the artistic process about some of the world's most iconic works of art by Van Gogh, Picasso, Pollock, Monet, Matisse, Kahlo and Guston proved to be the most unforgettable for our students. All those art history classes in 10th grade proved to be worth it, our students impressed their guide with their knowledge and ability to analyze.

This year added a new element, we visited in the Cooper Hewitt Museum of Design. The Smithsonian Museum's center dedicated to design was a perfect setting to introduce our students to the field of product design and we had fun in collaborating on an interactive group wallpaper design.

We visited the jewel of the Gilded Age while visiting the Frick Collection.

We are already preparing the program for the IBVA Trip 2019. We hope that many other art students can join. Enjoy the images of this wonderful experience!



WHAT SAINT GEORGE TAUGHT ME

by Claudia Amelia Piñeyro Fernández
Class of 2007, IMTIAZ



I am a former student of Saint George School, Class of 2007. I spent 12 years studying there, which I believe were the most enlightening and happy times for which I will always be grateful.

During my active years there, I achieved the International Baccalaureate Diploma. Upon graduation from SGS, I went to Law School at PUCCM. Additionally, I obtained an Associate Degree in Business Administration-Applied Management. I then did a Masters Degree in Business and Finance Law at George Washington University, and a Postgraduate Degree in Trust Services at TEC Monterrey. I was also granted an MBA Degree scholarship at BARNABUS Business School, which I concluded in 2017. Lastly, I became a Certified Dominican Legal Interpreter.

I worked as a Law Clerk for three years in Jiménez Cruz Peña Dominican Law Firm, and then entered Banco Dominicano del Progreso in a Young Talents Program where I worked for five years. At Banco Dominicano del Progreso, I supervised, designed and executed high impact projects including: the development of the Trust Services Department, and the implementation of a loan-credit card operational workflow system through the Credit Risk Department. I also worked at the Compliance Department and Private Banking sector of such institution.

Currently, I am a Certified Stockbroker in PRIMMA Valores, Brokerage Firm, managed by INICIA through Agrega Partners.

Although both my educational and professional background have been significantly diverse, I carry many meaningful lessons from Saint George School which I still apply on a day-to-day basis, here are some to mention:

1. Be flexible, in today's society you need to "learn to learn and to unlearn"

Saint George School's International Baccalaureate Diploma Program taught me how to study and how to develop my critical thinking. I learned to question what I know and why things are the way they are said to be. This has led me to be able to understand that today things change very rapidly. In order to be successful, you need to be able to adapt, to learn new things and to discard certain information in order to open yourself to change.

2. To be a leader takes more than just titles

It takes discipline, courage and interpersonal skills. Grasp the opportunities you have at school which include: public speaking practices, developing your writing skills, history lessons, debate and discussion techniques, critical thinking classes, and most of all diplomatic relationship skills for which I will always applaud Mrs. Maureen Tejeda; who taught us the simple things like how to stand up during Assembly, how to address others, and how to dress for certain occasions.

3. No is not an answer, never give up

Try alternative solutions, there is no such thing as a free lunch. In order to be successful at what you love, you need to develop creative thinking skills and be able to go beyond what is expected of you.

4. You are your priorities

Work on your spiritual and emotional wellbeing, as taught in school, success has no meaning if it cannot be shared with others. Make time for your family, for your friends, specially school friends. Life will definitely get complicated and school friends will move around the world. Do not let distance separate you from the people you love. Appreciate each moment, as you will remember each moment well spent.

5. Older generations are wiser

In school you have teachers and staff who have served in their positions for over 30 years like: Domingo, Irlando, Profesora Pidek, Señora Carrón, Profesor Colón, Profesora Hurtado, Profesora Diomare, Sra. Damaris, to mention a few. Learn to appreciate them, older generations are knowledgeable, experience cannot be improvised. Learn from them, hear them,

get to know what they have to offer which can be much more than practical skills but rather life lessons and take them as an example for giving back when you have your own business or you become a leader. Always consider the team who helped you create what you dreamed of.

6. Best friends are school childhood friends

Definitely, life will draw people apart; but, past 5 years after graduation some people will come back to DR or will come during Christmas season, get together to remember good old times and what life has given to each one of you. They will forever be your family.

7. Saint George is your family

Saint George School will always be home and doors will always be open for their Alumni. Go back. Let the school know what you have learned and experienced. The greatest gratification the school has is seeing how we have taken what we learned and how successful we have become. There is no better way to reward their efforts.

