



Public Comment Analysis

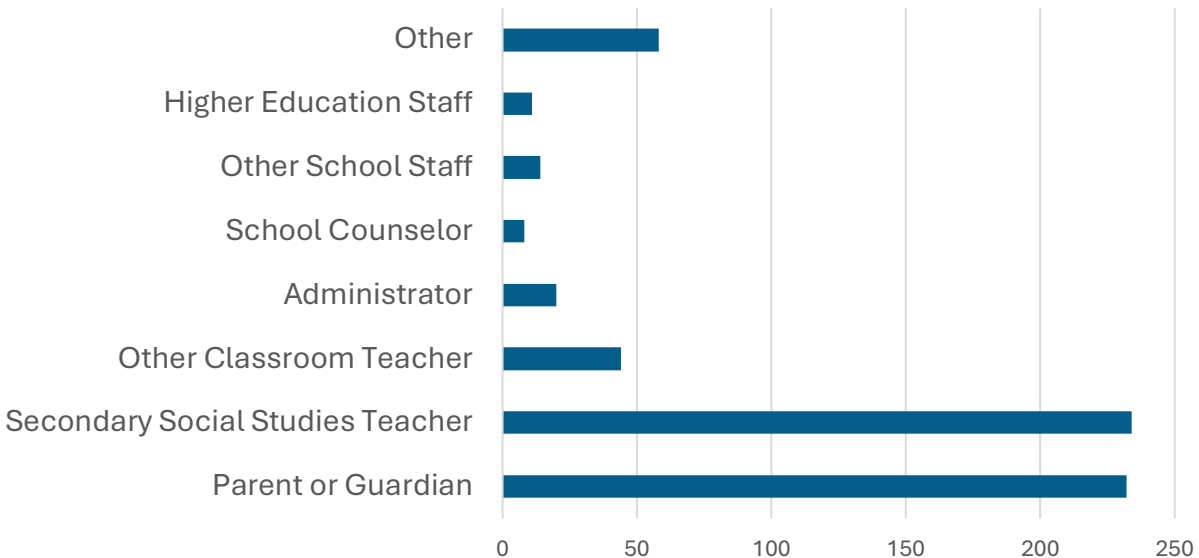
Demographic Information

There were 553 survey responses, 27 of which were identified as duplicates and removed. 526 unique users completed the survey.

Respondent Stakeholder Groups

Respondents were most commonly secondary social studies teachers and parents. Respondents could identify as belonging to more than one stakeholder group.

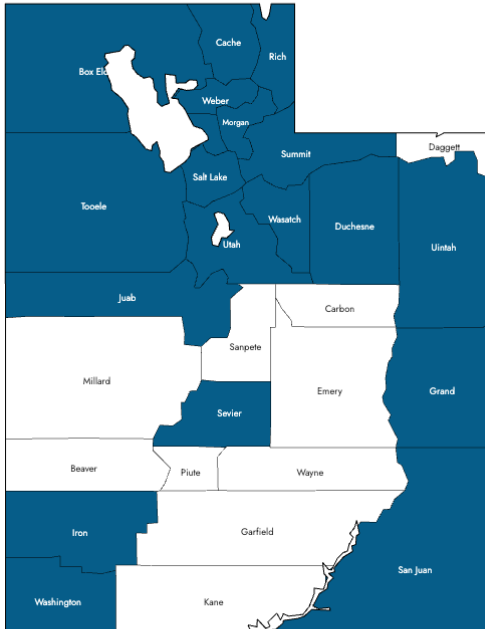
Respondent Stakeholder Groups



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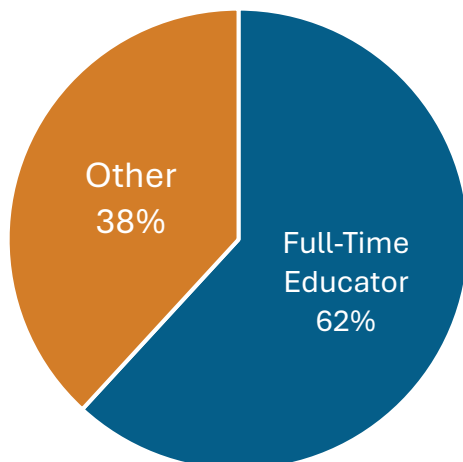
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Respondents reside in 20 of Utah's 29 counties.

