Dear Ambassador Maria Stela Pompeu Brasil Frota,

My name is Nicholas Holman, and I am the Globalization Coordinator at Pope High School in Marietta, GA.  On behalf of my students and other teachers on my staff I would like to personally invite you to participate in an exciting program with us in the month of March.  Our program is called Global Connections Night.  We have students from various countries attending our school, and we would be honored to have Consul Generals from various countries in the Atlanta area to engage in a panel discussion with students from their countries as a celebration of the diversity and global nature of our campus.

The format we are planning is that students will come up with a few questions to ask you as an ambassador from Brazil.  You will be given the questions ahead of time to think about and agree upon.  The purpose of these questions is to create a positive atmosphere and create an appreciation for the international community that we have here in East Cobb, as well as to help our audience gain a greater understanding of Brazil in particular and its global issues.

Last year six consuls were represented in what was an outstanding night for the community.  It was covered by local media.  I have included a link to the article so you can have a better idea of the media coverage and the scope of [Global Connections Night](http://mdjonline.com/view/full_story/26598209/article-Making-global-connections--Pope-High-School-hosts-consuls-general-at-first-annual-program?instance=special%20_coverage_right_column).

Would you be willing to participate in this very special night for our school, Ms. Ambassador?  The date we have selected for this event is Wednesday, March 29th at 7pm at Pope High School.  If you are willing and able to attend, please reply as soon as you can, so we can prepare to have you as part of our panel.

If you can fit this night into your very busy schedule, our students and community will be forever grateful to learn more about your dynamic country.  Thank you again for your consideration of this program.

Many Thanks!

G. Nicholas Holman

9th & 10th Grade Lit/Comp Teacher

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Pope High School

Engagement – Keeping Gifted Students Engaged in Learning

* Fixed mindset vs. Growth Mindset.
	+ The fixed mindset believes that we are born a particular way and it engenders a helplessness among those who are trapped within it.
	+ The growth mindset believes that intelligence can be cultivated and developed over time; whereas the fixed mindset believes that intelligence is static.
	+ In a growth mindset, effort is praised and lauded; whereas in a fixed mindset intelligence itself is lauded. This leads to laziness, even in gifted populations. The focus on effort is the key to success.
* The pathway to a motivating and engaging classroom could be illustrated as a triangular road ending at a horizon point. Form widest to narrowest:
	+ Learners and teacher display competence in content.
	+ Make personal connections to the content.
	+ Learners are supported throughout learning process.
	+ Learners become responsible.
	+ Learners have a sense of control.
	+ Learners have choices about what, how and where they learn.
	+ Learners find the content challenging.
	+ Learners have fun while learning
* No matter how intelligent the student or teacher is, if there is no engagement, there will be little growth. Mutual respect is the key to an engaging and motivated classroom that works in both directions.

Rigor: Bloom’s Taxonomy of Learning and Depth of Knowledge

* With some exceptions, Common Core Standards keep educators on the same page across the state and nation. These standards provide rigor, but it is important to know upon what they are based. Bloom’s Taxonomy of Learning and Depth of Knowledge Questions are integral to these standards’ functioning. So what are these two very important concepts?
	+ Bloom’s taxonomical levels of learning revolutionized education. Bloom was largely responsible for the move away from rote memorization that had been the norm in education for far too long. Appealing to students’ abilities to create, evaluate and synthesize in the classroom prompts deeper levels of cognitive activity.
		- “Inverted triangle with a purpose.” Learning builds on itself as students progress up the triangle. Simple and concrete information is on the bottom with ‘Remember.’ Information is on a range up to abstract thinking in the ‘Create’ segment.
		- Bloom’s is a tool for instruction, used to plan and evaluate lessons.
	+ Depth of Knowledge (DOK) is a tool for assessment OK has 4 levels:
		- Level 1 – Recall,
		- Level 2 – Skill or Conceptual Understanding
		- Level 3 – Strategic Reasoning
		- Level 4 – Extended reasoning. Neural pathways are simulated and illustrated to show how many neurons are used for each level. DOK is a tool for assessment versus Bloom’s model, which is a tool for instruction.