8. You do not need to have it all figured out to move forward

Success is very personal and each step towards it takes effort and time, remember to enjoy the journey. Do not rush things out. Make plans but let life carry you through different professional and academic experiences. Step by step you will get to know yourself and what you love to do but this might take some time.

Do not be afraid to decide, take the risk and open yourself to change, things might not always turn the way you want them to, but they will always turn out to be better than expected, I promise.

9. Integrity, honesty and discipline

Always do what is right, not what is easy. Carry the values given to you in school in every decision you make.

10. Meet new people and cultures

Travel, live abroad if you can, meet new people. It will definitely change the way you think of yourself and others. Appreciate this opportunity at school and take the best you can of the multicultural experience.

MIDDLE SCHOOL

COSTUME BALL

by Carmen Minaya '91,
**Head of Admissions, Community
Relations and Activities**



Our Middle School Costume Dance was a great display of creativity, color, music, dance and enthusiasm. Our students from 5th Prep to 2nd Form enjoyed almost four hours of non stop dancing and singing to their favorite songs while displaying creative costumes and dressing up as their favorite characters. During the party eight different costume categories were presented, allowing our judges from the Class of 2020 to select different students as winners of our Costume Contest.



1. Ian Quiles. 2. Marfa Victoria Alsina,
Isabella Bosio, Patricia Bosio.

The Art Department turned our Walsh Wardell Conference Room into a Halloween themed dance hall featuring a high stage from which DJ Tools created fun moments for our students playing popular songs they were able to dance and sing along to. A karaoke area kept many others busy selecting and singing their favorite songs. Teachers, parents and staff took their creativity and enthusiasm to another level, they joined the fun dressing up and getting into the theme of the night. Our dance area was also the perfect set for costume photo shoot in which all characters posed for our cameras. We thank the members of the Class of 2020 for being part of the preparation and development of this wonderful event. Enjoy these images and relive the magic of that fantastic evening. A wonderful event indeed!



3. Alejandro Portillo, Joan Rodríguez, Sebastián Arrieche. 4. Valeria Martínez Darcy Llewellyn, Adela Arbaje. 5. Costume contest organized by the Class of 2020. 6. Samantha Bashaw.

7. María Eugenia Escoto, Pía Tejeda, Montserrat Alsina, Nestor Contín, Daniel Aquino, Adif Kurcbard. 8. Xin Yi, Jimena Nars, Mariann Santana. Georgia Aramoni. 9. Eddie Santana, Joan Rodríguez, Ella Del Orbe, Nubia Jacobo, Sebastián Morales



FIRST ROBOTICS AT SGS

HOW A ROBOTICS TEAM INSPIRES SGS KIDS TO FABRICATE ROBOTS

by Osiris Villacampa,
Main mentor Team Freedom 7231

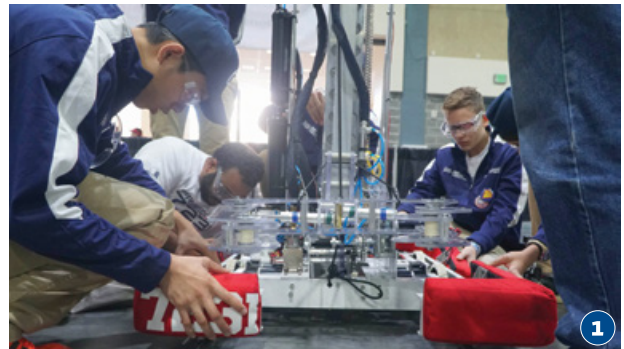
Have you ever wondered how your car, your computer, or most of things we use, eat or wear are made? Well, it is all done by a computer-controlled machine that is programmed to move, manipulate objects, and accomplish work while interacting with its environment.

Every year we are closer to the future where man and machine will co-exist. So why shouldn't we prepare before that time arrives? We have the tools for everything and if we don't, we create them. Robotics is our tool to move forward, the next step. It might sound complicated, and it's not easy, but passion is the key to that problem.

Robots have been used all over the world to help make dangerous or even long and complex labored jobs a simple task. They work in mines, industrial factories, consumer goods factories, and many more places. Robots are essential to the world we live in today because of all the different things they are used for in a daily basis. That's why we're focused on teaching STEM education and implanting its values.

FIRST has four age-specific programs. Its Lego League Jr. is for students in kindergarten through fourth grade. Lego League is for kids in fourth through eighth grades. Its Tech Challenge is for grades seven through 12. Each of these three programs runs concurrent to the school year, allowing students to work on robotics challenges along the way.

