

# Citizenship

Current Events  
Community Read Alouds  
Economics  
Civics/Ethics

SAMPLE





### About the Course

This course includes the following topic(s): Economics: Grade 12, Civics/Ethics: Grade 12, Current Events: Grades 9-12, Community Read Alouds: Grades 1-12

**About Current Events: Grades 9-12**

Students are exposed to current events by reading from a variety of sources and having conversations with teachers. Topics such as scientific discoveries, the arts, and human interest stories are generally suitable.

**About Community Read Alouds: Grades 1-12**

This is meant to be a read-aloud for all ages to enjoy together in the afternoon at least 1 time a week. We encourage you to choose a book that is specific to your region. However, we will offer some suggestions in the Grades 1-3 Literature lessons and Grades 4+ Citizenship lessons. The suggested book titles will be available June 1st in the lesson plans.

**About Economics: Grade 12**

Students study basic principles of economics.

**About Civics/Ethics: Grade 12**

Students study citizenship topics of political engagement as a way to love our neighbors, relationships in a technological world, and understanding our consciences.



### Scheduling

GRADE	SCHEDULE INFO.	BOOKS
9-12	Current Events: Grades 9-12 1+ time/week 20 min	
1-12	Community Read Alouds: Grades 1-12 1+ time/week 20 min+	
12	Economics: Grade 12 1 time/week 40 min	Economics in One Lesson
12	Civics/Ethics: Grade 12 1 time/week 40 min	The Life We're Looking For: Reclaiming Relationship in a Technological World Conscience: What It Is, How to Train It, and Loving Those Who Differ Citizenship Without Illusions: A Christian Guide to Political Engagement

**Sample Weekly View**

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Citizenship: Grade 12</b>				
Civics/Ethics: Grade 12	Current Events: Grades 9-12	Economics: Grade 12		Community Read Alouds: Grades 1-12



### Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

**LINKS:** Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Current Events: Grades 9-12

Set up a Citizenship Notebook. You can do it multiple ways, but having a 3-ring binder, lined notebook paper, and about 5 tabbed dividers often works well. You can read more about how to set one up and suggestions for various sections in the Quick Links.

Make a Calendar of Events for Current Events lessons by drawing a calendar grid in a notebook (or print a blank calendar from the internet).



## Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

### Citizenship: Grade 12

#### Economics: Grade 12



Economics in One Lesson

#### Civics/Ethics: Grade 12



The Life We're Looking For: Reclaiming Relationship in a Technological World



Conscience: What It Is, How to Train It, and Loving Those Who Differ



Citizenship Without Illusions: A Christian Guide to Political Engagement



## Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



## Quick Links

### Citizenship: Grade 12

- ∞ [Community Read Alouds](#)
- ∞ [Setting Up a Citizenship Notebook](#)

#### Current Events: Grades 9-12

- ∞ [The Pour Over | Subscribe](#)
- ∞ [The World and Everything In It](#)
- ∞ [The Sift](#)
- ∞ [BBC](#)
- ∞ [Teaching Kids News \(CA\)](#)

Click THIS text  
or scan the QR  
code for links.



∞ [1Jour1Actu \(in French\)](#)

**Economics: Grade 12**

∞ [Economics in One Lesson \(liberalstudies.ca\)](#)

SAMPLE

# Citizenship: Grade 12

## How To Approach



### Prepare

If you, the student, are learning at home, work to schedule a time with your teacher when you can complete the lessons from *Ourselves* or your Ethics reading together, as these lessons are much richer when shared and discussed.



### Recap

Connect back to the previous lesson. (Optional for Current Events).



### Introduce

For news sources: Scan the headlines first to get an overview, and then choose a story to read.



### Read

Read the selection assigned or the news story chosen for the time assigned. For rich, dense, or more challenging books such as *Ourselves*, it is a good idea to read them aloud. Keep an eye out for quotes to put in your commonplace book or events or characters to put down in your Book of Centuries.



### Narrate

Process and integrate your reading by narrating either orally or in writing. Some lesson plans will give you a suggestion of how best to narrate. To keep yourself on track, you might want to set a timer so you stop reading with enough time to narrate.



### Connect

After your narration, think about how what you read connects to other subjects, other books, other things you've read or watched, or seen in the past or present. For current events, look up where events occurred on a map and ask questions together to discern the quality of the piece. (e.g., Are there sources cited? Is there an obvious bias? If so, what do other authors have to say on this subject? Are arguments supported by evidence? Is that evidence credible?) Consider reading an alternative perspective.



### Citizenship Notebook

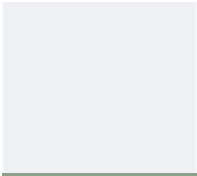
Record important ideas in your Citizenship Notebooks. Make a calendar of current events.



### Teacher Note

These lessons are written directly to students, but to assist them throughout the year, please read through this section and the lesson plans so you are familiar with the instructions and flow of the lessons. You may also want to preview and choose which news sites to offer students.

Those educating at home might pick one lesson to read aloud (such as the Ethics readings on Cultural Engagement, Conscience, etc.) with their students to keep up the habit of oral narration and foster conversation and relationship and then simply give students these lesson plans and the rest of the books and check in with them throughout the term for conversation, support, and accountability.



