



PUBLIC COMMENT RESPONSES

Comments are broken into sections. Only actionable comments were addressed.

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This draft is for consideration during the August 7, 2026 Standards & Assessment Committee Meeting



Course Description

#1 Course Description

Comment: *"Additionally, students recognize and practice the civic skills 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." Should be revised for parallel structure.*

RESPONSE: Thank you for this specific wording suggestion. The writing team will consider the changes.

#2 Course Description

Comment: *Several important topics related to federalism are either not explicitly addressed or only lightly touched on in the standards, including the Necessary and Proper Clause, Commerce Clause, fiscal federalism, and key Supreme Court federalism doctrines.*

RESPONSE: This will be noted for instructional resource and instructional resource document development.

#3 Course Description

Comment: *47 Standards is quite extensive, even for a year-long course. In addition, some of them need to be broken down and/or listed as sub-standards.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2—the expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. The primary source readings are intended to be studied as excerpts, not complete texts; the specific citations

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guide teachers to the most relevant passages. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#4 Course Description

Comment: *Finally, some of the curriculum we cover now is missing, like fiscal policy and foreign relations.*

EDITED RESPONSE: Fiscal policy is addressed in Strand 5 (Standard 5.4). Foreign policy is not a primary focus of this course, which is grounded in constitutional government and citizenship as mandated by Utah Code 53E-4-205.2. Both topics may be addressed through curricular decisions at the local level and will be noted for instructional resource document development.

#5 Course Description

Comment: *"acquaint" is a weaker verb; "familiarize" is the depth we are looking for.*

RESPONSE: The writing team will look at possible changes.

#6 Course Description

Comment: *Development of the American Constitution should be the first strand to solidify students' understanding before moving to founding principles.*

RESPONSE: The strand sequence follows a deliberate pedagogical progression: foundational principles (Strand 1), constitutional structure (Strands 2-3), the development of constitutional rights (Strand 4), and applied citizenship (Strand 5). HB 381 requires Strands 1-3 to be completed before Strands 4-5. The writing team is confident this progression builds student understanding effectively. We appreciate this perspective.

#7 Course Description

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Comment: *Feels really "holier than thou" with some wording; this course needs critical thinking, not just patriotic cheerleading.*

EDITED RESPONSE: The writing team has grounded the language of these standards in the historical record of the American founding and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument—not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. We have reviewed specific language flagged in public comments and made revisions where appropriate.

#8 Course Description

Comment: *Why do we keep using the word "courageously"? Seems very odd.*

RESPONSE: The term "courageously" reflects the civic virtue tradition central to this course. The Founders regularly used this language because they understood that civic participation—particularly expressing principled views in public—requires genuine courage. This term also appears in the language of Utah Code 53E-4-205.2. The writing team has reviewed each usage to ensure the word is purposeful, and we will consider whether contextual framing can address this concern where it arises.

#9 Course Description

Comment: *Use the word "civic dialogue" in describing things. That's an important skill to have.*

RESPONSE: Thank you for this suggestion. "Civic dialogue" is an important concept for this course and will be noted for review. This language may be incorporated where appropriate and will also inform instructional resource document development.

#10 Course Description

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Comment: *Get rid of a lot of the political theory. I would love to see more of things that matter to people like voting and elections and political parties.*

RESPONSE: Political parties, elections, and voter participation are addressed in Strand 5, which focuses on Utah government and civic engagement. The political theory in Strands 1-3 establishes the constitutional foundations that make civic participation meaningful. Standards describe core knowledge and skills; teachers retain significant flexibility to connect foundational content to contemporary civic applications.

#11 Course Description

Comment: *I am concerned about the lack of a foreign policy strand. This seems important in an increasingly globalized world.*

RESPONSE: This course is specifically focused on American constitutional government and citizenship as mandated by Utah Code 53E-4-205.2. Foreign policy is not a primary focus, though teachers may address it through curricular decisions.

