

Targeted Revision Proposal

Introduction

There are three pieces of HB312 that could require or invite changes to existing standards:

1. Lines 468-507 include **requirements for secondary standards.**
2. Lines 508-538 include **requirements for instruction and/or curriculum** for grades 3-12.
3. Lines 449-467 included **requirements for instruction and/or curriculum** for grades K-12

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Requirements for Secondary Standards, Lines 468-507

468 (d) Beginning in the 2028-2029 school year, the state board shall ensure that social
469 studies core standards for students in secondary grades includes comparative
470 instruction on government systems including communism with the state board
471 determining the specific grades and frequency of instruction within secondary
grades,
472 that:
473 (i) compare and contrast the government systems described in Subsection (3)(c)
with
474 communism and other autocratic government systems, such as:
475 (A) fascist governments, including World War II-era regimes; and
476 (B) ancient autocracies, including absolute monarchies;
477 (ii) include instruction on the American experiment in self-governance and
United
478 States founding principles, including why the Founders rejected pure
democracy,
479 including ancient Greek examples;
480 (iii) include instruction on the fundamental characteristics of communism,
including
481 state control of information and media;
482 (iv) include instruction on the history and tactics of communist movements in
the
483 United States, including:
484 (A) the spread of communist ideology during the 20th century;
485 (B) efforts to infiltrate American institutions; and

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486 (C) the response of the United States government and civil society to communist
487 movements;
488 (v) include instruction on historical crimes, human rights violations, and economic
489 failures caused by communist regimes, including:
490 (A) the Cultural Revolution in China;
491 (B) the Holodomor in Ukraine;
492 (C) the Great Terror in the Soviet Union;
493 (D) the Cambodian genocide under the Khmer Rouge;
494 (E) the human rights violations and economic failures of the Cuban communist
495 regime;
496 (F) the violence and destabilization caused by communist guerrilla movements in
497 Latin America; and
498 (G) the systematic persecution of religious groups and suppression of religious
499 practice under communist regimes; and
500 (vi) include comparative outcomes demonstrating the benefits of constitutional
501 republicanism through comparison with communist, pure democratic, and other
502 autocratic systems, including:
503 (A) economic prosperity and innovation;
504 (B) protection of human rights and individual freedoms;
505 (C) political stability and peaceful transfer of power;
506 (D) quality of life and opportunity for citizens; and
507 (E) contributions to global peace and prosperity.

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Suggested Target: Lines 473-476

473 (i) compare and contrast the government systems described in Subsection (3)(c)
[republic, a pure democracy, a monarchy, and oligarchy; U.S. compound constitutional republic]
with
474 communism and other autocratic government systems, such as:
475 (A) fascist governments, including World War II-era regimes; and
476 (B) ancient autocracies, including absolute monarchies;

ACGC 1.1: Students will examine the classical types of regimes or forms of government, including those that rule for the common good, including monarchy, aristocracy, and republic (or mixed government) and those that work for the ruler's good, including tyranny, oligarchy and direct democracy.

Suggestion: Change the language to fit Code and add the comparison piece.

Possible revised standard:

Ex a. Students will examine the classical types of regimes or forms of government, including those that rule for the common good, including monarchy, aristocracy, and republic (or mixed government) and those that work for the ruler's good, including tyranny, oligarchy, and pure democracy. Students will compare and contrast those types of governance with communism and other autocratic systems, such as ancient autocracies, including absolute monarchies.

Ex b. Students will analyze classical forms of government, distinguishing between regimes that prioritize the common good—such as monarchy, aristocracy, and republic (or mixed government)—and those that serve the ruler's self-interest—namely tyranny, oligarchy, and pure democracy. Furthermore, students will compare and contrast these types of governance with autocratic systems like communism and ancient autocracies, including absolute monarchies.

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WH 2.2: Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.

WH 2.5: Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.

Suggestion: These two standards could be revised, or a standard similar to ACGC 1.1 could be added to include instructions on ancient autocracies including absolute monarchies and pure democracy.

Possible revised standard:

WH 2.2: Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations, including examining ancient autocracies, including absolute monarchies.

WH 6.1: Students will identify cause and effect relationships between World War I, the global Great Depression, and World War II.