It is valuable for those in a classroom setting to also have a mix of lessons, which students complete themselves silently, and others read aloud and narrated together. Classroom settings lend themselves well to additional discussion and sharing at the end of lessons, after everyone has narrated either together or independently in writing.

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SAMPLE

# Citizenship: Grade 12

[Click THIS text or scan the QR code for links.](#)



## Term 1

### WEEK 1 40m Civics/Ethics: Grade 12 - Lesson 1

Materials: Citizenship Without Illusions, journal or notebook, Bible

#### → INTRO

Citizenship Without Illusions provides the reader with insightful ways to participate in the cultural and political landscape without setting aside one's spiritual convictions to do so. The author addresses numerous topics, including voting, community engagement, working with individuals with different political ideologies, introduces why global concerns have a place in local and national politics, and explains how the local church has an important role in equipping individuals to be good citizens. The author grounds his approach in the reality that Christians are to love God with their heart, soul, mind, and strength, which results in loving their neighbor as themselves.

#### → READ

Ch.1 p.1-12, and review the biblical passages referenced.

#### → WRITTEN NARRATION

Write a narration that describes a few of the communities that you belong to. (Examples of these communities would be church, homeschool co-op, sports team, etc.) Which of these communities provides you with the greatest sense of belonging? Which of these communities emphasizes the importance of citizenship?

#### → VIEW

∞ Video Link: American Democracy

### WEEK 1 40m Economics: Grade 12 - Lesson 1

Materials: Economics in One Lesson, notebook

#### → INTRO

Economics in One Lesson was first written in 1946 and has stayed in print since, with only a few revised or updated editions. The subtitle states that it is the "shortest and surest way to understand basic economics." That is our goal in this course. We want to walk into the room labeled Economics and begin to look around and see what is inside. This book will give us a good starting place to ponder some of the basic ideas. Other resources will be recommended for further study as we go along. Enjoy!

Decide how you want to narrate. The book lends itself well to discussion, especially after you get a few chapters in and start noticing statements and policy decisions in current news and events that relate to what you are reading. You may want to outline the chapter or write out the flow of his arguments. Narrate the chapter in sections as you read if narrating at the end is a challenge.

#### → READ, NARRATE, & DISCUSS

Ch.1

- What is "the lesson"? Write it out in your notebook.

### WEEK 1 20m Current Events: Grades 9-12 - Lesson 1

#### → READ, NARRATE, & DISCUSS

Choose an article to read from one of the recommended sites. Write a few bullet points about the event. Enter daily stories on your Calendar and locate unfamiliar places in your atlas.

# Citizenship: Grade 12

[Click THIS text or scan the QR code for links.](#)



## Term 1

### WEEK 2 ☐ 40m Civics/Ethics: Grade 12 - Lesson 2

☐ Materials: Citizenship Without Illusions, journal or notebook, Bible

→ **READ**

Ch.2 p.13-29, and review the biblical passages referenced.

→ **REFLECT**

Reflecting on the communities you identified last week, determine which communities align with a sacred/secular understanding of cultural engagement and which ones align with a Christian worldview understanding of cultural engagement.

### WEEK 2 ☐ 40m Economics: Grade 12 - Lesson 2

☐ Materials: Economics in One Lesson, notebook

→ **READ, NARRATE, & DISCUSS**

Ch.2

- Can you come up with some examples of the broken window fallacy?

• **EXTRA HELPING**

If economics is a topic that you have a high interest in, consider using any extra time in your lessons to read Robert Murphy's book. Here is a link to a free PDF. ∞ **PDF Link:** Lessons for the Young Economist

### WEEK 2 ☐ 20m Current Events: Grades 9-12 - Lesson 2

→ **NOTE**

Remember to read news stories regularly and to choose a variety of stories from a variety of places.

→ **READ, NARRATE, & DISCUSS**

Choose an article to read from one of the recommended sites. Write a few bullet points about the event. Enter daily stories on your Calendar and locate unfamiliar places in your atlas.

### WEEK 3 ☐ 40m Civics/Ethics: Grade 12 - Lesson 3

☐ Materials: Citizenship Without Illusions, journal or notebook, Bible

→ **READ**

Ch.3 p.30-40 end at "in chapter six," and review the biblical passages referenced.

→ **WRITTEN NARRATION**

In light of the reading, narrate what it means to be a citizen. Identify someone to discuss the importance of thinking local as a citizen.

### WEEK 3 ☐ 40m Economics: Grade 12 - Lesson 3

☐ Materials: Economics in One Lesson, notebook

→ **READ, NARRATE, & DISCUSS**

Ch.3

- Who benefits from the broken window? Who suffers loss from it? Is the community better off as a result? Why is economics especially beset by fallacies?

### WEEK 3 ☐ 20m Current Events: Grades 9-12 - Lesson 3

→ **READ, NARRATE, & DISCUSS**

Choose an article to read from one of the recommended sites. Write a few bullet points about the event. Enter daily stories on your Calendar and locate unfamiliar places in your atlas.