The fourth program, FIRST Robotics Competition, is focused primarily on high school students and serves as the capstone FIRST project. This challenge includes



a timed element that has teams practicing their skills in the fall and then getting a challenge to solve early in the calendar year. Teams have six weeks to design and build before entering the competition phase that includes tight rules on when students can work on the project.

The reason we introduce FIRST is because we want them to compete and get involved in any of the competitions. Every competitor reports they are now more motivated to take more advanced math and science classes.

When we started our journey, we accepted to be messengers of FIRST and motivate students into STEM education, we assured that this was not only another class but a life-changing experience, an unforgettable lesson, an upgrade in our way of thinking, and an improvement on the next generation. Saint George School not only shared our ideals but expanded the ways in which we can accomplish our common and final goal. To inspire.

With the STEM education we want to inspire a life of love for learning, which will surely prove critical in today's ever-evolving workforce. We use robots to destroy the idea of complexity when we think about things related to math, technology, or engineering. The idea is to create a mindset thinking more critically about how to improve the world.

We had everything. The idea, the courage, the conviction, but the most important element was missing, the people. SGS was our kickstart. Together, with our enthusiasm, we started a series of events inside and outside the school. At first, people were doubting and not attracted to our idea but perseverance accomplishes everything. From students



to teachers, from teachers to parents, everyone wanted to be part of the impact we were causing.

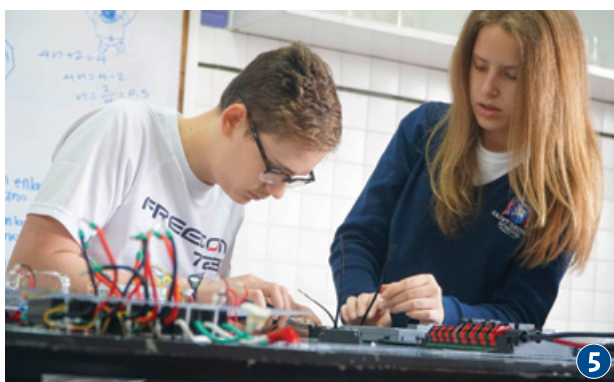
Then, the kick-off started. We were amazed of the results. We never realized nor imagined how much we have accomplished. Every time we were working parents, teachers, students and their siblings, even the janitors, volunteered to help with anything. From the most simple to the most complex task, everyone wanted to contribute. Saint George School is really full of saints.

Constructing, programming, creating, everything was exhausting and consumed all of our energy. Building a robot is not easy. From the bottom to the top, the electronics, the additional components like the arms and the claw, the hydraulics. Saint George School gave us their workshop and every tool to their disposal. Saving us again!

Every component was built and replaced hundreds of times, all the possible problems that could've occurred were solved and secured. Every inch and small detail was double checked. Multiple codes were programmed for backup.

Passion was our fuel on those exhausting days and nights and the motivation SGS supplied was a key factor. But everything was worth it because we know we're the change, we're the leaders of tomorrow, the role models of a whole new generation.

Our bond became stronger and stronger. From strangers with the same goal, to a family growing every day. Bigger, stronger, smarter. Focused on the greater good, implanting the values of FIRST and the most important thing, giving opportunities to everyone.



1. Teamwork is the key to success.
2. One big family!
3. Osiris Villacampa, Erick Wu, Enrique Yanguela.
4. FIRST Robotics Competition 2018.
5. Eduardo Avilés and Amanda Contín.

THE INCREDIBLE REINDEER

PRIMARY SCHOOL CHRISTMAS PRESENTATION

by Brenda Taveras,
Music Teacher

On Tuesday, December 11th, 2018, Saint George School opened its doors to host the annual Primary School Christmas Concert. The evening was comprised of a variety of musical acts including school ensembles, soloists, actors, and beautiful choreography. There was also a welcome message delivered by the students from 4th grade, Amelia Hernández and Daniel Garrido.

Kids love dressing up and acting like superheroes. So imagine the fun they had as incredible reindeer. This witty musical was loaded with fun and great music. Our Primary School students performed an absolutely fantastic story with music, dances and action scenes.

As the story began, we saw Santa Claus facing a common conundrum: what to do on a foggy Christmas Eve. His usual solution – a certain red-nosed reindeer – had a bad cold and wasn't able to guide his sleigh. As if that wasn't bad enough, Santa's special team of Astronomers Elves had just determined that an asteroid was hurtling toward the North Pole, due to hit on Christmas Eve!