#12 Course Description

Comment: *I am concerned that there is not something about current issues and keeping up on news in the first three strands.*

RESPONSE: Current events and news literacy are not excluded from the first three strands. The guiding questions throughout each strand explicitly invite teachers to connect foundational content to current issues and events. Integrating current events is a curricular decision teachers make throughout the course.

#13 Course Description

Comment: *I appreciate the goal of preparing students for citizenship, but I'm concerned the course description feels like it is promoting a specific set of beliefs rather than encouraging open inquiry.*

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RESPONSE: The writing team has grounded the language of these standards in the historical record of the American founding and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument—not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry.

#14 Course Description

Comment: *I don't feel that the term "virtues" needs to be included in this course description. Also, the phrase about "attachment to the Constitution" seems a bit odd and more focused on emotional attachment than intellectual understanding.*

RESPONSE: The civic virtues language is drawn directly from the Founders' own writings in the required primary sources. The term "attachment to the Constitution" reflects the founding conviction that a republic requires citizens who care about and understand the constitutional order—a theme the Founders expressed repeatedly. The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for understanding why the Founders believed self-governance requires citizens of good civic character—not as personal moral requirements to be assessed individually. They appear in the Principles section, which is an introductory framework for educators, not a standalone strand. Students demonstrate understanding by identifying and analyzing these concepts in primary source texts. Instructional resource documents will clarify assessment expectations and how teachers can engage with these concepts as historical and political ideas.

#15 Course Description

Comment: *I feel like American exceptionalism cannot be the foundation for this course. It should be a focus on the purpose and function of our government.*

RESPONSE: The course examines the American founding on its own terms, including its tensions and contradictions. Students examine primary sources including Frederick

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Douglass's "What to the Slave Is the Fourth of July?" and the Seneca Falls Declaration of Sentiments—texts that directly challenge students to assess the gap between American ideals and historical realities. The course is not designed to promote uncritical patriotism but to develop students' capacity for evidence-based civic understanding.

#16 Course Description

Comment: *I strongly recommend that excerpts from John Locke (Second Treatise on Government) be a required reading.*

RESPONSE: Standards describe what students should know and be able to do—they do not prescribe curriculum, specific instructional activities, or materials beyond what is required by Utah Code 53E-4-205.2. Suggestions for additional readings, specific activities, service projects, or supplemental materials will be noted and may be incorporated into instructional resource and resource documents developed to support this course. Curricular decisions, including the selection of specific texts and classroom activities, remain with local education agencies. Enlightenment political philosophy, including Locke's direct influence on the Founders, is foundational context for the natural rights tradition studied in Standard 1.3. A supplemental suggested reading list may be developed in instructional resource documents.

#17 Course Description

Comment: *I think covering the Federalist papers is WAY too in-depth for the curriculum. Why are we not just following what the AP Gov Curriculum guide suggests?*

RESPONSE: Several primary source documents are required by Utah Code 53E-4-205.2, and are therefore non-negotiable. The specific Federalist essays cited are intended to direct teachers to the most relevant passages for each standard—not to require complete readings. Excerpts appropriate to the course level are expected throughout, and teachers have discretion in selecting specific passages. The inclusion of original texts reflects the course's goal of connecting students directly to the founding documents rather than relying solely on secondary accounts. Instructional resource documents will include suggested excerpts and scaffolding materials. This course is not designed around the AP Government curriculum, which has different objectives.

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#18 Course Description

Comment: *I think having required primary source documents does not respect the teacher's autonomy enough. They should be suggested, not required.*

RESPONSE: Several primary source documents are required by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team has no authority to make these optional. Within the scope of required documents, teachers retain significant latitude in how they introduce and scaffold materials, select specific excerpts, and sequence instruction.