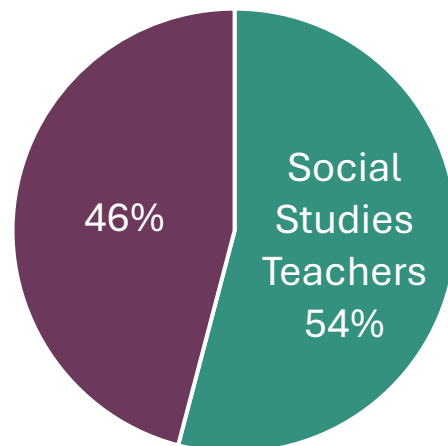


Full-time educators currently employed in an LEA made up 62% of respondents. More than half (54%) of respondents have taught secondary social studies in Utah.

Full-Time Employed Educator
Respondents



Secondary Social Studies Teacher
Respondents



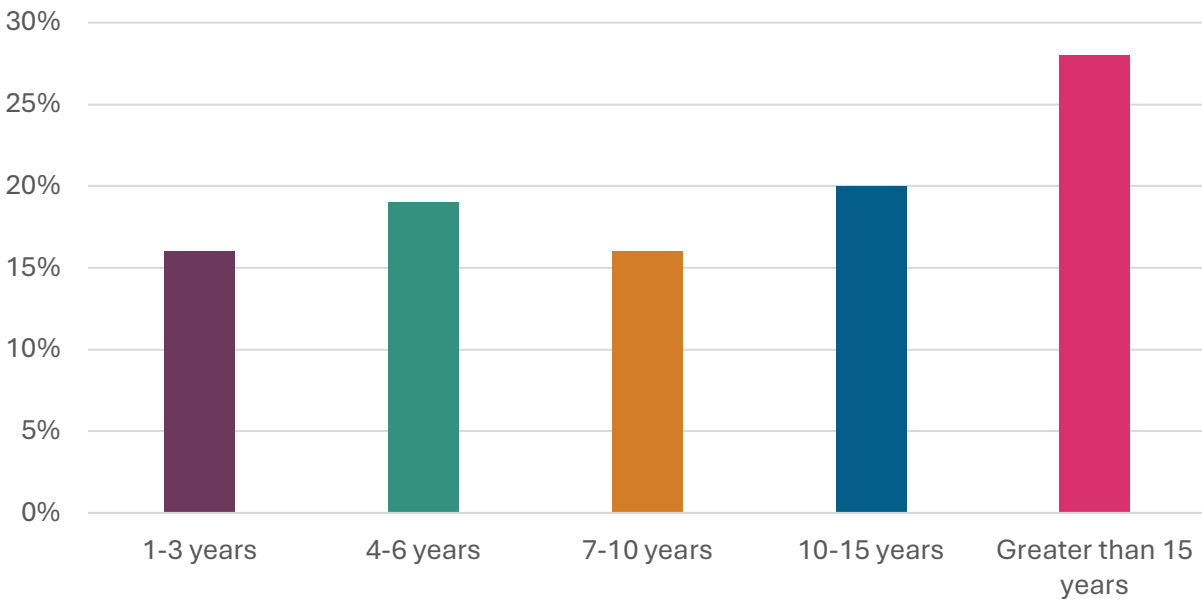
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Of those that have taught, nearly half (48%) have 10 or more years experience. The largest group of respondents (28%) had taught more than 15 years.

