

Current Event Instructions

Carpinteria High School Expected School-wide Learning Results (ESLRs):

EFFECTIVE COMMUNICATORS

- receive information and relay thoughts clearly
- interpret and apply ideas of self and others
- speak, read, write and listen reflectively and critically in English

LIFE-LONG LEARNERS

- use information to problem solve
- know how and where to access information
- continually gather information to expand his/her world view

QUALITY PRODUCERS

- establish and use standards of quality in artistic, intellectual and physical work
- exhibit the appropriate use of technology
- effectively organize, analyze and assess essential data

CRITICAL THINKERS

- research, discover and describe data
- analyze and evaluate the validity of data
- synthesize data to create informed, rational conclusions
- argue and defend conclusions based on data and personal moral judgments

SOCIALLY RESPONSIBLE CITIZENS

- understand the function and implementation of governmental processes
- are active and cooperative participants in several "communities"
- model respect for self and others

This semester you are required to complete 15 current event reports relating to government and democracy. Current events are worth 10 points each and, apart from a complete heading, have four distinct parts. All homework guidelines as outlined in your syllabus apply. All current events must be numbered and turned in as determined by each class. Teacher will select current event and connect. Current events will be distributed weekly with due dates (no less than three days, usually five to seven). Students may also select their own current events and connections but must use the following guidelines:

Part 1 – Summary: This is a detailed explanation of the article or story. It should be no less than one paragraph in length. This paragraph should be clear and concise so the reader understands the issue without having to read the original article

Part 2 – Political impact: What does this event mean politically for the state, the nation, or those involved? In other words, what are some possible future effects of this event?

Part 3 – Connection to class, learning or reading: What does this have to do with what we have learned or are learning? Make a direct connection to the material we are covering. "We talked about this in class" is NOT a connection to learning. We talk about the weather in class sometimes which does not make a weather report an acceptable topic for a current event.

Part 4 – Source: Cite source in MLA format. Below you will find MLA format for print and web sources. For more detailed guidelines, refer to the website suggested in your syllabus.

MLA in brief:

Newspaper or Magazine Article

Author (past name, first name). "Title, in quotes." Source (underlined) publication date: page number

Finnegan, Michael. "Palin talks tough on Russia, Iran." Los Angeles Times 12 Sept. 2008: A1.

Website:

Author (past name, first name). "Title, in quotes." Source (underlined) website. Year of publication. Parent company. Publication date. complete URL

Sack, Kevin. "Health Care Issue, Not Quite Hot, Remains Strong." nytimes.com. 2008. The New York Times Company. 11 Sept. 2008 <<http://www.nytimes.com/2008/09/12/us/politics/12health.html>>