#19 Course Description

Comment: *I think the use of the word "courageously" when talking about expressing opinions is out of place. In an academic situation the focus should be on rational analysis, not a subjective virtue. Courage was not required to express opinions; critical thinking is.*

RESPONSE: The term "courageously" is used because this course teaches that civic participation—particularly expressing principled positions in public—can require genuine social courage, a conviction the Founders expressed repeatedly. Critical thinking and courageous civic expression are not mutually exclusive in this course's framework.

#20 Course Description

Comment: *I think there should be discussion and information about Utah's party caucus system and how candidates can be elected there.*

RESPONSE: Utah's caucus system and other forms of civic participation are addressed in Strand 5, which focuses on Utah government and civic engagement. This will also be noted for instructional resource and instructional resource documents to ensure students have specific knowledge about Utah's unique political processes.

#21 Course Description

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Comment: *I think we would cross a fine line expecting teachers to address "virtues"—this becomes very personal.*

RESPONSE: The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for understanding why the Founders believed self-governance requires citizens of good civic character—not as personal moral requirements to be assessed individually. They appear in the Principles section, which is an introductory framework for educators, not a standalone strand. Students demonstrate understanding by identifying and analyzing these concepts in primary source texts.

#22 Course Description

Comment: *I would keep the text of the original course: "One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic."*

RESPONSE: The language was developed to reflect the course's expanded scope and the specific requirements of Utah Code 53E-4-205.2. The term "constitutional republic" is used consistently to reflect the course's emphasis on the constitutional structure of American government.

#23 Course Description

Comment: *I would like to see the caucus system taught and promoted in the course.*

RESPONSE: Utah's caucus system is addressed in Strand 5, which focuses on Utah government and civic engagement. Standards describe what students should know and be able to do; how teachers develop specific civic participation skills—including engagement with Utah's caucus system.

#24 Course Description

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Comment: *I would recommend creating a new Strand 1 that would include all of the civic virtues and civic skills as well as describing the reading and writing skills utilized in analyzing primary sources.*

RESPONSE: The Principles of Civic Preparation section, which precedes the strand standards, addresses civic skills and virtues as foundational context for the entire course. Primary source analysis skills are incorporated throughout the strands, particularly in Standard 1.7. The writing team considered various organizational approaches and determined this placement best frames all subsequent content without creating a separate strand that could redirect time from Utah Code 53E-4-205.2 required constitutional content.

#25 Course Description

Comment: *In second paragraph I would also add that students are learning their responsibilities as citizens.*

RESPONSE: The relationship between rights and responsibilities is explicitly addressed throughout the standards, particularly in Standard 4.3 and throughout Strand 5.

#26 Course Description

Comment: *In terms of a "new class," the setup of this course sounds extremely similar to what is already taught in civics. What is essentially different?*

RESPONSE: This course is not a repetition of the current U.S. Government course—that course will be retired, and this new course will replace it. Utah Code 53E-4-205.2 mandates a new, full-year course with significantly expanded scope, specific required primary sources, and a deeper focus on constitutional government. The expanded two-semester structure, depth of primary source engagement, and civic development framework distinguish it substantially from prior offerings.

#27 Course Description

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Comment: *In the Communication skills, I think there needs to be included civic dialogue and using evidence from research to back up their argument.*

RESPONSE: Thank you for this substantive suggestion. Civic dialogue and evidence-based argument are foundational skills throughout this course. We will review the Communication skills language in the Principles of Civic Preparation to consider incorporating these terms where they strengthen clarity and completeness.

#28 Course Description

Comment: *Is this the course that acknowledges the role of religion in the founding of our government?*

RESPONSE: Yes. Standard 1.4 explicitly requires students to analyze how politically relevant principles from colonial religious traditions—including Puritan covenant theology and self-governance, Anglican loyalty and civil religion, Quaker religious tolerance and equality, and the democratizing effects of the Great Awakening—influenced the American Founding and sparked debates about religious liberty, non-establishment of religion, and religious pluralism.

#29 Course Description

Comment: *Maybe rather than "upholding" say "participating in our constitutional republic."*

RESPONSE: Thank you for this specific wording suggestion. The writing team will review this phrase in context and consider whether "participating in" better captures the active civic role the course is designed to develop.

