



UTAH CORE STATE STANDARDS for SOCIAL STUDIES

AMERICAN CONSTITUTIONAL GOVERNMENT & CITIZENSHIP

Course Description

A self-governing constitutional republic depends on its citizens' knowledge, understanding, engagement, and appreciation of its laws and constitution. **The goal of this course** is to acquaint students with the American constitutional tradition, and to equip students with the knowledge, skills, dispositions, and virtues necessary for upholding our constitutional republic. The name of the course, "**American Constitutional Government and Citizenship**," emphasizes this focus on the U.S. Constitution, individual liberties, and ~~on~~ informed and dedicated citizenship. **This course requires a study of the historical foundations, development over time, and current application of these concepts.**

The Declaration of Independence and **The Constitution of the United States** ~~the Constitution~~ are the guiding elements of this course. The course will use these and other important primary sources to cover five strands that derive from HB 381:

1. American Founding Principles
Constitutional Government and Union
2. Structures of **American Constitutional** Government
3. Development of the American Constitution
4. Practicing Constitutional Citizenship

Upon completion of this course, students will have gained civic knowledge about the major ideas, institutions, and practices that shape the life of a citizen in the United States.

Additionally, students will recognize and practice the civic skills needed to express opinions, work with others to solve problems, navigate commitment to principles while recognizing the place of compromise, weigh evidence, think critically, make informed decisions, and participate in government processes. ~~Additionally, students will recognize and practice the civic skills~~

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Utah State Board of Education

UTAH CORE STATE STANDARDS for SOCIAL STUDIES

~~needed to courageously express opinions, working with others to solve problems, navigating commitment to principles while recognizing the place of compromise, weigh evidence, think critically, make informed decisions, and participate in government processes.~~ This course nurtures a commitment to the American ideals of liberty, justice, courage, civic charity, cooperation, and integrity. This course is **recommended for juniors or seniors** due to their proximity to voting age. The first semester of the course (Strands 1-3) **must be taken before** the second (Strands 4-5).

Principles of Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for citizenship in America's constitutional republic. The future flourishing of our communities—local, state, and national—rests upon the preparation of young people to find solutions to common problems; defend natural rights and civil liberties for themselves, their families, and others; and ~~to~~ take responsibility for the common good. Social studies and history classrooms are an important venue in which to develop civic skills, nurture civic virtues, and teach civic knowledge. They are also places to develop attachments to the Constitution and laws, consider current issues, and increase understanding of the world and its peoples. These civic skills, habits of mind, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the freedom secured by the Constitution.

To reach these ends, students should have ample opportunities to employ civic knowledge, skills, dispositions and virtues.

Civic skills include but are not limited to:

- **Decision-making skills** exercised with fellow-citizens, such as courageously expressing an opinion, interacting and recognizing the perspectives of other stakeholders, working with others to solve problems, and navigating commitment to principles while recognizing the place of compromise.
- **Communication skills**, such as writing, speaking, and presenting; language proficiency; the ability to communicate and persuasively defend principles; use of public platforms to share knowledge; and active and respectful listening.
- **Rational thinking skills**, including carefully collecting and weighing information; seeking and discerning true principles; crafting evidence-based arguments; ~~and~~ avoiding logical fallacies.
- **Organizational skills**, including effectively organizing, networking, and collaborating with

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others in their neighborhoods, communities, states, and nation; and utilizing civic and political organizations to participate in decision-making processes and solve community problems.

- **Source evaluation skills**, including how to thoughtfully read primary sources and interpret media claims, identifying the principal arguments and assumptions, analyzing the creator's perspective and reliability, contextualizing, and evaluating the significance and lasting effect of each source.

Civic dispositions and virtues include but are not limited to:

- **Integrity, Truthfulness, and Honor:** Demonstrating trustworthiness by keeping one's promises, telling the truth, and countering falsehoods.
- **Courage and Willingness to Sacrifice:** Standing firm on principles, even when it is unpopular, and taking constructive action in the face of fear, danger, or criticism.
- **Civic Charity:** Recognizing the worth of all human beings and responsibly seeking the well-being of one's family, neighbors, fellow citizens, and country.
- **Justice:** Understanding and upholding what is fair and right; respecting the dignity, liberty, and natural and civil rights of others; seeking laws that establish justice.
- **Wisdom and Prudence:** Good judgment; discerning right; correctly deciding what is most just, proper, and useful for a particular situation.
- **Moderation and Cooperation:** Exercising caution towards extremes; acting temperately, especially in attitudes towards adversaries; working together for a common the same civic end.

Note: For the purposes of this course, “civic dispositions” and “civic virtues” share the same meaning. However, the language of civic virtues will be used because it is the language of the Declaration of Independence and the other assigned primary sources and will thus better connect the students with them. A virtue is a consistent habit of choosing what is good, just, and right.

