



Generation Citizen

How does GC fit in my class and school?

SUBJECT ALIGNMENT

Generation Citizen’s action civics program reinforces and augments critical objectives and skills taught in several social studies and elective courses. GC’s in-class curriculum, delivered in twenty sessions with the help of trained college volunteers (Mentors), increases students’ civic engagement knowledge, motivation, and skills. Through an emphasis on critical thinking, group collaboration, research techniques, and persuasive communication, GC’s action civics program teaches the “21st Century Skills” vital not just for engaged, informed citizenship, but also for success in college and future careers. At the program’s close, students hone their presentation and public speaking skills for Civics Day, in which all GC classes throughout the city present on their projects before judges - including local elected officials - and earn awards. The GC action civics curriculum is thus aligned with state social studies and Common Core English/language arts standards, enabling its use in a variety of courses for 8th-12th grade students. GC’s program staff works closely with each school and educator to customize the program to enhance and support their classes.

US History	Government/ Politics/Civics	World History	Advisory Period	Elective
GC students learn democratic and constitutional principles by using them to create real change in their communities. Students personally experience the process of democratic decision-making and working for grassroots change just as they have read about with the Founding Fathers and social movements throughout history. They can use past and present examples of successes and failures, as well as the history of their unique focus issue, to inform their action.	GC students bring constitutional principles to life as they analyze civic structures and use civic institutions to effect change in their communities. By engaging directly in the democratic process, students gain insights into government and politics.	GC offers opportunities to connect current local issues with historic and global roots of social change and democracy while developing the research, critical thinking, and inquiry skills at the heart of the study of history.	GC emphasizes character building, literacy, group collaboration, public speaking, research, and other “21 st Century Skills” for college- and career-readiness.	GC is attractive to students as its own elective, or can be built into a Current Events, Life Skills, or Debate elective. Youth see how the knowledge and skills they learn in class can be applied to create real change on issues that matter to them.
GC’s curriculum is Common Core- and state-standards aligned.				
GC’s student-centered and action-based program empowers students and adds relevance to their academic studies.				
Trained college students serve as near-peer Mentors and guide students through their action projects.				



GC IN THREE SCHOOLS

- **World History:** Eighth grade classes in Malden, MA, emphasized the connection between GC and ancient roots of democracy and the study of diverse systems of government around the globe. Teachers worked with students to choose an issue (creating a student council) that aligned with the research and comparative analysis already part of their World History curriculum.
- **Current Events Elective:** At Hope High School in Providence, RI, students in Current Events take part in GC with an emphasis on the importance of knowledge and integrated debates and multimedia research into their work. Mentors focused on the theme of being an *informed* citizen.
- **Advisory:** All students at Jeremiah Burke High School in Boston, MA participated in GC in their freshman advisory period. The school used GC as a common experience for incoming students to build leadership and investment in their school.

SCHEDULING GC

Our comprehensive program provides 20 sessions of material that can be adapted over 20-25 hour-long class periods. Because the action civics program is meant to reinforce and augment existing curricula, not to displace instructional time, GC can accommodate a variety of schedules, as seen below.

1 Semester (2 Days Per Week) <i>Recommended</i>	Year-long (1 Day Per Week)	Two Semesters (2 Days Per Week)
Mentors come in two days per week for one semester, either for the Fall only (October to December) or the Spring only (February to May). Fall projects culminate with the fall Civics Day, and spring projects culminate with the spring Civics Day.	Mentors come in one day per week from October to December and again from February to May. Mentors guide students through the completion of one class action project, culminating with the spring Civics Day. During the winter break, teachers continue to see the benefits of enhanced student engagement as they draw links between daily lessons and the class's yearlong project.	Teachers who have their students for the full year may choose to implement an extended GC program. In this case, classes work on a second action project, or develop their original action project in more sophisticated ways. GC staff work with teachers to tailor the second semester to student needs. Students may present at both the spring and fall Civics Day.