But wait! Just as all seemed lost, our legion of superheroes: The Incredible Reindeer made their entrance! Our students Jean Pierre Bahsa, Juan Guillermo Cote, Juan Manuel Santos, and Luis Diego Jiménez played our superhero reindeer. This unique group of reindeer possessed fantastic super powers. Together, The Incredible Reindeer met and overcame the deadly challenge of the asteroid, to save the North Pole and the world from such doom.

With songs and dances such as Happy Christmas Eve, Foggy Foggy Night and more, all groups of students had the chance to be on stage and delight the audience with their performance. A highlight of the evening was the presentation of our Musical Theater



1. Amazing performance by our Primary School students. **2.** Daniel Garrido and Amelia Hernández.



group who performed a beautiful song called “What We Need is a Miracle” .

Our Primary School students performed their talents and amazing voices in front of a welcoming crowd. We spent our journey preparing our students for this Christmas Presentation.

They always surprise us with their talents and capacity.

Thanks to all the fantastic staff especially Mrs. Lilianna Hurtado for her organization and Mrs. Marion from the Art Department for our ideal stage decorations. It was a wonderful, festive evening enjoyed by staff, students and parents. Thank you to all who attended and well done to all our very talented performers.



3. Rocking around the Christmas Tree. 4. Hao Lin playing the xylophone.
5. Emmanuel, Natalia And Sarah. 6. Marina Nogueira. 7. Laura Amelia Rojo.

APRENDIZAJE BASADO EN PROYECTOS

por Pamela Alba,
Profesora de Tecnología de Primaria

¿Qué pasaría si nuestros niños pudieran solucionar problemas mejor que nosotros?

Para esto estamos formando a nuestros estudiantes, para no solo identificar un problema, sino también ser capaces de proponer soluciones a aquello que nos afecta a todos.

Con el aprendizaje basado en proyectos los estudiantes hacen frente a una situación en la que deben reconocer el problema y plantear la solución al mismo, a la vez que se promueve el trabajo en equipo. Este tipo de aprendizaje incentiva en el estudiante el pensamiento crítico y la transdisciplinariedad, es decir, aplicar lo aprendido a cualquier contexto de la vida.

Los proyectos pueden durar desde unas semanas hasta todo un semestre porque se trabajan con mucho detalle a través de sus fases, como lo son: conocer el problema e investigar sobre él, probar diferentes soluciones, diseñar la solución seleccionada, crear el prototipo y finalmente presentarlo. Luego reciben la retroalimentación de sus compañeros y en caso de que lo amerite, hacen acomodaciones que puedan mejorar el funcionamiento de su diseño.

En mi experiencia como profesora de Tecnología he podido apreciar como los estudiantes se sienten involucrados, motivados y participantes activos durante todo el proceso. Entre los aspectos

positivos de este aprendizaje están las habilidades y destrezas que el estudiante adquiere, de acuerdo a los estándares ISTE (International Society for Technology in Education): Aprendiz Empoderado, Ciudadano Digital, Constructor de Conocimientos, Diseñador Innovador y Pensador Computacional.

En cada proyecto los alumnos tienen un rol diferente, aprenden como equipo a realizar cada una de sus tareas, así como también a ayudar a otros. Cada grupo interactúa de una manera homogénea debido a que el proyecto depende de cada uno de los integrantes y de las responsabilidades que les corresponde cumplir.

Otro de los beneficios que se obtiene del aprendizaje basado en proyectos, es que se forman ciudadanos que se adaptan al ambiente laboral con facilidad, capaces de dirigir compañías como líderes que comparten sus conocimientos. A la vez trabaja de forma mancomunada con las demás materias que forman el currículo de estudios, haciendo que el alumno relacione e integre lo aprendido en ellas a su proyecto.

Durante este semestre, Pre Prep y 1st Prep trabajaron en el proyecto "Lunch Box Maker", donde tenían tres problemas que resolver:

1) Ana es una niña que juega fútbol y necesita una lonchera con dos botellas de agua.



2) John necesita tener más espacio para las frutas en su lonchera.

3) Roger quiere una lonchera dividida de forma equilibrada

En estas situaciones se trabajó con codificación y las habilidades del "mouse". 2nd y 3rd Prep tuvieron que crear un Área de Juegos para SGS. Trabajaron con entrevistas en Microsoft Word y crearon un prototipo de sus ideas con materiales reciclados. En 4th Prep, el proyecto se basó en hacer un video para un producto de UStore.

¡Fue una experiencia maravillosa y enriquecedora!