A Note on the Organization of the Utah Standards in All Core Areas

American Constitutional Government and Citizenship core standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

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Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

Strand 1: AMERICAN FOUNDING PRINCIPLES

~~Requirements of Utah Code 53E-4-205.2. American constitutional govt and citizenship course standards~~

~~(172-175) Examine American founding principles, including:~~

- ~~• classical republicanism, natural rights, and colonial religious traditions; and~~
- ~~• the text and principles of the Declaration of Independence and relationship to the United States Constitution~~



The Declaration of Independence and the United States Constitution are guided by civic principles essential to the American experiment. In particular, classical republicanism, the natural rights tradition, and colonial religious traditions guided the Founders and continue to direct us today. An understanding of how these principles are applied to ordered liberty, constitutional government, and the rule of law is vital for responsible and effective citizenship.

The U.S. Constitution became the first complete written national constitution; before its creation, confederal principles were practiced in the Iroquois Constitution, the Articles of Confederation, and separation of powers within state constitutions. Students need to be able to see how the principles and virtues found in the Declaration of Independence and the U.S. Constitution are of continuing relevance to the issues we face in the present and appreciate the use of deliberation in fostering these principles and their vital results.

The following required primary source documents (or excerpts thereof) should be examined in this strand:

- The Mayflower Compact
- Iroquois Confederation
- Articles of Confederation

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

- The Declaration of Independence

Possible Guiding Questions to Consider:

- What does the natural rights tradition argue about the value of each human being? How do debates about natural rights shape current political and social issues?
- What is a civic virtue, what does it mean to be a virtuous citizen, and why does civic virtue matter?
- In what ways does the idea of the “common good” influence laws and policies today?
- How should we navigate potential tensions between the common good and individual rights?
- How does adherence to the rule of law uphold the civic virtues of justice and equality? How does it produce freedom and safety?
- How does the Mayflower Compact and Declaration of Independence show the ability of individuals to come together and, through courage, prudence, and cooperation, make an impact in their own lives, in their communities, and in the course of history?
- In what ways does the Declaration of Independence continue to shape American identity and political practices?

STANDARDS

Standard 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.~~

Students will evaluate the meaning of a republic and how it differs from other forms of government, including monarchy, aristocracy, tyranny, oligarchy, and direct democracy.

Standard 1.2: ~~Students will examine the classical republican tradition, including civic virtue, participation, representation, republican government, common good, and the rule of law. Students will apply core arguments to modern concerns and defend those claims.~~

Standard 1.3: ~~Students will examine the natural rights tradition, including the concepts of natural law, natural rights, consent of the governed, property rights, and social compact. Students will apply core arguments to current issues and defend their claims.~~

Standard 1.2: Students will understand the classical republican tradition (civic virtue, participation, representation, republican government, common good, the rule of law) and the natural rights tradition (the concepts of natural law, natural rights, consent of the governed,

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

property rights, social compact). Students will apply core arguments to current issues and defend their claims.

Standard 1.34: Students will analyze how politically relevant principles from diverse colonial religious traditions — such as Puritan covenant theology and self-governance, Anglican loyalty to the Crown and civil religion, Quaker religious tolerance and equality, and the democratizing effects of the First Great Awakening — influenced the American Founding and sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration.

Standard 1.54: Students will analyze the Declaration of Independence and identify where the text refers to, or implies, the classical republican, natural rights, and colonial religious traditions. Students will also discuss the similarities and potential tensions between these traditions (such as between an emphasis on the common good and individual natural rights).

~~2.1 & 2.2~~**Standard 1.5 Combo:** Students will identify various ways peoples have organized themselves politically prior to the 1787 Constitutional Convention, including the Iroquois Constitution, the British constitutional tradition, the early state constitutions, and the confederal principles and institutions of the Articles of Confederation.

Standard 1.6: Students will identify and analyze the civic virtues and where they are referenced in the Declaration of Independence and where they are referenced, including decency and respect, truth and reason, justice, prudence, patience, courage, humility, magnanimity, faith, and honor.



~~**Standard 1.7:** Students will examine primary sources including identifying the source and its reliability, analyzing the creator's perspective, contextualizing, and evaluating the significance and lasting effect of each source.~~

Standard 1.78: Students will explore how ordinary citizens during the American independence movement applied the civic skills of working through local government, civic and religious associations, and the petition of representatives to effect political change.

Strand 2: STRUCTURE OF AMERICAN CONSTITUTIONAL GOVERNMENT

The U.S. Constitution embeds power in a federal system — that is, a compound constitutional republic where power is distributed by the people among national, state, and local governments as well as American Indian tribal governments established through treaties with the United States. The U.S. Constitution distributes authority between the legislative, executive, and judicial branches. This framework, wherein complete power resides in no

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single branch or level of government and in which those branches check and balance each other, was seen by the Framers as essential to good government. Developments and controversies involving federal structures and powers have, over time, clarified the responsibilities of each department or level of government.