Suggestion: WH 6.1 could be revised, or a new standard added, to include communism and fascism specifically.

Possible revised standard:

WH 6.1: Analyze the causal connections among World War I, the worldwide Great Depression, and World War II, specifically focusing on the influence of fascist governments and regimes during this time period.

Possible new standard:

Students will analyze primary sources to compare and contrast communist and fascist government regimes of this era with other systems of government. Students will then formulate conclusions about the resulting cause and effect relationships.

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Suggested Target: Lines 477-479

477 (ii) include instruction on the American experiment in self-governance and United

478 States founding principles, including why the Founders rejected pure democracy,

479 including ancient Greek examples;

ACGC Strand 1: American Founding Principles

Suggestion:

- Add a Guiding Question: How did the principles of pure democracy conflict with the Founders' priorities for governance?
- Add a standard to or revise a standard already in Strand 1 that addresses why the Founders rejected pure democracy, including examples from ancient Greece.

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Suggested Target: Lines 480-487

480 (iii) include instruction on the fundamental characteristics of communism, including
481 state control of information and media;
482 (iv) include instruction on the history and tactics of communist movements in the
483 United States, including:
484 (A) the spread of communist ideology during the 20th century;
485 (B) efforts to infiltrate American institutions; and
486 (C) the response of the United States government and civil society to communist
487 movements;

U.S.II 7.2: Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

U.S.II 7.3: Students will develop interpretations of the impact of the Cold War on American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources.

Suggestion:

- The revision suggestions for ACGC 1.1 for Lines 473-476 would require this background knowledge.
- Revise the above standards or create and insert a new standard.

Revised and/or new standard examples:

Students will use primary sources to analyze the history and tactics of communist movements in the United States, including the spread of communist ideology during the

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20th century and efforts to infiltrate American institutions. Students will investigate how the government of the United States, as well as civil society, responded to these movements.

Students will analyze the history and tactics of communist movements within the United States using primary sources, focusing on the dissemination of communist ideology in the 20th century and attempts to penetrate American institutions. They will investigate the responses to these movements by the U.S. government and American civil society.

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Suggested Target: Lines 488-499

488 (v) include instruction on historical crimes, human rights violations, and economic
489 failures caused by communist regimes, including:

490 (A) the Cultural Revolution in China;

491 (B) the Holodomor in Ukraine;

492 (C) the Great Terror in the Soviet Union;

493 (D) the Cambodian genocide under the Khmer Rouge;

494 (E) the human rights violations and economic failures of the Cuban communist
495 regime;

496 (F) the violence and destabilization caused by communist guerrilla movements in
497 Latin America; and

498 (G) the systematic persecution of religious groups and suppression of religious
499 practice under communist regimes;

WH 6.2: Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20th century.

Suggestion: Revise the current standard to include new Code.

WH 6.2: Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20th century, including these by communist regimes: the Cultural Revolution in China, the Holodomor in Ukraine, the Cambodian genocide under the Khmer Rouge, the human rights violations and economic failures of the Cuban regime, the violence and destabilizations caused by guerrilla movements in Latin America, and the systematic persecution of religious groups and suppression of religious practice.

WH 6.5: Students will use case studies to identify the reach and implications of the Cold War for daily life, such as the Vietnam War, the Great Leap Forward, the Berlin Wall, East and West Germany, NATO, the Warsaw Pact, proxy wars, music, culture, and the Olympics.

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Suggestion: This standard could be expanded to cover the fundamental characteristics of communism globally, including state control of information and the systematic persecution of religions groups, as well as including the specific regime failures and violence added to Code: the Cultural Revolution in China, the Cuban communist regime, and guerilla movements in Latin America.

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Suggested Target: Lines 500-507

500 (vi) include comparative outcomes demonstrating the benefits of constitutional
501 republicanism through comparison with communist, pure democratic, and
other

502 autocratic systems, including:

503 (A) economic prosperity and innovation;

504 (B) protection of human rights and individual freedoms;

505 (C) political stability and peaceful transfer of power;

506 (D) quality of life and opportunity for citizens; and

507 (E) contributions to global peace and prosperity.

ACGC Strand 2: Constitutional Government and Union

ACGC 2.1: Students will examine various ways peoples have organized themselves politically prior to 1787, including the Iroquois Constitution, the British Constitution, and the early state constitutions.