#30 Course Description

Comment: *More precise and targeted instruction for Civic Participation like voting, serving on juries, contacting elected officials, etc.*

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RESPONSE: Civic participation—including voting, jury service, petitioning government, and civic engagement—is addressed in Strand 5. Specific activities are curricular decisions teachers make within these standards. Standards describe what students should know and be able to do—they do not prescribe curriculum, specific instructional activities, or materials beyond what is required by Utah Code 53E-4-205.2.

#31 Course Description

Comment: *My concern is that the only individuals mentioned in this course description are men. Even the footnote about women's suffrage relates an article by Martin Luther King Jr. and makes no mention of any women.*

RESPONSE: This is a meaningful observation. Women's voices and experiences are represented in the required primary sources for this course, including the Seneca Falls Declaration of Sentiments (Strand 4) and Utah women's suffrage materials (Standard 4.8). We will review the Course Description language to more clearly signal the course's inclusion of women's contributions to American constitutional history.

#32 Course Description

Comment: *My concerns is the order of the Units. I think switching 4 and 3 makes more sense in a chronological standpoint.*

EDITED RESPONSE: The strand sequence follows a deliberate pedagogical progression: foundational principles, constitutional structure, constitutional development, and applied citizenship. Utah Code 53E-4-205.2 requires Strands 1-3 before Strands 4-5. The writing team is confident this progression effectively builds student understanding from principle to structure to application.

#33 Course Description

Comment: *My primary concern is that the language of the course description is unclear on the depth to which the required primary readings need to be explored.*

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RESPONSE: This is a valid and important concern. Primary Source excerpts can be chosen that are appropriate to the level of the course, not as complete texts. Instructional resource documents will include suggested excerpts for each required source.

#34 Course Description

Comment: *Neutrality. The phrases "upholding our constitutional republic," "virtues necessary," and "commitment to American ideals" reflect strong patriotic language.*

RESPONSE: The writing team has grounded the language of these standards in the historical record of the American founding and the primary sources required by Utah Code 53E-4-205.2. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument—not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry.

#35 Course Description

Comment: *Standards seem quite dense and a large portion is a repeat of material from US History 1 and 2.*

RESPONSE: This course is not a repetition of prior coursework—it is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2. While some foundational content may be familiar to students who have taken US History, the depth of constitutional analysis, primary source engagement, and civic development represents a substantial expansion. The standards build on prior knowledge while requiring significantly deeper engagement.

#36 Course Description

Comment: *Strand 1 is littered with arbitrary and debatable standards. It reads more like a social and emotional learning course than one on government.*

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RESPONSE: The civic skills and virtues in the Principles of Civic Preparation are not social-emotional learning standards—they are drawn from the classical republican and natural rights traditions studied in the required primary sources. The Founders understood these civic dispositions as essential to self-governance in a constitutional republic. Students are assessed on their ability to identify and analyze these concepts in primary source documents, not on their personal character. The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for understanding why the Founders believed self-governance requires citizens of good civic character—not as personal moral requirements to be assessed individually. They appear in the Principles section, which is an introductory framework for educators, not a standalone strand. Students demonstrate understanding by identifying and analyzing these concepts in primary source texts.

#37 Course Description

Comment: *Take out the word "virtues" in the Course Description. The use of this word suggests morality and can be "interpreted" by teachers.*

RESPONSE: The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for understanding why the Founders believed self-governance requires citizens of good civic character—not as personal moral requirements to be assessed individually. They appear in the Principles section, which is an introductory framework for educators, not a standalone strand. Students demonstrate understanding by identifying and analyzing these concepts in primary source texts.