The following required primary source documents (or excerpts thereof) should be examined in this strand:

- The U.S. Constitution
- Selected passages from the Federalist and Antifederalist papers, including
 - *Federalist* No. 1
 - *Federalist* No. 10, Brutus 1
 - *Federalist* Nos. 39, 45
 - *Federalist* No. 51
 - *Federalist* Nos. 57, 62
 - *Federalist* Nos. 68, 70
 - *Federalist* No. 78, Brutus 15
- Washington's Farewell Address
- Lincoln's critique of the Dred Scott decision

Guiding Questions to Consider:

- What forms of government protect life, liberty, and the pursuit of happiness? How?
- What are the strengths and weaknesses of a small republic versus a large republic?
- How did issues such as representation, executive power, and slavery shape the final Constitution?
- What were the core arguments for and against ratifying the U.S. Constitution? Which, if any of these questions and arguments are still prevalent in the United States today?
- What is federalism, and how did the Constitution create a balance between state and federal authority? How is *e pluribus unum* related to the concept of federalism? What are current events or issues that illustrate the relationship between national and state governments?
- In Federalist No. 51, Madison argues that a constitution "must first enable the government to control the governed; and in the next place oblige it to control itself." What does it mean for the government to "control itself" and why is that important? How can one keep governments from becoming tyrannical?

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- What is the separation of powers and why did the Framers of the U.S. Constitution think it essential for good government? What are some examples of *checks and balances* and the separation of powers at work in current events and issues?
- Are there circumstances in which the government might get better results when it is slow and deliberate? Are there circumstances when quick immediate and decisive action might be better?
- Is the will of the majority the only criterion of a good law? How are the rights of the minority protected against the will of the majority in a constitutional republic?
- What are the benefits and dangers of giving the executive power to a single person? How have presidential powers changed over time?
- Does the U.S. Constitution make one branch of government stronger than the others? Which is the least dangerous branch to liberty and which is the most?
- What impact does the role of the Supreme Court have on the powers of the executive and legislative branches?

STANDARDS

Standard 2.1: Students will analyze the processes and principal debates at the Constitutional Convention, including the insufficiencies of the Articles of Confederation, problems of representation (the Virginia and New Jersey plans), executive power and election, state versus federal authority, and the question of slavery.

Standard 2.2: Students will explain how the principles of separation of powers and checks and balances are implemented in the overall structure of the U.S. Constitution, by examining the U.S. Constitution and *Federalist* No. 51.

Standard 2.3: Through the study of Article I and *Federalist* Nos. 57 and 62, students will examine the distinct design and character of the House and Senate, the enumerated powers of Congress, the processes for how budgets and other bills become law, the appointment and impeachment of government officials, and the development of how political parties and committees shape Congress.

Standard 2.4: Through the study of Article II, *Federalist* Nos. 68 and 70, and the 12th, 20th, 22nd, and 25th Amendments, students will analyze the design and character of the Executive Branch, the electoral college, how the president's enumerated powers both empower and limit the presidency, and other major developments and controversies involving those powers, such as veto, appointment, commander-in-chief, executive bureaucracy, foreign policy, and executive orders and agreements.

Standard 2.5: Students will determine how the text of Article III and the Supremacy Clause of Article VI structure the federal court system, secure judicial independence, and empower the

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judiciary to interpret the Constitution, drawing on the arguments about the judiciary in *Federalist* No. 78 and Brutus 15.

Standard 2.6: Students will assess major developments (including the creation and elimination of courts, judicial majority and minority opinions) and controversies involving federal judicial structures and the role of the judiciary in interpreting and applying the Constitution and laws through a study of several landmark supreme court decisions. This examination will also include a discussion of Lincoln's critique of the *Dred Scott* decision.

Standard 2.7: Students will explain the core arguments of the debates over ratification of the U.S. Constitution, including the proper extent of a republic's power through study of *Federalist* Nos. 1 and 10, Brutus 1, and the need for a Bill of Rights.

Standard 2.8: Students will examine the principles and practice of federalism through a study of *Federalist* Nos. 39 and 45, and the Tenth Amendment.

Standard 2.9: Students will study and reflect upon the **civic skills and virtues** displayed in Washington's "Farewell Address," including those required for Constitutional fidelity and leadership, civic friendship and unity, the peaceful transfer of power, and citizenship.