1. Rocco, Lil y Julia.
2. Amelia García.
3. María José y Victoria.

TEAMWORK

by Donald Gotz
Special Projects Coordinator

Our founder, Mrs. Maureen Tejeda, has always preached that the key to being successful teachers is the need for everyone to work together. We call ourselves “The Saint George Family” for a good reason. It is impossible for over 200 teachers, administrators, counselors, project leaders, principals, maintenance staff, students and parents to make a school function properly without the concept of “teamwork”.

Human Resource professionals stress that the ability to run a smooth operation is based on the importance of working together, developing plans, solving problems before they happen or as they arrive, and listening to thoughts and opinions of others. Our teachers at SGS develop activities with these goals in mind in order to prepare students for the world they will find after graduation. Most professions require people to strive for a common goal, whether it is the law, medicine, engineering, teaching, entrepreneurship or soccer. At SGS we place high importance on our students working together to develop the skills they will need. Not always successful the first time around as they learn from their mistakes and continue to improve their communication, writing, editing, presentation and diplomatic skills necessary for their future endeavors.

Parents will find projects where students must meet to develop their ideas for Social Studies, Science, Art, Language Arts, Mandarin or French, Debate, and Model United Nations.

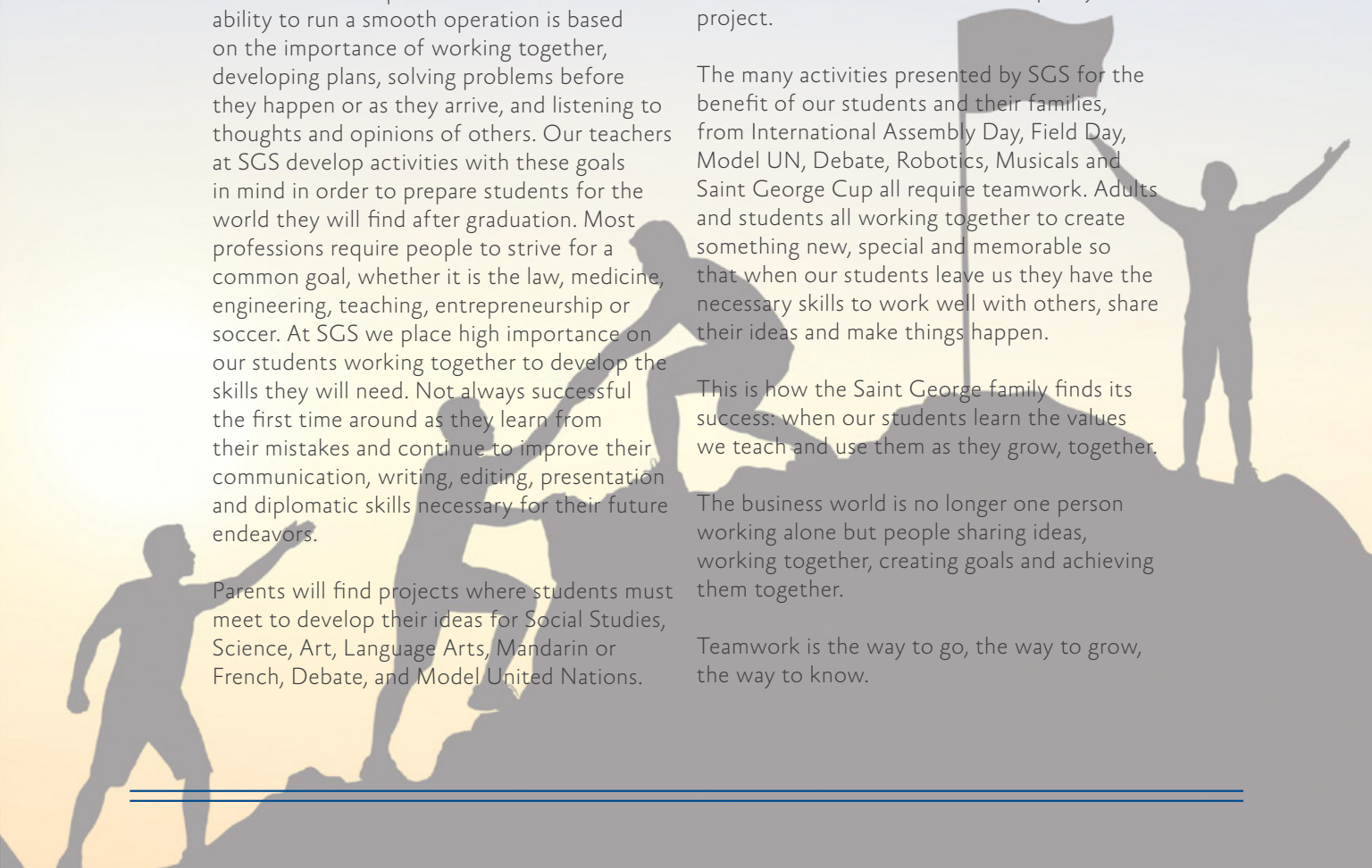
Students can now communicate via internet to work together without being in the same place and find more ways to get the job done. A science project recently completed required students to go to Rio Isabela, measure water quality, investigate the various bacteria to be found, compile the data and statistics and present them to a large group of people. 25 students all working together, dividing up responsibilities, getting their facts right, and presenting their findings is a big job, and they worked as teammates to create a quality project.