ACGC 2.5: Students will examine the core arguments of the debates over ratification of the U.S. Constitution, including the proper extent of a republic through study of *Federalist* No. 10 and Brutus 1 and the need for a Bill of Rights.

Suggestion: Add a new standard, revise the above draft standards, or combine some of the standards in ACGC Strand 2.

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Requirements for instruction and/or curriculum for grades K-12

Lines 449-467 include:

449 (c) The state board shall ensure instruction in American history and government for
450 students occurs as appropriate and includes a study of:

451 (i) forms of government, such as a republic, a pure democracy, a monarchy, and an
452 oligarchy;

453 (ii) political philosophies and economic systems, such as socialism, communism,
454 individualism, and free market capitalism;

455 (iii) the United States' form of government, a compound constitutional republic;

456 (iv) the roles and responsibilities of government officials, including all state and
457 locally elected officials;

458 (v) the voting process and election laws of this state, including the caucus and
459 convention system;

460 (vi) the purpose and benefits of the Electoral College system in presidential elections,
461 including:

462 (A) how the system protects state sovereignty;

463 (B) ensures broad geographic representation; and

464 (C) maintains the federal nature of the republic;

465 (vii) the eligibility requirements to run for elected office at the federal, state, and
466 local levels; and

467 (viii) the elected officials who represent students at each level of government.

Included in current K-6 Standards:

- **Forms of Government:** The requirement to teach a republic, a pure democracy, a monarchy, and an oligarchy is explicitly covered in the Third Grade standards and reinforced in Sixth Grade when comparing early governments to modern ones.
- **Political and Economic Systems:** The mandate to teach socialism, communism, individualism, and free market capitalism is explicitly met in Sixth Grade.

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Foundational economic concepts (like scarcity, supply and demand, producers, and consumers) are introduced progressively in grades K-4.

- **Compound Constitutional Republic:** The mandate to teach the United States' form of government as a "compound constitutional republic" is explicitly covered in the Fifth Grade standards, which dedicate a significant portion of instruction to the U.S. Constitution.
- **Roles of Officials and Leaders:** The roles and responsibilities of government officials are introduced early, with Kindergarten and First Grade exploring community helpers and leaders. Second Grade requires students to "identify current leaders" and their responsibilities, while Third through Fifth Grades expand on local, state, and federal government interactions and civic duties like voting.

Included in current secondary Standards:

- **The Caucus and Convention System:** HB0312S06 requires instruction on the state's election laws, specifically the caucus and convention system. This is explicitly covered in American Constitutional Government Draft Standard 5.7, which requires students to analyze how citizens participate in elections, including "the candidate nomination and selection processes in **caucuses and conventions**".
- **Eligibility Requirements for Office:** The legislation requires teaching the eligibility requirements to run for office. American Constitutional Government Standard 5.5 meets this at the local level, requiring students to analyze the "**qualifications and roles of local elected officers** such as mayors, council members, school board members, auditors, treasurers, clerks, sheriffs, county commissioners, district or county attorneys, and tribal leaders". Furthermore, studying Articles I and II of the U.S. Constitution (Standards 3.2 and 3.4) covers federal qualifications.
- **The Electoral College System (Conceptually):** While it doesn't use the exact phrasing of the legislation, American Constitutional Government Standard 3.4 requires students to examine the "presidential selection system" by reading Article II and the 12th Amendment, alongside *Federalist* No. 68 (which outlines the Founders' rationale for the Electoral College).

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Items not included: There are a few mandates from lines 449-467 that are not included in standards, but that LEAs could ensure are found in their chosen curriculum. These could potentially also be included in a targeted standards revision if the Board feels it is necessary to include them:

- **Specific Electoral College Metrics:** While students study the presidential selection system, there is no standard explicitly requiring teachers to frame the Electoral College as a system that "protects state sovereignty," ensures "broad geographic representation," and "maintains the federal nature of the republic".
- **Identifying Specific Representatives:** While the standards require students to learn the *roles* of local and state officials, no standard explicitly mandates that students identify the specific individuals "who represent students at each level of government".

