

# Measuring What Matters

## Citizenship

### The domain

Citizenship education includes the acquisition of knowledge of historical and political concepts and processes. It supports the development of students' understanding of social issues and of the impact of their behaviour and decisions on others. It develops their capacity to recognize and value different perspectives and their sense of agency to influence change in society.

### Why it matters

A democratic and cohesive society relies on people understanding the impact of their behaviour and decisions on others, and having the capacity to play an informed role in the affairs of their society. Citizenship education supports students' capacity to be responsible, active citizens in their schools and communities. It allows them to become contributing members of a democratic society.

## Citizenship competencies

### Appreciation of diversity

- Students can articulate elements of their own cultural identity and worldview.
- Students understand the complex and fluid nature of their own and others' identities.
- Students understand how cultures and cultural values can be represented in traditions, institutions, and symbols.
- Students recognize diversity within particular cultural communities or groups.
- Students understand the role religion plays in shaping the worldviews and actions.

### Awareness of power

- Students understand power relationships in everyday life, including within families, at school, and with friends.
- Students understand power relationships in society between and among individuals, groups, and institutions.
- Students understand how power is exercised through both formal and informal means.
- Students evaluate the use of power from multiple perspectives—the degrees to which it is fair, justified, and/or arbitrary.
- Students understand how to work with both formal and informal systems of power to make change.

### Development of voice

- Students understand key concepts and ideas underlying important civic, social, environmental, and/or economic issues.
- Students understand the range of positions people hold on important civic, social, environmental and/or economic issues.
- Students understand how perspectives on civic, social, environmental and/or economic issues can change over time and contexts.
- Students can articulate a personal position with respect to important civic, social, environmental and/or economic issues.
- Students identify a range of techniques used in public discussion to make points or manipulate opinion.
- Students are able to use appropriate institutions, structures, and mechanisms to effect change on important civic, social, economic, and/or environmental issues.