

Current Event Project

"The whole past is the procession of the present."
Thomas Carlyle

One of the major goals of a history class is to equip you with the skills to analyze what is happening today, before it becomes history. Thus, you must know what is happening in the world around you, on a local, state, national, and international level. Each of you will be required to prepare and present one current event each semester. We will kept up to date and informed by one another. Current event presentations will be made in the beginning of class Wednesday and Thursday of every week.

Your current event article must come from either a newspaper, news magazine (TIME, Newsweek, National Geographic), or a reputable internet news source. Remember, an acceptable article must relate to current problems, issues, or programs that deal with our society or global matters that are appropriate for school. Entertainment or sports news is not acceptable.

PROJECT REQUIREMENTS:

You will compose a current event paper that you will present to the class on the date assigned to you. Your current event paper should be 2 typed pages, double-spaced, size 12-font with standard margins. It should be divided into two parts.

Section 1: What happened?

- Start with a general topic sentence that includes the topic of the article.
 - Example: The *Los Angeles Times* article "Marines in Afghanistan prepared for a long haul" describes/explains/comments on...

Current Events Project Fifth Grade

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Handbook on Teaching Social Issues Ronald W. Evans,David W. Saxe,2007-10-01 There s no book like this one for educators interested in issues centered teaching More than 40 experts have contributed articles offering comprehensive coverageof the field of social issues education In addition to a full examination of objectives and methods contributors show how social issues can be taught as part of history geography the social sciences and global and environmental studies The challenges of assessment curriculum and effective teacher education are fully explored With its teaching ideas and useful resource section this book is an indispensable addition to your library Contributors include Shirley Engle Anna Ochoa Becker Jack Nelson Carole Hahn Byron Massialas Jeff Passe Jesus Garcia Gloria Ladson Billings Merry Merryfield Patricia Avery Sam Totten Bill Wraga Walter Parker and James Shaver **Commonsense Copyright** R.S. Talab,2015-11-16 This second edition presents information updated as of the end of 1998 regarding the Copyright Act as currently amended Applicable to both general and specialized audiences the book covers copyright as it applies to a variety of settings with numerous usage examples and guideline charts all presented in an easy to read format with the legalese reserved for the footnotes Featured are sections on the use of copyrighted materials libraries and copyrighted materials permissions policies and new technology issues such as computer software electronic publishing the Internet multimedia and distance learning Resource guides to services such as the Library of Congress Copyright Office information hotline circulars and mailings as well as the Television Licensing Center and the Copyright Clearance Center and to Internet resources print bibliographies and other applicable documents and laws are provided **Rethinking Our Classrooms** Rethinking Schools, Ltd. Milwaukee, WI.,2001 Readings resources lesson plans and reproducible student handouts aimed at teaching students to question the traditional ideas and images that interfere with social justice and community building **Rethinking Our Classrooms, Volume 2** ,2001

Making History Mine Sarah Cooper,2023-10-10 Middle school history teachers confront the same challenge every day

how to convey the breadth and depth of a curriculum that spans centuries countries and cultures In Making History Mine Sarah Cooper shows teachers how to use thematic instruction to link skills to content knowledge By combining thought provoking activities and rich assessments Sarah encourages teachers to challenge students to make history personal and relevant to their lives

Come From Nowhere Ellen Greenfield,2012-07-10 In the early hours of July 13 1977 seven female characters ranging from a nine year old girl and her Greek immigrant mother to a young chef who is losing her vision to a brown rat share the same subway platform They are unaware that the next 24 hours will see them struggling to find their way home both literally and metaphorically when a historic power outage hits the city For the women of Come From Nowhere this blackout is personal it brings revelation self awareness and for at least one of them tragedy

Meeting Standards Through Integrated Curriculum Susan M. Drake,Rebecca Crawford Burns,2004 If you ve ever thought that standards based teaching and required content prevent you from integrating subject areas then here s a book that will change the way you think and alert you to exciting new possibilities in your approach to teaching Learn how to identify the connections in your standards that provide the basis for interdisciplinary units Explore all types of integrated curriculum and how they bridge content standards to authentic relevant learning experiences And understand how to create interdisciplinary units that provide data based evidence of student learning A planning template and detailed examples of successful integrated curriculums are included to help you implement integrated curriculum in practice Discover how you can make learning more exciting for students and rewarding for you

Projects to Advance Creativity in Education ,1969

The Next Generation of Citizens ,2001

Research in Education ,1974

Adventures in Authentic Learning Kristin Harrington,2020 This insider s guide from a seasoned technology coach provides classroom teachers with ideas and strategies to help students develop real world projects to support authentic learning Not every teacher has a dedicated coach who can support them in the classroom Even those who do can benefit from additional ideas and support from a seasoned coach Written by an experienced instructional technologist this book is designed to help fill this role showing teachers how to empower students to take charge of their own learning and provide creative and authentic opportunities for students to demonstrate their knowledge through projects With this book teachers will get the guidance they need to help students engage in learning experiences that allow them to reflect on their level of knowledge and what they need to learn while exploring topics that correspond with their interests Instead of providing text based slideshow presentations that students read off a screen teachers will learn to guide students in creating tutorial videos providing peer reviews curating their own resources and participating in debates The book Shows how to take the fear out of edtech projects and presentations while helping educators solve the problem of finding time to develop and manage authentic projects Offers a blueprint for implementing high quality strategies and lesson ideas in classes with a plethora of practical resources to inspire students Demonstrates the importance of pedagogy before tech with some activities highlighting a blend of hands on learning and

technology Aligns projects to the ISTE Standards providing a road map for creating valuable opportunities to help students become successful lifelong learners Includes at least three project lesson plans in every chapter with adaptations for brick and mortar and online learning as well as templates and student examples For those just beginning to implement projects in their classroom this book provides a framework for getting started For those who have been incorporating student projects successfully for years this book provides fresh ideas and strategies to help students further develop as creative communicators Audience K 12 educators and edtech coaches

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web le blanchiment d argent désigne l acte qui consiste à dissimuler volontairement des capitaux en raison de leur provenance illégale en les réinvestissant dans des activités légales les fonds proviennent d activités illicites comme par exemple

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violence et

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blanchiment d argent wikipedia - Aug 15 2023

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blanchiment d argent définition et sanctions ooreka - Feb 09 2023

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obtenus illégalement en la transférant par le biais d'un système de transferts ou de transactions bancaires l'objectif final est de transférer les fonds dans un système financier légitime

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