

Citizenship

Econ/Civics
Ethics
Current Events
Community Read Alouds

SAMPLE





About the Course

This course includes the following topic(s): Econ/Civics: Grade 10 (Canada), Ethics: Part 4, Current Events: Grades 9-12, Community Read Alouds: Grades 1-12

About Econ/Civics: Grade 10 (Canada)

This covers a variety of citizenship topics. Students spend the first term reflecting on the value of thinking for the Christian life or on building helpful habits. The second term focuses on government as students explore topics of government through a historical survey of Canada's Prime Ministers. The year finishes with a term of economics where students learn a variety of economic theories.

About Ethics: Part 4

Students will explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters by continuing Charlotte Mason's text written directly to students. Students begin Book II in this course and finish it in Part 5.

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.



Placement & Combining Tips

Econ/Civics: Grade 10 (Canada)

Lessons are occasionally integrated with composition lessons.

The book *The Prime Ministers: Canada's Leaders and the Nation They Shaped* will be read over two years (Grades 10 and 11). However, since this is the first year this book will be used, Grades 10 and 11 will have the same readings in 2026-2027.

Ethics: Part 4

Ourselves by Charlotte Mason is scheduled over five years. In a multi-age context, students can jump into the book wherever the class is reading. Otherwise, students should begin the book in Part 1.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
10	Econ/Civics: Grade 10 (Canada) 1 time/week 40 min	Think: The Life of the Mind and the Love of God What Would Keynes Do? The Prime Ministers: Canada's Leaders and the Nation They Shaped Atomic Habits
10+	Ethics: Part 4 1 time/week 20 min	Ourselves Book 2: Self-Direction
9-12	Current Events: Grades 9-12 1+ time/week 20 min	
1-12	Community Read Alouds: Grades 1-12	

GRADE	SCHEDULE INFO.	BOOKS
	1+ time/week 20 min+	

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Citizenship: Grade 10 (Canada)				
Econ/Civics: Grade 10 (Canada)	Community Read Alouds: Grades 1-12 Current Events: Grades 9-12		Ethics: Part 4	



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 10 (Canada)

Econ/Civics: Grade 10 (Canada)



Think: The Life of the Mind and the Love of God



What Would Keynes Do?



The Prime Ministers: Canada's Leaders and the Nation They Shaped



Atomic Habits

Ethics: Part 4



Ourselves Book 2: Self-Direction



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 10 (Canada)

∞ [Community Read Alouds](#)

Current Events: Grades 9-12

∞ [The Pour Over | Subscribe](#)

∞ [The World and Everything In It](#)

∞ [The Sift](#)

∞ [BBC](#)

∞ [Teaching Kids News \(CA\)](#)

∞ [1Jour1Actu \(in French\)](#)

Click THIS text
or scan the QR
code for links.



SAMPLE

Citizenship: Grade 10 (Canada)

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

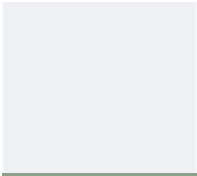
Record important ideas in your Citizenship Notebooks. Make a calendar of current events.



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.

SAMPLE



Term 1

WEEK 1 ☐ 20m Ethics: Part 4 - Lesson 1

☐ Materials: Ourselves: Book II

→ INTRO

Divide readings into 11 sections evenly over the term; try to include whole stories or episodes if applicable so that you are not stopping in the middle of a section (around 3 pages a week). Watch for examples from your readings that reflect the moral virtues or vices that embody the sections read.

→ READ & NARRATE

p.1-32, divided across the term

WEEK 1 ☐ 40m Econ/Civics: Grade 10 (Canada) - Lesson 1

☐ Materials: Think: The Life of the Mind and the Love of God; Journal or Notebook; a Bible

☐ Materials: Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones; a Journal or Notebook; a Bible

→ INTRO

The Gospel of Matthew records a conversation between Jesus and a lawyer. "Teacher, which is the great commandment in the Law?" Jesus replied, "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. On these two commandments depend all the Law and the Prophets" (Matt. 22:36-40). This term, you will be challenged to cultivate the life of the mind in a way that results in obedience to the first and great commandment.

→ READ

Introduction

→ REFLECT/WRITE

Read and reflect on how Romans 11:36 and Colossians 1:15-17 relate to the reading in the book. Jot down your ideas or discuss with someone.