The many activities presented by SGS for the benefit of our students and their families, from International Assembly Day, Field Day, Model UN, Debate, Robotics, Musicals and Saint George Cup all require teamwork. Adults and students all working together to create something new, special and memorable so that when our students leave us they have the necessary skills to work well with others, share their ideas and make things happen.

This is how the Saint George family finds its success: when our students learn the values we teach and use them as they grow, together.

The business world is no longer one person working alone but people sharing ideas, working together, creating goals and achieving them together.

Teamwork is the way to go, the way to grow, the way to know.



SOFIA EN LOS LATIN GRAMMY

*por Departamento de Relaciones
con la Comunidad*



Las premiaciones internacionales son eventos que muchos disfrutamos. Ver a nuestros artistas favoritos mostrarse al público en la alfombra roja, escuchar los comentarios de los presentadores, hacer predicciones de quien ganará... en fin, la emoción del mundo del espectáculo. En ocasiones nos imaginamos lo que sería ser parte de un evento así. Para nuestra estudiante de 11mo grado, Sofía Barderas, esto fue una realidad.

Sofía siempre ha sido amante de la planificación y organización de eventos. La empresa Buena Vista Music, quien ha tenido a Sofía como colaboradora en los Premios Heat, motivados por su desenvolvimiento, se animó a extenderle una invitación a participar en los Latin Grammy. En su participación de los Latin Grammy colaboró con empleados de la empresa en la logística para los artistas invitados a través de esa compañía. Entre las responsabilidades estaba la supervisión de las entradas, transporte al evento y recepción.

Sofía nos comenta el gran aprendizaje que pudo adquirir de este evento. Conoció importantes personalidades de la industria musical incluyendo compositores, cantantes, músicos y empresarios de grandes empresas discográficas. Entre los momentos más emocionante resalta el estar presente en el momento que el cantante principal de la agrupación musical Maná le fue otorgado el galardón a la categoría "Person of the Year".

Nos sentimos muy felices de ver a Sofía cumplir uno de sus sueños. Tiene en su futuro involucrarse en los Premios Lo Nuestro y mantener lazos colaborativos con el mundo del espectáculo y así desarrollar su gran vocación para la organización de eventos.

Disfrutemos algunas imágenes de su inolvidable experiencia.



LIFE CHANGING EXPERIENCE WORTH LIVING

.....

by Gabriella Márquez '18

If I had to describe my first 100 days in college with one word, I wouldn't know what to say. I wouldn't recognize a word to describe all the different feelings and experiences. I wouldn't find a word to portray the challenges and the perks. I wouldn't be able to just use a word. What I can say is that the past 4 months have been a journey into adulthood. I had to open a bank account, I have applied for jobs and internships, I have to take care of my classes, getting up, doing my laundry, etc. I've explored my city, and its surroundings and I've discovered beautiful places to visit and hang out with my friends.



Additionally, I've come to realize that college life can be very fun. In these past months, Flagler College has organized a trip to Disney, Harry Potter week, Luau Party, De-stress Day, Club Night, alongside with basketball, soccer and tennis tournaments, and various plays and theatre productions. Through the activities and clubs, college gives students the opportunity to find what perfectly matches with their personality and to meet more people. I have made close friends, and I have my own family here in college now thanks to them.

On the other hand, college has given me the opportunity to do what I love. There have been so many chances to do community service. For instance, we had a Day of Service and more than 250 students participated. I was part of St. John's Housing team, where we painted an entire house. Also, I had the opportunity of participating in a Chowder Debate, in benefit of the organization Big Brothers Big Sisters, where I made hot dogs and helped in the entrance. In addition, I've been able to read my own poetry in the monthly "Open Mic Night" event. As a Music Minor, I've performed in concerts, presentations, and recently, along with the college choir, we went out caroling around St. Augustine. Finally, I

took Dance in Musical Theatre as one of my courses, and it has been my favorite class so far. Alongside learning various musical choreographies, I had to choreograph "Greased Lightning" with my friend as one of our final projects. All this has made my college experience an unforgettable one.