Years of Utah Secondary Social Studies Teaching Experience

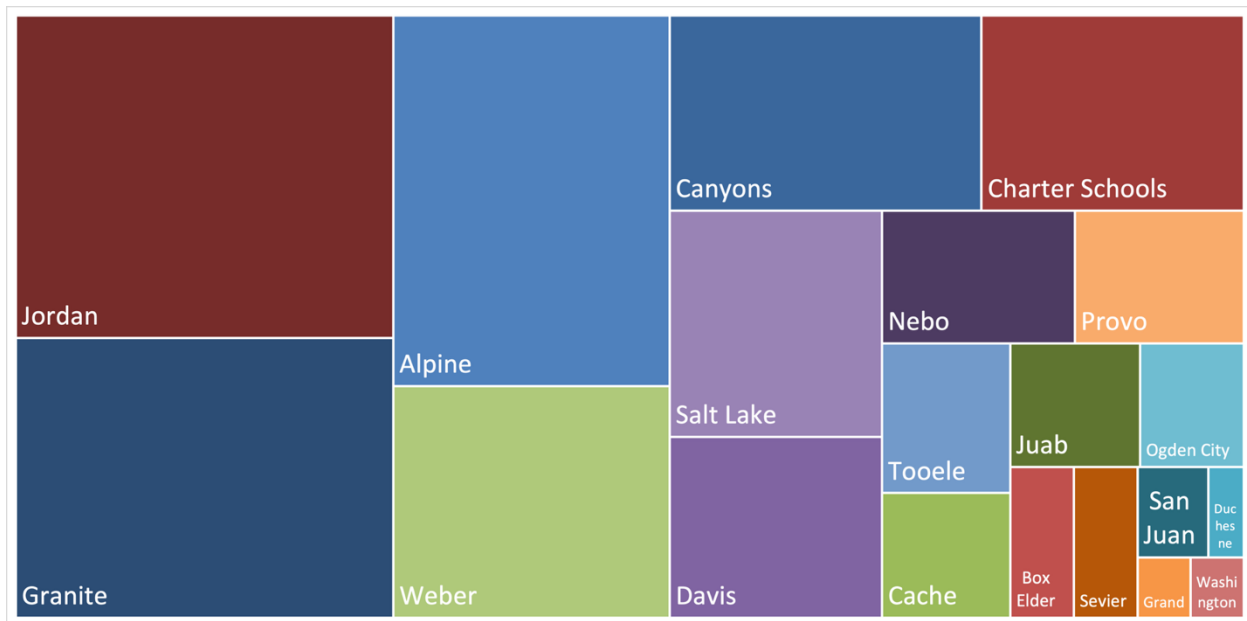


Respondents employed in LEAs came from 32 different LEAs including 19 school districts and 13 charter schools. LEAs with the most respondents were:

1. Jordan School District
2. Granite School District
3. Alpine School District
4. Weber School District
5. Canyons School District

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Public Comment Themes

When analyzing repeated themes and phrases across all commenters, several other notable topics emerged frequently:

AP Government / High School Level (59 and 62 mentions, respectively)

A large number of commenters continually compared the proposed standards to an "AP Government" course, frequently questioning if the expectations were suitable for a general "high school" audience versus an advanced placement track.

- **Course Difficulty: 10 commenters** explicitly indicated that the course was too difficult. They described the standards using terms such as "too hard," "too advanced," "overwhelming," "beyond high school," "college level," or equivalent to a "university syllabus."
- **Number of Standards: 23 commenters** stated that the number of standards should be reduced. They expressed this by stating there were "too many standards," "too much to cover," or by suggesting the committee should "cut down," "condense," or require "fewer standards."

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The "Common Good" (51 mentions)

Many commenters focused heavily on the phrase "common good," debating its definition, inclusion, or how it is balanced against individual rights.

Direct Democracy (46 mentions)

The concept of direct democracy was frequently debated in the feedback, often in contrast to a constitutional republic.

Civic Virtues (43 mentions)

There was significant discussion around "civic virtues," with commenters debating the appropriateness or method of teaching personal values and virtues in a government class.

The Federalist Papers & Primary Sources (39 and 36 mentions, respectively)

Commenters frequently brought up the required readings. Many praised the use of primary sources (like the Declaration of Independence, which was mentioned 36 times), while others expressed concern that reading the Federalist Papers in their original text would be too dense or time-consuming for the average student.

The Supreme Court / Civil Rights (32 and 48 mentions)

A notable chunk of comments pertained to how the courts, civil rights, and landmark Supreme Court decisions are represented (or underrepresented) in the curriculum.

The writing committee was provided access to all comments; however, they were only asked to provide written response to actionable comments. Examples of nonactionable comments are things such as "I disagree" or "I love this" which provide nothing concrete to respond to.

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