Strand 2: **STRUCTURE OF AMERICAN CONSTITUTIONAL GOVERNMENT AND UNION**

~~Requirements 53E-4-205.2. American constitutional govt and citizenship course standards~~



~~(176-179) Examine the text of the United States Constitution, including:~~

- ~~• the principles and operation of federalism and the state constitutional tradition~~
- ~~• structure, powers, and limits of legislative, executive, and judicial branches~~



~~The U.S. Constitution embeds power in a federal system—that is, a compound constitutional republic where power is distributed by the people among national, state, and local governments as well as American Indian tribal governments established through treaties with the United States. The U.S. Constitution distributes authority between the legislative, executive, and judicial branches. This framework, wherein complete power resides in no single branch or level of government and in which those branches check and balance each other, was seen by the Framers as essential to good government. Developments and controversies involving federal structures and powers have, over time, clarified the responsibilities of each department or level of government.~~

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The following required primary source documents should be examined in this strand:

- The U.S. Constitution
- Selected passages from the *Federalist* and *Antifederalist* papers, including
 - *Federalist* No. 1
 - *Federalist* No. 10, Brutus 1
 - *Federalist* Nos. 39 and 45
 - *Federalist* No. 51
 - *Federalist* Nos. 57, 62
 - *Federalist* Nos. 68, 70
 - *Federalist* No. 78, Brutus 15
- Washington's Farewell Address
- Lincoln's critique of the Dred Scott decision

The U.S. Constitution was the first complete written national constitution. Before its creation, confederal principles were practiced in the Iroquois Constitution, the Articles of Confederation, and separation of powers within state constitutions. The U.S. Constitution embeds power in a federal system—that is, a compound constitutional republic where power is distributed by the people among national, state, and local governments as well as American Indian tribal governments established through treaties with the United States.



The following required primary source documents should be examined in this strand:

- The Iroquois Constitution
- Articles of Confederation
- U.S. Constitution
- Selected passages from the *Federalist* and *Antifederalist* papers, including
 - *Federalist* No. 1
 - *Federalist* No. 10, Brutus 1
 - *Federalist* Nos. 39 and 45



Possible Guiding Questions to Consider:

- What forms of government protect life, liberty, and the pursuit of happiness? How?
- What are the strengths and weaknesses of a small republic versus a large republic?
- How did issues such as representation, executive power, and slavery shape the final Constitution?
- What were the core arguments for and against ratifying the U.S. Constitution? Which, if any of these questions and arguments are still prevalent in the United States today?

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~~What is federalism, and how did the Constitution create a balance between state and federal authority? How is *e pluribus unum* related to the concept of federalism?~~

STANDARDS

~~**Standard 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.~~

~~**Standard 2.2:** Students will examine the confederal principles and institutions of the Articles of Confederation, including the strengths and deficiencies of the Articles and the need for a new convention.~~

~~**Standard 2.3:** Students will compare how proposals at the Constitutional Convention, including the Virginia Plan and the New Jersey Plan, addressed problems raised by the experience under the Articles of Confederation.~~

~~**Standard 2.4:** Students will analyze the processes and principal topics of debate at the Convention, including representation in Congress, the power and election of the executive branch, state versus federal authority, and the question of slavery.~~

2.3 & 2.4 Combo: ~~Students will analyze the processes and principal debates at the Constitutional Convention that shaped the final Constitution, including the insufficiencies of the Articles of Confederation, problems of representation (the Virginia and New Jersey plans), executive power and election, state versus federal authority, and the question of slavery.~~

~~**Standard 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.~~

~~**Standard 2.6:** Students will examine the principles and practice of federalism through a study of *Federalist* Nos. 39 and 45, and the Tenth Amendment.~~

~~**Standard 2.7:** Drawing lessons from the Constitutional Convention and sources in this strand, students will practice civil discourse, including the **civic skills** of formulating a sound argument, and persuasion, and compromise the **civic virtues** of courage, justice, moderation, and civic charity.~~

Strand 3: STRUCTURE OF AMERICAN GOVERNMENT

~~**Requirements 53E-4-205.2. American constitutional govt and citizenship course standards**~~

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

~~(176-179) Examine the text of the United States Constitution, including:~~

- ~~Structure, powers, and limits of legislative, executive, and judicial branches~~



~~The U.S. Constitution distributes authority between the legislative, executive, and judicial branches. This framework, wherein complete power resides in no single branch or level of government and in which those branches check and balance each other, was seen by the Framers as essential to good government. Developments and controversies involving federal structures and powers have, over time, clarified the responsibilities of each department or level of government.~~



~~The following required primary source documents should be examined in this strand:~~

- ~~The U.S. Constitution~~
- ~~Selected passages from the *Federalist* and *Anti-Federalist* papers, including~~
 - ~~*Federalist* No. 51, Centinel 1~~
 - ~~*Federalist* Nos. 57, 62~~
 - ~~*Federalist* Nos. 68, 70~~
 - ~~*Federalist* No. 78, Brutus 15~~
- ~~Washington's Farewell Address~~
- ~~Lincoln's critique of the Dred Scott decision~~