#38 Course Description

Comment: *The civic dispositions and virtues section includes items that often come up in the legislature as things they do not want taught in K-12. And how do you measure integrity, truthfulness, honor?*

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RESPONSE: The civic virtues listed in the Principles of Civic Preparation are not individually assessed performance standards. Students demonstrate understanding by identifying, analyzing, and explaining these concepts in the primary source documents required by the course—they are not assessed on whether they personally embody these virtues. Instructional resource documents will clarify assessment expectations to ensure teachers understand this distinction.

#39 Course Description

Comment: *The civic dispositions should include language about tolerance and accepting diversity.*

RESPONSE: The writing team considered a wide range of civic virtues and dispositions. "Civic charity"—which includes recognizing the worth of all human beings and seeking the well-being of all fellow citizens—and "justice"—which includes respecting the dignity, liberty, and rights of others—address many of the values raised by this comment.

#40 Course Description

Comment: *The deep constitutional emphasis of this course does more than "acquaint" students. Something like "making informed claims" would be more appropriate.*

RESPONSE: The writing team agrees that "acquaint" understates the depth of engagement this course expects. The writing team will consider the use of a stronger verb—such as "ground" or "engage"—that more accurately reflects the course's rigor and expectations

#41 Course Description

Comment: *The Enlightenment should be specifically mentioned. As a critical foundation of our government it deserves explicit mention.*

RESPONSE: Enlightenment political philosophy is the foundational intellectual context for the natural rights tradition studied in Standard 1.3

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#42 Course Description

Comment: *The inclusion of direct democracy alongside dictatorships and oligarchies as benefiting the leader is an inaccurate representation of direct democracy. It is a functional system on the small scale.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle, which categorizes "pure" or direct democracy as the corrupted form of republican government—one that the Founders themselves discussed and rejected when designing the constitutional republic. This is a foundational distinction in the political philosophy the course examines. Students are taught to analyze and critically evaluate this framework, including its limitations and the context in which it was developed.

#43 Course Description

Comment: *The need for Civic Virtues needs to be in the course description. Civic virtue, the sacrifice of self in some way, is required for citizens and expected by the founders.*

RESPONSE: Thank you for affirming the importance of civic virtues in this course. The Principles of Civic Preparation section, which introduces all five strands, addresses civic virtues extensively as foundational to the entire course. They are also woven throughout the strand standards in the analysis of required primary source documents.

#44 Course Description

Comment: *The title of the course should not use the term "American," but "U.S."*

RESPONSE: The course title "American Constitutional Government and Citizenship" is established by Utah Code 53E-4-205.2 and is not within the writing team's authority to change.

#45 Course Description

Comment: *There needs to be a focus on current events, understanding media, and modern-day attacks against historically protected rights.*

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RESPONSE: Current events, media literacy, and contemporary applications of constitutional rights are addressed through the curricular flexibility teachers retain within each strand. Standards describe foundational knowledge and skills; teachers may integrate current events, media analysis, and contemporary examples throughout the course. Standards describe what students should know and be able to do—they do not prescribe curriculum, specific instructional activities, or materials beyond what is required by Utah Code 53E-4-205.2..

#46 Course Description

Comment: *There needs to be a greater emphasis on being an educated and involved voter, including participation in caucus meetings and meet-the-candidate gatherings.*

RESPONSE: Civic engagement and voter participation are addressed in Strand 5. Specific civic participation activities such as attending caucus meetings or candidate forums are curricular decisions made at the local education agency level. Standards describe what students should know and be able to do—they do not prescribe curriculum.

#47 Course Description

Comment: *This class feels like a Political Science theory class more than a high school introduction to constitutional government. The overview does not explain how students will see the constitution work in practice.*

RESPONSE: Strands 4 and 5 explicitly address the practical application of constitutional principles—the development of civil rights and liberties, Utah government, and active civic participation. The foundational theory in Strands 1-3 is necessary context for understanding how and why the Constitution works in practice. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2—the expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation.

#48 Course Description

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Comment: *This class is not politically neutral. The course title and description are aligned with a specific school of conservative thought.*

RESPONSE: The writing team has grounded the language of these standards in the historical record of the American founding and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument—not to advocate for particular political conclusions.