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Lines 508-538 include:

508 (e) Beginning in the 2028-2029 school year, and in accordance with Subsection (8), the
509 state board shall ensure instruction in American history and government for students
510 occurs as appropriate and includes a study of the historical and philosophical context
511 in which the founding documents were created, with the state board determining the
512 specific grades and frequency of instruction within grades 3 through 12, including:
513 (i) analysis of religious and philosophical references contained in founding
514 documents, including:
515 (A) the reference in the Declaration of Independence to "Nature's God," "Creator,"
516 "Supreme Judge of the world," and "divine Providence";
517 (B) religious and philosophical influences on concepts of natural rights and
518 limited government as reflected in primary source documents from the
519 founding era;
520 (C) the debates over religious liberty and the relationship between religion and
521 government as reflected in founding era documents, including writings on the
522 First Amendment;
523 (D) specific passages from the text described in Subsection (4)(m) that are cited or
524 alluded to in founding documents;
525 (E) narratives and concepts from the text described in Subsection (4)(m) that
526 shaped colonial American political thought;
527 (F) the use of language and imagery from the text described in Subsection (4)(m)
528 in political rhetoric of the founding era and throughout American history; and
529 (G) influences of the text described in Subsection (4)(m) on concepts of covenant,
530 law, justice, and liberty in American constitutional thought;
531 (ii) comparative analysis of the philosophical traditions described in Subsection
532 53E-4-205.2(2)(a), and additional philosophical traditions, including
533 Enlightenment philosophy, Protestant and Catholic thought, deism, and natural
534 law theory; and
535 (iii) the development of American principles of religious liberty, including:
536 (A) the First Amendment's protections for religious exercise and prohibitions on
537 religious establishment; and

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538 (B) state constitutional provisions on religious liberty.

Included in current 3-6 and secondary Standards:

- **The Founding Documents & Limited Government:** Students study the Declaration of Independence and the U.S. Constitution progressively. Third Grade introduces the Constitution, Fifth Grade covers the "compound constitutional republic" and the Declaration's most significant ideas, and U.S. History I and American Constitutional Government (ACGC) examine these texts in deep historical detail.
- **The First Amendment & Religious Liberty:** The legislation requires studying the development of religious liberty. Third Grade requires students to identify First Amendment rights, Fifth Grade covers the Bill of Rights, and the high school ACGC course specifically mandates analyzing the text, principles, and interpretation of the First Amendment's protections for the freedom of religion.
- **Colonial Religious Traditions:** The bill mandates the study of religious influences on the founding. The draft ACGC course explicitly meets this by requiring students to analyze how "colonial religious traditions—such as Puritan covenant theology... and the democratizing effects of the Great Awakening" influenced the American founding and sparked early debates about religious liberty and toleration.
- **Enlightenment and World Religions:** The bill requires studying Enlightenment, Protestant, and Catholic thought. Sixth Grade covers the global origins of world religions (including Christianity and Judaism) and the Enlightenment, while World History covers the global impacts of the Reformation and the Enlightenment. U.S. History I specifically asks how Enlightenment philosophies influenced the U.S. Constitution.
- **State Constitutional Provisions:** The bill requires studying state constitutional provisions on religious liberty. Both Fourth Grade and the Utah Studies course require students to analyze the Utah Constitution to identify its enumerated rights, civic virtues, and shared values.

Items not included: There are a few mandates from lines 508-538 that are not included in standards, but that LEAs could ensure are found in their chosen curriculum. These could

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potentially also be included in a targeted standards revision (most likely in U.S. History I and ACGC) if the Board feels it is necessary to include them:

- **Explicit Religious Phrasing in the Declaration:** No current standard requires the specific analysis of the phrases "Nature's God," "Creator," "Supreme Judge of the world," and "divine Providence".
- **The Bible as a Foundational Political Text:** While courses mention religious traditions, no standard currently mandates using the Bible (Hebrew Scriptures and New Testament) to specifically trace its cited passages, language, and imagery in founding-era political rhetoric, or to explore its influence on American concepts of "covenant, law, justice, and liberty".
- **Comparative Philosophical Analysis:** While students study the Enlightenment and the Reformation generally, there is no standard requiring a specific comparative analysis of "Enlightenment philosophy, Protestant and Catholic thought, deism, and natural law theory" as they directly relate to the American founding documents.

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