~~**Possible Guiding Questions to Consider:**~~

- ~~How can one keep governments from becoming tyrannical?~~
- ~~In *Federalist* No. 51, Madison argues that a constitution “must first enable the government to control the governed; and in the next place oblige it to control itself.” What does it mean for the government to “control itself” and why is that important?~~
- ~~What is the separation of powers and why did the Framers of the U.S. Constitution think it essential for good government?~~
- ~~Are there circumstances in which the government might get better results when it is slow and deliberate? Are there circumstances when quick immediate and decisive action might be better?~~
- ~~Is the will of the majority the only criterion of a good law? How are the rights of the minority protected against the will of the majority in a constitutional republic?~~
- ~~What are the benefits and dangers of giving the executive power to a single person? How have presidential powers changed over time?~~

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- ~~Does the U.S. Constitution make one branch of government stronger than the others? Which is the least dangerous branch to liberty and which is the most?~~
- ~~What impact does the role of the Supreme Court have on the powers of the executive and legislative branches?~~
- ~~What are some examples of checks and balances and the separation of powers at work in current events and issues?~~
- ~~What are current events or issues that illustrate the relationship between national and state governments?~~

**STANDARDS**

Standard 3.1: ~~Students will explain how the principles of separation of powers and checks and balances are implemented in the overall structure of the U.S. Constitution, by examining the U.S. Constitution and Federalist No. 51, and Centinel 1.~~

Standard 3.2: ~~Students will examine the text of Article I, including the structures of the legislative branch (bicameralism, design of the House and Senate, and the compromise over representation) and how Congress's enumerated powers both empower and limit Congress, considering the arguments of Federalist Nos. 57 and 62.~~

Standard 3.3: ~~Students will examine major functions (including lawmaking, budgeting, appointment and impeachment of government officials, oversight of the other branches), developments (including political parties and committees), and controversies involving federal legislative structures, powers, and practices.~~

3.2 & 3.3 Combo: ~~Through study of Article I and Federalists 57 and 62, students will examine the distinct design and character of the House and Senate, the enumerated powers of Congress, the processes for how budgets and other bills become law, the appointment and impeachment of government officials, and the development of how political parties and committees shape Congress.~~

Standard 3.4: ~~Students will examine the text of Article II and the 12th, 20th, 22nd, and 25th amendments, including the presidential selection system, the structures of the executive branch, and how the president's enumerated powers both empower and limit the presidency, considering the arguments of Federalist Nos. 68 and 70.~~

Standard 3.5: ~~Students will examine major developments and controversies involving presidential powers (including the veto power, the appointment power, the commander-in-chief power, and executive orders and agreements), the federal bureaucracy, and political parties.~~

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Combo 3.4 & 3.5: Through study of Article II, Federalist 68 and 70, and the 12th, 20th, 22nd, and 25th Amendments, students will analyze the distinct design and character of the Executive Branch, the electoral college, how the president's enumerated powers both empower and limit the presidency, and other major developments and controversies involving those powers, such as veto, appointment, commander in chief, executive orders, and agreements. executive bureaucracy, foreign policy, and executive orders and agreements.¶¶

¶¶

Students will examine Article II, the 12th, 20th, 22nd, and 25th amendments, and Federalist Nos. 68 and 70 to understand the executive branch's structure, presidential selection, and how enumerated powers both empower and limit the presidency. They will also analyze major developments and controversies involving presidential powers (veto, appointment, commander in chief, executive orders and agreements), the federal bureaucracy, and political parties.¶¶

¶¶

Standard 3.6: Students will examine how the text of Article III and the Supremacy Clause of Article VI secure judicial independence and empower the judiciary to interpret the U.S. Constitution and laws, considering the arguments of *Federalist* No. 78 and Brutus 15.¶¶

Standard 3.7: Students will identify the structure of the federal court system and the way the Supreme Court makes decisions, interprets texts, and writes their opinions by examining the facts, questions, rulings, and rationale included in court opinions.¶¶

3.6 & 3.7 Combo: Students will examine how the text of Article III and the Supremacy Clause of Article VI structure the federal court system, secure judicial independence, and empower the judiciary to interpret the Constitution, drawing on the arguments about the judiciary in *Federalist* No. 78 and Brutus 15.¶¶

Standard 3.8: Students will examine major developments (including the creation and elimination of courts, majority and minority opinions) and controversies involving federal judicial structures and the role of the judiciary in interpreting and applying the Constitution and laws through a study of several landmark supreme court decisions. This examination will also include a discussion of Lincoln's critique of the *Dred Scott* decision.¶¶

Standard 3.9: Students will analyze how a bill becomes a law, how that law is enforced, and how it is applied and interpreted.¶¶