Not only have I been able to do what I love, but I have had the opportunity to pursue my "dream job". I applied to be part of the Honors Internship Program of the Federal Bureau of Investigation (FBI). After undergoing general application review, I was called for an interview. Not only did I get to talk with FBI employees and understand from first hand experience what is like to work there, but I also had the opportunity to visit and enter one of the FBI headquarters. Later on, I was notified that they enjoyed my interview, nonetheless, I was not chosen but encouraged to apply again in the future. I am looking forward to applying again once I've gained more experience.

I can't deny that I have felt homesick; I've missed my family, friends, the Caribbean weather, the food, but I can say that this is all part of the journey. I have to admit that my education at Saint George has prepared me well-enough to find this experience exciting and to enjoy it. I can manage writing long-papers, having more than one exam on one day, complying with deadlines and word limits, and managing time. Thanks to my high school education, I have proved to possess the characteristics needed to succeed in college.

Although my skills have been the same, the environment and experiences I've been exposed to are incomparable. Taking all of this into account, if I had to describe my first 100 days in college with one word, I could only say life-changing. No other word can describe it best.



1. Gabriella at the Chowder Debate.
2. Gabriella Márquez at the FBI Headquarters.
3. St. John's Housing Team.

CONOCE NUESTRO STAFF

por Marcel Contín,
Gerente Recursos Humanos

Por 54 años SGS ha logrado mantenerse como una institución educativa de excelencia académica, logro que no sería posible sin el valor que aporta el talento humano de nuestro colegio. En esta oportunidad compartimos este espacio, "Conoce nuestro staff", donde estaremos presentando a distintos miembros de esta gran familia. Estamos muy orgullosos de todos los miembros del equipo quienes poseen excelente calidad humana y profesional y que vienen de distintos rincones del mundo.



Rita Catalino Corporán de Pérez

Profe Rita forma parte de la familia Saint George desde hace más de 31 años. Posee Licenciatura en Educación y una especialización en Terapia del Habla. Desde sus inicios en educación se ha sentido comprometida y ha tomado muy en serio su rol como educadora, ejerciendo la carrera de educación por más de cuarenta y cinco años.

Se integra a SGS en el año 1987 y ha formado parte del departamento de español de básica y media. Este año imparte clases en 7mo y 8vo grado.

Profe Rita se ha destacado por ser ejemplo de una trayectoria firme y constante demostrando responsabilidad, cumplimiento y entrega a sus estudiantes. Está casada, tiene 4 hijos y una nieta; disfruta mucho compartir en familia.

Estamos muy agradecidos a Profe Rita por la admirable dedicación y amor con que enseña a sus alumnos, y por los más de 31 años de trayectoria profesional dedicados a la familia SGS.



Mickey Hennessey

El Sr. Hennessey forma parte del equipo del Departamento de Historia de SGS. Este es el segundo año escolar del profesor Hennessey impartiendo clases a 9no y 11mo grado. El Sr. Hennessey posee un Master en Educación de la Universidad de Miami y Licenciatura de la Universidad de Rutgers en New Jersey. Nació en New Jersey, Estados Unidos donde creció e inició su carrera profesional.

El profesor Hennessey se ha ganado el respeto de sus estudiantes y colegas por demostrar una actitud positiva y de colaboración, así como por involucrarse activamente en las actividades del colegio.

Se ha adaptado muy bien a la cultura dominicana, disfruta de hacer viajes para conocer el país y su plato favorito es "asopao".

USING BALANCED LITERACY APPROACH FOR READING INSTRUCTION

by Heidi Peguero

SGS Curriculum & Instruction Coordinator

Why should we use a Balanced Literacy approach when teaching reading to our students? A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. Readers need systematic phonics instruction. This process is needed to get our students ready to recognize letter sounds and words. They also need to have a love for reading. During reading time is when the readers transfer what they learned in phonics, make meaning, and deepen their comprehension skills.

In a Balanced Literacy approach, reading occurs across the day, not just during reading time. Teachers and students read for real-world purposes and as part of cross-disciplinary work. The students are empowered to make choices in reading topics and are motivated to foster independence. The end result of a well-executed balanced literacy program is successful independent readers. There are various benefits to independent reading such as building stamina, promoting self-awareness, and encouraging meaningful text talk. However, the ultimate benefit is that independent reading lays the foundation for students to become enthusiastic lifelong readers and learners.