#49 Course Description

Comment: *This description is quite lengthy. Most descriptions for courses like this are one paragraph. It should be shortened for clarity.*

RESPONSE: The Principles of Civic Preparation section is intended as a substantive introduction for educators—it is not the student-facing course description. Its length reflects the depth of context needed to frame the course's approach to civic skills, virtues, and knowledge.

#50 Course Description

Comment: *This phrase is a bit odd: "students recognize and practice the civic skills needed to courageously express opinions." I think it should be "clearly express opinions"—the other sounds quite propaganda-ish.*

RESPONSE: "Courageously" is used here to reflect the Founders' understanding that civic expression requires the willingness to take principled stands even when unpopular.

#51 Course Description

Comment: *This program is ok, but: 1. Needs to be placed within context of American form of government being but one of many. 2. This line is a laughable attempt at indoctrination—direct democracy listed alongside dictatorships.*

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RESPONSE: Standard 1.1 examines multiple classical types of regimes—including monarchy, aristocracy, republic, tyranny, oligarchy, and direct democracy—providing comparative context for the American constitutional republic. The classification of direct democracy as a corrupted form of republican government draws on Aristotle's political taxonomy, which the Founders explicitly used in their own writings. Students are taught to examine and critically evaluate this framework as part of understanding why the Founders designed a constitutional republic.

#52 Course Description

Comment: 2. *This line struck me as either a very silly mistake or an attempt at indoctrination: "Students will examine the classical types of regimes...including those that work for the ruler's good, including tyranny, oligarchy, and direct democracy."*

RESPONSE: Standard 1.1 draws on the classical political taxonomy—originating with Aristotle and used by the American Founders in their own writings—which distinguishes between forms of government that rule for the common good and those that serve narrow interests. In this framework, direct democracy is the corrupted form of republican government, a distinction James Madison explicitly articulates in Federalist No. 10. Students are taught to analyze and critically evaluate this framework.

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Principles of Civic Preparation

The following responses address all **47 actionable comments** received for the Principles of Civic Preparation section.

#1 Principles of Civic Prep

Comment: *The statement "find solutions" should be "find constitutionally sound and lawful solutions to problems." A statement to balance the exercise of rights with laws is appropriate.*

RESPONSE: Thank you for this specific wording suggestion.

#2 Principles of Civic Prep

Comment: *There should be tolerance and diversity added to the list of civic virtues. One of the greatest strengths of the USA is its multiculturalism.*

RESPONSE: The writing team considered a wide range of civic virtues and dispositions. "Civic charity"—which includes recognizing the worth of all human beings—and "justice"—which includes respecting the dignity, liberty, and rights of others—address many of the values raised by this comment.

#3 Principles of Civic Prep

Comment: *Many of the civic skills listed are very outgoing, extroverted skills. As a more reserved person myself, and having taught reserved students, a lot of those tasks are unsettling. I would ask that multiple ways to engage civically are illustrated.*

RESPONSE: This is a valuable observation. The Principles of Civic Preparation explicitly frames the civic skills list as "include but are not limited to," making clear that it is not exhaustive and that teachers are not limited to these modes.

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#4 Principles of Civic Prep

Comment: *It may be worth mentioning the dangers of communism and the precepts of a Constitutional Republic that directly oppose such.*

RESPONSE: Standard 1.1 examines multiple types of regimes, including those that rule for the common good versus those that serve narrow interests—providing comparative context for the American constitutional republic. This will be noted for instructional resource document development, which may suggest how teachers can apply this comparative framework to more recent historical examples.

#5 Principles of Civic Prep

Comment: *"One of the fundamental purposes for public schools is the preparation of young people for citizenship..."—is it truly the purpose of public schools OR education in general?*

RESPONSE: The language "one of the fundamental purposes for public schools" is consistent with Utah State Board of Education standards language used across subject areas and reflects the context in which this course is designed. This course is developed for public schools; the sentence appropriately reflects that context.