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~~Standard 3.10: Students will examine how the principles and ideas expressed in the Declaration of Independence are expressed in or relate to the U.S. Constitution. Students will distinguish between writing a revolutionary document like the Declaration and writing a frame of government like the Constitution and explain differences between the documents.~~

~~Standard 3.11: Drawing on the *Federalist*, *Antifederalist* and other examples from this strand, students will examine the civic skill of how to form a persuasive argument, including how to make a valid argument, how to avoid logical fallacies, and how to evaluate reasons and evidence.~~

~~Standard 3.12: Students will analyze the civic skills and virtues displayed in Washington's "Farewell Address," including those required for Constitutional fidelity and leadership, civic friendship and unity, the peaceful transfer of power, and citizenship.~~

Strand 34: DEVELOPMENT OF THE AMERICAN CONSTITUTION

~~Requirements 53E-4-205.2. American constitutional govt and citizenship course standards~~



~~(180-185) Examine the development of the United States Constitution through amendments.~~

- ~~• creation and application of the Bill of Rights~~
- ~~• adoption and enforcement of the Civil War and Reconstruction Amendments~~
- ~~• adoption and enforcement of the other voting rights amendments~~

Natural Civil rights and civil liberties are codified in the Declaration of Independence and the U.S. Constitution. Those rights and liberties have been interpreted and extended over time to groups not originally included. With those rights and liberties come civic responsibilities. Students must understand the importance of natural rights and civil liberties for themselves, their families, and others. Students should be able to defend their own rights and the rights of others, understanding that the U.S. Constitution and its amendments help protect individuals who may not share their views.

The following required primary source documents (or excerpts thereof) should be examined in this strand:

- Selected passages from the *Federalist* and *Antifederalist* papers, including *Federalist* No. 84 and Brutus 2.
- The Bill of Rights (Amendments 1 – 10 in the U.S. Constitution)
- Speeches of Abraham Lincoln

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Utah State Board of Education

UTAH CORE STATE STANDARDS for SOCIAL STUDIES

- Speeches of Frederick Douglass
- Seneca Falls Declaration of Sentiments
- Lincoln-Douglas Debates
- Civil War and Reconstruction Amendments (13, 14, 15)
- Letter from Birmingham Jail

Possible Guiding Questions to Consider:

- What are the natural rights and civil liberties articulated in the Declaration of Independence and in the U.S. Constitution? How have the rights and liberties in the Constitution been interpreted and extended over time? How have amendments changed who is included in "We the People"?
- What civic responsibilities and duties come with First Amendment rights?
- What limits exist on citizens' exercise of the freedoms of religion, speech, press, and petition? How are these rights protected in practice?
- How do the Second through Ninth Amendments protect citizens' rights? Why are rights of the accused fundamental in a free society?
- How do the arguments made by Abraham Lincoln, Frederick Douglass, Elizabeth Cady Stanton, Martin Luther King Jr., and others draw, or expand, upon the original natural rights tradition?
- After advances, such as like the Reconstruction Amendments, why was a Civil Rights Movement still needed?
- How did civil rights legislation in the 20th century further implement the purpose of the 13th, 14th, 15th, and 19th Amendments?

STANDARDS

Standard 34.1: Students will understand the text of Article V of the Constitution, including the roles of Congress, state legislatures, state conventions, and the people in enacting constitutional change.

Standard 34.2: Students will identify and evaluate arguments for and against a written bill of rights through an examination of *Federalist* No. 84 and Brutus 2.

Standard 34.3: Students will examine the text, principles, and interpretation of the First Amendment's protection of the freedoms of religion, speech, press, assembly, and petition, and discuss the relationship between rights and responsibilities of citizens.

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

Standard 34.4: Students will examine the text, principles, and interpretation of the Second through Ninth Amendments, ~~including the right to bear arms and the rights of the accused~~, as well as Habeas Corpus in Article I, Section 9.

~~**Standard 4.5:** Students will examine abolitionists' changing views of the Declaration of Independence and the U.S. Constitution, including an examination of Fredrick Douglass' "What to the Slave Is the Fourth of July?" and "The American Constitution and the Slave: An Address Delivered in Glasgow, Scotland."~~

~~**Standard 4.6:** Students will examine abolitionists' changing views of the Declaration of Independence, and the U.S. Constitution.~~ Students will examine and Stephen Douglas' popular sovereignty doctrine and Abraham Lincoln's ~~issues of~~ natural law and natural rights response, ~~through a study of~~ employing the Lincoln-Douglas "Ottawa Debate," and Frederick Douglass' speeches. "What to the Slave Is the Fourth of July?" and "The American Constitution and the Slave: An Address Delivered in Glasgow, Scotland."

