

CONNECTING YPI TO THE NOVA SCOTIA CITIZENSHIP CURRICULUM

In Nova Scotia, YPI is a project that fits well within the structure of the Grade 9 Citizenship Curriculum, directly addressing outcomes and indicators across themes in the course. It is suggested that YPI be used as the service learning capstone project in the course.

Relevant outcomes and indicators are copied directly from the Nova Scotia Citizenship curriculum document in the left column of the table below, with alignment to YPI demonstrated in the right column.

OUTCOMES AND INDICATORS	CONNECTION TO YPI
<p>ENGAGED CITIZENSHIP Learners will construct a collaboratively-designed service learning project which addresses a need in the school or larger community.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Evaluate the merit of a collaboratively-selected need • Evaluate personal skills, strengths and interests in relation to the service learning project • Plan a service learning project to achieve the goal • Implement a service learning plan • Evaluate the development of citizenship skills in relation to the service learning project 	<p>This service learning outcome aligns very strongly to YPI, and provides a strong rationale for schools to participate in the program, using it as a capstone project for the Citizenship course.</p> <p>Beginning with Part One of YPI, students self-identify values-based interests as a jumping off point to examine social needs in their community. Teams of students collaboratively select one community need to learn about deeply, and to address through their project, and one community-based charitable organization that addresses this need with whom to engage in service learning.</p> <p>YPI provides student resources for goal-setting; project planning/management; and reflection on skill development related to citizenship including community awareness, collaboration, and critical thinking. Students are asked to consider how they will be able to utilize these skills in the future. YPI measures this skill development among students at the individual school level as part of their evaluation program, which is shared with schools every year.</p>
<p>WHO AM I AS A CITIZEN? Learners will evaluate evolving concepts and attributes of citizenship as members of different kinds of communities.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Compare rights and responsibilities as current and future citizens • Investigate how worldview impacts understanding of citizenship • Evaluate personal strengths and skills and how these contribute to communities • Predict how a citizen's role may change over time 	<p>YPI provides an opportunity to introduce the concepts of rights and responsibilities of citizens in the context of social issues faced by disempowered people in society like homelessness, different forms of oppression, and food insecurity. Social issues and their relation to rights and responsibilities are explored through group discussion at the beginning of YPI (see Part Two), and teams of students engage in deeper learning about their chosen issue through their service learning project.</p>

<p>FINANCIAL CITIZENSHIP</p> <p>Learners will compare the impact of economic decisions from the perspectives of various groups of people.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Investigate different cultural ideas surrounding needs, wants, money, and value • Investigate the purpose, value, and types of taxation • Investigate the relationship between government priorities and economic equality with regard to indigenous peoples • Investigate economic disparity between various groups of people • Compare the concepts of economic fairness and economic equality 	<p>YPI provides the opportunity for students to think deeply about poverty as a systemic issue, and classes are invited to have challenging discussions about the role of government and other sectors in upholding social rights of people related to the economy like housing and social welfare.</p>
<p>GOVERNANCE</p> <p>Learners will analyse how issues become valued within and across all areas of government and society.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Analyse the role that worldview plays in personal and societal values & decision-making • Investigate concepts of perceived Canadian values and identity. • Analyse the values of various political parties by examining their platforms • Reflect on reasons a personally-chosen issue could be valued by society <p>Learners will investigate the structure, operation, and selection of government in Canada, including federal, provincial, territorial, indigenous, and municipal government models.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Investigate how various types of governments in Canada are formed • Investigate interactions and decision-making in indigenous and non-indigenous governance models 	<p>In Part Three of YPI, students begin to learn deeply about their chosen social issue, and this includes an analysis of what government is (or is not) doing to address the issue. Groups are asked to present their research on the social issue to the class so that students learn from the findings of their peers.</p> <p>YPI also provides an opportunity for students to learn how they can critically engage with social issues and affect positive change in their communities as citizens and social actors.</p>

<p>Learners will evaluate strategies to meaningfully engage as citizens within a democratic process.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Evaluate ways to work within and outside of government structures to affect change • Investigate ways that citizens can advocate for change, awareness, or action • Investigate the impact of resistance and protest as political and social actions • Analyse how unequal access to democracy makes some groups' voices more powerful than others 	
<p>GLOBAL CITIZENSHIP</p> <p>Learners will evaluate the consequences of action and inaction as twenty-first century global citizens.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Investigate a global issue from differing perspectives • Evaluate the intended and unintended consequences of an action or inaction in regard to a global issue • Analyse the relationship between universal human rights and globalization • Evaluate Canada's response to a selected global issue 	<p>Citizenship educators can use YPI as a starting point to engage students about global issues. For example, students can examine issues like gender equity, poverty, or rights of Indigenous peoples from a local standpoint through YPI, and then engage in conversations about these issues in a global context from this informed perspective.</p>