→ INTRO

Habits play a significant role in Charlotte Mason's philosophy of education. According to Mason, "Now, habits which are allowed to fall into disuse are all the same as though they had never been formed; powers not exercised grow feeble and are lost. The ground which has been gained in half-a-dozen years may be lost in a single one" (Mason, Vol. 5, p.251). Mason reminds us that it is not only important to cultivate good habits, but it is equally imperative to exercise those habits, or else they will be lost.

This term, you will be led through several exercises to teach you how to identify and implement habits that result in life transformation. Some of these exercises include how to maintain the practice of habit-keeping so you do not lose momentum. You will refer to your journal or notebook several times during the term to complete the assigned exercises.

→ READ

Introduction - Ch.1

→ NARRATE

Take a moment to narrate silently or aloud the main ideas of the reading.

→ REFLECT & WRITE

★ STUDENT/TEACHER NOTE

Before you begin, read the short article *How to Mark a Book* by Mortimer Adler. This will equip you with reading techniques to help you interact with the reading in a deeper and more meaningful manner. Pay attention to the assigned reading. A couple of chapters may not be assigned, given the length of the book, but you are encouraged to complete the book when you have the opportunity.

∞ **Article Link:** [How to Mark a Book by Mortimer Adler](#)

Citizenship: Grade 10 (Canada)

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



Term 1

Looking back at the chapter as needed, in your journal, contrast goals and systems. Reflect on your life practices to see if you can identify systems that are at work in your life currently. Jot those down.

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.

WEEK 2 20m Ethics: Part 4 - Lesson 2

Materials: Ourselves: Book II

→ INTRO

Watch for examples from your readings that reflect the moral virtues or vices that embody the sections read.

→ READ & NARRATE

p.1-32, divided across the term

→ NOTE

Don't forget to divide the readings to stretch through the remaining weeks of the term. Read the next section, continuing from where you left off.

★ TEACHER TIP

If you haven't planned for a Community Read Aloud yet, consider adding it to your gathering, meal time, or as a way to lighten the burden of chores! You can find suggestions in Quick Links.

WEEK 2 40m Econ/Civics: Grade 10 (Canada) - Lesson 2

Materials: Think: The Life of the Mind and the Love of God; A Journal or Notebook; a Bible

Materials: Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones; a Journal or Notebook; a Bible

→ READ

Ch.1

→ NARRATE

Take a moment to narrate silently or aloud the main ideas of the reading.

→ WRITE

Looking back at the chapter as needed, write about the relationship between thinking, feeling, and doing in your journal.

→ READ

Ch.2-3

→ NARRATE

Take a moment to narrate silently or aloud the main ideas of the reading.

→ WRITE

In your journal, make a list of your habits, both positive and negative, that shape your identity. Describe the Habit Loop in your own words.

→ REFLECT

Read 2 Corinthians 5:17-21 and reflect on what the Bible teaches regarding a person's identity. Jot down any thoughts.

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.



Term 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.

WEEK 3 20m Ethics: Part 4 - Lesson 3

Materials: Ourselves: Book II

→ READ & NARRATE

p.1-32, divided across the term

→ NOTE

Read the next section, continuing from where you left off.

WEEK 3 40m Econ/Civics: Grade 10 (Canada) - Lesson 3

Materials: Think: The Life of the Mind and the Love of God; A Journal or Notebook; a Bible

Materials: Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones; a Journal or Notebook; a Bible

→ READ

Ch.2

→ NARRATE

Take a moment to narrate silently or aloud the main ideas of the reading.

→ CONCEPT MAP

Have you considered how a person can have a friendship with an author that he or she has never met? Reflect on the author who has had the greatest impact on your life. In your journal, make a concept map that highlights some of the things that you learned from the author.

→ READ

Ch.4-5

→ NARRATE

Take a moment to narrate silently or aloud the main ideas of the reading.

→ EXERCISE

In your journal, use the "Habits Scorecard" on p.64-65 to think through the impact your habits may be having on your daily living.

→ DEFINE

Looking back at the chapter as needed, define the 1st Law of Behavior Change, and describe "Habit Stacking."

→ REFLECT

Reflect on the habits that you identified last week. What criteria do you use to determine if a habit is good, bad, or neutral? How does the Bible address any of the habits you identified? Jot down your thoughts.

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.