Combo-Standard 43.5 and 4.6: Students will articulate differing views of the principles in the Declaration of Independence, the U.S. Constitution, and issues of natural law and natural rights, through a study of the Lincoln-Douglas "Ottawa Debate" and Frederick Douglass' speeches "What to the Slave Is the Fourth of July?" and "The American Constitution and the Slave: An Address Delivered in Glasgow, Scotland."

Standard 4.73.6: Standard 3.6: Students will evaluate the history, text, principles, and enforcement provisions of the Civil War and Reconstruction Amendments (13th, 14th, and 15th), as well as initial attempts to enforce them; additionally, students will evaluate the eventual enforcement of these amendments during the Civil Rights movement of the 20th century, civil rights legislation, and related Supreme Court decisions.

~~Students will examine the history, text, principles, and enforcement provisions of the Civil War and Reconstruction Amendments (13th, 14th, and 15th), as well as initial attempts to enforce them in the 19th century; they will also examine the incorporation of the Bill of Rights through the 14th Amendment and the establishment of national citizenship and the application of naturalization policies over time.~~

Standard 3.7: Students will examine the clauses (privileges or immunities, due process, equal protection, citizenship) of the 14th Amendment, including the incorporation of the Bill of Rights, the establishment of national citizenship, and the application of naturalization policies over time.

Standard 3.8: Students will analyze suffrage movements in the United States using the "Declaration of Sentiments" and the 14th, 15th, 19th, 24th and 26th Amendments as well as the ongoing debates over voting rights. Students will investigate Utah women's suffrage through the Utah Constitution, as it relates to the national effort for women's right to vote.

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

~~Standard 3.74.8: Students will examine the Women's Suffrage and 20th-century Civil Rights Movements and enforcement of Reconstruction Amendments and voting rights using the "Declaration of Sentiments," and the text, principles, and interpretation of the 14th, 15th, 19th, 24th and 26th Amendments; and Martin Luther King's "Letter from Birmingham Jail." Students will investigate Utah women's suffrage, including through the Utah Constitution, as it relates to the national effort for women's right to vote.~~

Standard 3.94.9: Students will determine the **civic skills and virtues** required for constitutional fidelity and civic friendship in times of political change and social division, through a study of Lincoln's "Gettysburg Address" and "Second Inaugural Address," ~~and~~ Fredrick Douglass' "Oration in Memory of Abraham Lincoln," ~~and~~ Martin Luther King's "Letter from Birmingham Jail," including the **civic skills** of petition and persuasion, and the **civic virtues** of prudence, justice, courage, humility, duty, moderation, and civic charity.

Strand 4: PRACTICING CONSTITUTIONAL CITIZENSHIP

~~Requirements 53E-4-205.2. American constitutional govt and citizenship course standards~~



~~(186-191) Examine the practice of self-government at the state and local level, including:~~

- ~~• the Utah Constitution and local governments, including counties, municipalities, and tribal governments~~
- ~~• state and local elections, including current candidate nomination and selection~~
- ~~• the responsibilities of citizenship and participation in civil society~~



Our nation's future rests on the ability and willingness of every generation to fulfill their civic responsibilities. ~~P~~Civic participants in the American experiment practice self-government and nurture civic knowledge, skills, dispositions and virtues. They also engage at the federal, state, and local levels, using a range of strategies and methods to protect rights and seek the common good. Civic leadership and participation are available through political office and affiliation; non-governmental and civic organizations; religious groups, clubs, **local organizations, schools, and more.**

~~and local organizations, and more.~~

The following required primary source documents (~~or excerpts thereof~~) should be examined in this strand:

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

- The Utah State Constitution
- [UT Legislature website \(https://le.utah.gov/\)](https://le.utah.gov/)
- The U.S. Constitution

Possible Guiding Questions to Consider:

- What is the relationship between a successful, functioning republic and a civically responsible and virtuous population? What civic skills and virtues are needed for both effective self-government and for limited, responsible governance by leaders and institutions?
- What does it mean to be an active and informed voter? How can self-governing citizens participate in the political process?
- How do community and civic groups contribute to a healthy republic? How does participation in civil society — including civic organizations, neighborhood associations, faith communities, [schools](#), etc. — prepare citizens for civic and political life and strengthen communities?
- What does it mean to be an American? What are key elements of American political culture? How do the rights and responsibilities in our founding documents influence our political culture and identity today, including in Utah?
- Among all our differences and diversity, in what ways [does](#) the Declaration of Independence and our Constitution unite us as Americans?
- How can the ideas and principles of the Utah Constitution connect us as Utahns?
- What similarities and differences exist between the structure of government and institutions contained in the Utah Constitution and the U.S. Constitution?
- What similarities and differences exist between the U.S. Bill of Rights and the Utah Constitution?