#6 Principles of Civic Prep

Comment: *The focus on qualities of character, including all of the civic dispositions and virtues, is overemphasized. There are too many listed, and many cannot be measured in a classroom.*

RESPONSE: The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for understanding why the Founders believed self-governance requires citizens of good civic character—not as personal moral requirements to be assessed individually.

#7 Principles of Civic Prep

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Comment: *"What is good, just and right" is very debatable and in today's political climate it will be hard for teachers to know how to balance that line.*

RESPONSE: The definition of virtue as "a consistent habit of choosing what is good, just, and right" reflects the classical philosophical tradition foundational to the American founding. The course invites students to examine how the Founders defined and applied these terms—not to accept a single fixed definition as settled

#8 Principles of Civic Prep

Comment: *This curriculum needs to be placed within the context of the American form of government being but one of many forms of government that exist and thrive.*

RESPONSE: Standard 1.1 examines multiple classical types of regimes, including monarchy, aristocracy, republic, tyranny, oligarchy, and direct democracy—providing comparative context for the American constitutional republic. The course is focused on American constitutional government as mandated by HB 381, but this comparative framework is foundational to the course's opening strand.

#9 Principles of Civic Prep

Comment: *"Students will examine the classical types of regimes or forms of government...including those that work for the ruler's good, including tyranny, oligarchy, and direct democracy." This is either a mistake or an embarrassing attempt at indoctrination.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle, which the American Founders explicitly used in their own writings—including Federalist No. 10. In this framework, direct democracy is categorized as the corrupted form of republican government. Students are taught to examine and critically evaluate this framework as part of understanding why the Founders designed a constitutional republic.

#10 Principles of Civic Prep

Comment: *"Willingness to Sacrifice" feels like indoctrination; it's not my responsibility to teach other people's children that they should be willing to sacrifice.*

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RESPONSE: "Willingness to Sacrifice" as a civic virtue refers specifically to civic sacrifice—contributing time, effort, and engagement to community and republic in service of the common good—as the Founders consistently described in the primary sources required by this course. It does not refer to personal, financial, or military sacrifice.

#11 Principles of Civic Prep

Comment: *The term "proper" is a subjective idea of what is appropriate. "Correctly deciding what is most just and useful for a particular situation" would be less subjective.*

RESPONSE: Thank you for this specific wording suggestion.

#12 Principles of Civic Prep

Comment: *This section feels too wordy and just needs to get to the point of what are principles of Civic Preparation and why are they important.*

PUBLIC RESPONSE: The Principles of Civic Preparation is intended as a substantive introduction for educators rather than a student-facing document. Its length reflects the depth of context needed to frame the course's foundational approach. We will review for opportunities to improve concision and directness.

#13 Principles of Civic Prep

Comment: *I appreciate the focus on civic preparation, but this section relies too heavily on subjective ideas like "virtue" rather than clear, measurable skills.*

RESPONSE: The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for understanding why the Founders believed self-governance requires citizens of good civic character—not as personal moral requirements to be assessed individually. They appear in the Principles section, which is an introductory framework for educators, not a standalone

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strand. Students demonstrate understanding by identifying and analyzing these concepts in primary source texts.

#14 Principles of Civic Prep

Comment: *It's a values transmission system disguised as a standards document—not education based on facts and measurable skills. It should be explicit, balanced, and measurable.*

RESPONSE: The standards describe specific knowledge and skills students should demonstrate: analyzing primary sources, evaluating arguments, constructing evidence-based claims, and participating in civil discourse. The civic virtues framework is presented as historical context drawn from the Founders' own language—not as values to be individually assessed or instilled. The writing team has grounded the language of these standards in the historical record of the American founding and the primary sources required by Utah Code 53E-4-205.2..

#15 Principles of Civic Prep

Comment: *There needs to be a greater emphasis on rights having responsibilities and how the two are connected.*

RESPONSE: The relationship between rights and responsibilities is an important and underscored theme throughout this course. Standard 4.3 explicitly addresses civic responsibilities that accompany First Amendment rights. Strand 5 addresses civic responsibilities throughout.