A Balanced Literacy program includes daily read aloud selections. Read aloud is intended for teachers to demonstrate and engage students in reading skills that will be important during their independent reading lives. Research has indicated the positive benefits of reading aloud to students. Listening to literature being read aloud helps readers develop an awareness of language and an appreciation of literature. Reading aloud to children encourages their enthusiasm for the story or text and motivates them to read the books again on their own. The read aloud expands a child's imagination and knowledge-base, increases language acquisition, demonstrates expression and dramatic flair, and influences the child to become a better reader.

At SGS, we are implementing the Lucy Calkins Reading Program in first grade this school year. This program uses the whole language approach, as well as the integration of phonics. We aim for our students to develop reading abilities in various environments through a variety of instructional methods, such as independent reading and read aloud. Our goal is deep, lasting learning.

BEST PRACTICES

THAT SUPPORT OUR ENGLISH LEARNERS

by Katherine Bautista
**Primary School English Language
Arts and Spanish Literacy Coach**

In my early years as a teacher working for the first time in an international school, I took a course in my master's program on English as a Second Language and Cross Cultural Awareness at Framingham State University. The most transformative lesson I learned was that teaching English Language Learners (ELL) is just great teaching. It's using the right scaffolds and best practices that will support them to access content in a different language than their own. These practices, in the end, support all students. We believe that all students bring skills and knowledge to the table, and are able to achieve academically, and this includes our ELLs. This mindset helps us to provide high-quality education with the scaffolds necessary for students to reach high standards. So how have we "married" rigorous, high-quality education while also providing the support our student population needs? One of the ways we've done this is by adopting the writing workshop model in the Primary School grades.

Every day, your child's writing instruction begins with a mini-lesson. A mini-lesson is ten minutes of teaching in which students get exposed to a new strategy to develop a skill. This is done through demonstration, the use of inquiry, or the modeling of a sequence of steps. These strategies provide a predictable structure and an anchor for ELLs to access the content being taught. During the mini-lesson, our students get the chance to talk about the strategy and try it out with a partner. This is a crucial scaffold for ELLs: "Turning and talking is especially beneficial for English language learners because it keeps them engaged, gives them time to practice oral language, and supports them in making meaning." (Calkins). After the turn and talk, teachers usually debrief by summarizing what students

said. At the end of the mini-lesson, the teacher restates the teaching point and sends students to write independently. The use of consistent language when repeating the teaching point, helps our ELLs access the language and acquire new vocabulary.

While writing independently, teachers confer with students individually or in small groups. The teacher may re-teach a strategy or provide any additional scaffolding the students need: visuals, sentence stems, charts, etc. Also, teachers may coach students as they try out the strategy they just introduced. This gives our ELLs extra clarity of what's expected and a safe space to engage with both the oral and written language and grow in the use of it.

At the end of the writing workshop, teachers reconvene the class and restate the teaching point. A student may share with the class the strategy they were working on. This supports our ELLs by providing opportunities for students to talk and listen to multiple partners in English.

Time has gone by since that master's course. As a teacher and now as a literacy coach, I have had the joy of witnessing ELLs advance in their oral, writing, and reading development when these and other scaffolds and best practices have been provided. With the writing workshop in place, we have seen students not only thrive as writers, but also expand their vocabulary, grow in independence, and acquire the skills they need to develop as thinkers and communicators of the English language.



1. Vanessa Pérez, José Rodríguez .



Nuestra ventaja en Muros Cortina es simplemente clara

En Vicrisa te ofrecemos una amplia gama de soluciones en Muro Cortina, tanto sistemas tradicionales como VEC y VEP, brindando una estética totalmente acristalada en un único plano. Nuestro sistema es capaz de absorber acristalamientos desde 6mm a 56mm, resultando en una gran versatilidad y altas prestaciones en cuanto a capacidad de aislamiento térmico y acústico, permitiéndote contar con resultados superiores.

El ancho de perfiles de montantes y travesaños es de 50mm, y varían en función del perfil e inercias según posición en la obra. La estanqueidad es asegurada con una triple barrera de gomas de EPDM vulcanizadas con peróxidos y de dureza 70ShA, y en el caso del Muro Cortina Tradicional, por banda butílica adhesiva de estanqueidad compuesta por complejo metálico y revestimiento de caucho de butilo en frío, protegido por soporte asiliconado entre montantes, travesaños y clips.

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Las ilustraciones y fotografías aquí expuestas pueden diferir de los modelos existentes en el país, así como también las especificaciones y accesorios de los mismos pudieran ser distintos a los aquí representados.

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