STANDARDS

Standard 4.1: Students will analyze the Utah Constitution, including the state government that it created, the rights and principles it protected, and examine how the process through which state and local laws are created, enforced, and interpreted.

Standard 4.2: Students will examine the practice of self-government at the state and local levels, including town, county, municipality, and tribal government decisions on budgeting, taxation, debt, and other government responsibilities.

Standard 4.3: Students will understand the qualifications, roles, and oaths of office 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.

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

Standard 4.4: Students will investigate the election process, including party platforms, caucuses, conventions, primaries, districting, funding, and campaigns while also understanding how individual citizens may participate.

Standard 4.5: Students will describe the influence of families, community groups, religious and educational organizations, and other civic associations in developing the social capital, civic skills, and civic virtues necessary to perpetuate constitutional self-government and the pursuit of happiness.

Standard 4.6: Students will analyze how the media inform citizens and influence public opinion. Students will also demonstrate the civic responsibility and **skills** needed to critically evaluate media sources for accuracy, credibility, bias, evidence, and logical reasoning.

Standard 4.7: Students will practice the **civic skills** of everyday citizenship by identifying a local problem, considering the best resources, stakeholders, and civic or political organizations (such as businesses, city councils, chambers of commerce, community and religious organizations, etc.) for addressing it; and proposing possible solutions including which level of government is authorized and best equipped to handle different current issues and defend their rationale.

~~Standard 5.1: Students will analyze the structure, rights, protections, and other principles of the Utah State Constitution and compare and contrast them to the U.S. Constitution; students will also analyze the role of federalism and divided authority within our constitutional system. ¶~~

~~Standard 5.2: Students will analyze how, at the state and local levels, a bill becomes a law, how that law is enforced, and how it is applied and interpreted, at the state and local levels. COMBO~~

~~Standard 5.1 & 5.2: Students will analyze the Utah Constitution, including the state government that it created, the rights and principles it protected, and examine how the process through which state and local laws are created, enforced, and interpreted. ¶~~

~~Standard 5.3: Students will examine the practice of self-government at the state and local levels, including town, county, municipality, and tribal government, and make recommendations regarding which level of government is authorized and best equipped to handle different current issues and defend their rationale. ¶~~

~~Standard 5.4: Students will analyze how budgeting, taxation, and debt relate to government. ¶~~

~~COMBO Standard 5.3 & 5.4: Students will examine the practice of self-government at the state and local levels, including town, county, municipality, and tribal government decisions on budgeting, taxation, and debt, and other government responsibilities. ¶~~

~~Standard 5.5: Students will analyze the qualifications, and roles, and oaths of office 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. ¶~~

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UTAH CORE STATE STANDARDS for SOCIAL STUDIES

~~Standard 5.6: Students analyze various oaths required of local, state (Article IV Section 10 of the Utah Constitution) and national representatives (Article VI Clause 3 and Article II Section 1 Clause 8 of the Constitution of the United States), members of the military (Uniformed Code of Military Justice), and naturalized citizens (Oath of Allegiance) to uphold and defend the Constitution of the United States while also reflecting upon their own relationship and responsibilities to the Constitution. Students will also identify the skills and civic virtues local leaders require to fulfil their constitutional oaths and civic responsibilities.~~

~~Standard 5.7: Students will analyze how citizens can participate in elections, including through state and local political parties, campaigns, the candidate nomination and selection processes in caucuses and conventions, becoming informed voters, and registering and voting in elections.~~

~~Students will analyze the election process, including caucuses, conventions, primaries, districting, and campaigns while also outlining the role of citizens.~~

~~Standard 5.8: Students will reflect on and write about what it means to be an American, by drawing on the Declaration of Independence, the U.S. Constitution, and other principles from this course, including the rights, responsibilities, and virtues necessary for the perpetuation of constitutional government.~~

~~Standard 5.9: Students will analyze the role of families, community groups, religious organizations, and other civic associations in developing the social capital, civic skills, and civic virtues necessary to perpetuate constitutional self-government and the pursuit of happiness.~~

~~Standard 5.9: Students will analyze the influence of families, community groups, religious organizations, and other civic associations in developing the social capital, civic skills, and civic virtues within the American Constitutional system.~~

~~Standard 5.10: Students will analyze the role of local, state, and national media in educating citizens and influencing their views and the responsibility of citizens to hone the civic skills to evaluate media sources for accuracy, bias, and good reasoning/logical fallacies.~~

~~Standard 5.11: Students will practice the civic skills of everyday citizenship by identifying a local problem, considering the best resources, stakeholders, and civic or political organizations (such as businesses, city councils, chambers of commerce, community and religious organizations, etc.) for addressing it, and proposing possible solutions including which.~~

~~level of government is authorized and best equipped to handle different current issues and defend their rationale.~~

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