#16 Principles of Civic Prep

Comment: *The description of the coursework is extremely vague. Without more specificity of what is to be taught, it's difficult to give a valid opinion.*

RESPONSE: The Principles of Civic Preparation is an introductory section that frames the course's overarching approach. The specific knowledge and skills students are expected to demonstrate are detailed in the standards within each strand, which provide concrete

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learning expectations. The course's specificity is located in the standards themselves, not the introductory principles.

#17 Principles of Civic Prep

Comment: *Same thing, please fully teach and promote the caucus system in the course.*

RESPONSE: Utah's caucus system and other forms of civic participation are addressed in Strand 5, which focuses on Utah government and civic engagement. Standards describe what students should know and be able to do; how teachers develop specific civic participation skills—including knowledge of Utah's caucus system—is a curricular decision.

#18 Principles of Civic Prep

Comment: *The course description and Principles of Civic Participation lay out a really strong vision for civic education. However, I'd like to see better balance between foundational theory and contemporary application, and more explicit acknowledgment of the diversity of American voices.*

RESPONSE: Thank you for this substantive and affirming feedback. The writing team has reviewed the specific concerns raised about balance between foundational theory and contemporary application. Strand 5 is dedicated to applied citizenship, and the guiding questions throughout each strand explicitly connect foundational content to current issues. The required primary sources include diverse American voices—including Frederick Douglass, the Seneca Falls Declaration, and the Letter from Birmingham Jail—representing the expansion of constitutional rights

#19 Principles of Civic Prep

Comment: *I am concerned that there is not something about current issues and keeping up on news in the first three strands.*

RESPONSE: Current events and contemporary issues are not excluded from the first three strands. The guiding questions within each strand explicitly invite teachers to connect

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foundational content to current issues and events. Integrating current events is a curricular decision teachers make throughout the course.

#20 Principles of Civic Prep

Comment: *In the decision-making skills description, I would ask that it be more focused on how to make decisions based on principles. Principles must come before opinion. Compromise is important as long as foundational principles are not broken.*

RESPONSE: This is a thoughtful distinction that reflects the course's own emphasis. The Principles of Civic Preparation already notes that civic skills include "navigating commitment to principles while recognizing the place of compromise."

#21 Principles of Civic Prep

Comment: *Address current events and political parties. Students should be taught the purpose and difference in political parties without being forced into toxic political engagement.*

RESPONSE: Political parties—their development, function, and role in American government—are addressed in Standards 3.3 and 3.5 (developments and controversies in the legislative and executive branches involving political parties) and in Strand 5 (civic participation). The standards provide foundational knowledge about political institutions; teachers retain the flexibility to approach this content in ways that are productive for their students.

#22 Principles of Civic Prep

Comment: *I'm concerned that the Principles of Civic Preparation leaves a lot of room for personal civics opinion to be forced upon our children through civic virtues.*

RESPONSE: The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for

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understanding why the Founders believed self-governance requires citizens of good civic character—not as personal moral requirements to be assessed individually. They appear in the Principles section, which is an introductory framework for educators, not a standalone strand. Students demonstrate understanding by identifying and analyzing these concepts in primary source texts.

#23 Principles of Civic Prep

Comment: *I disagree that a high school curriculum should be teaching virtues. Truthfulness, honor—these can be quite subjective. Putting the responsibility of deciding on these in the hands of government is a violation of Constitutional principles.*

RESPONSE: The civic virtues listed are drawn from the Founders' own language in the Declaration of Independence, the Federalist Papers, and other required primary sources. They are studied as historical and political concepts—students analyze what the Founders meant by these terms—not as personal moral prescriptions to be adopted or assessed. The Note in the Principles section explicitly explains that this language is used because it is the language of the Declaration and the other required primary sources.

#24 Principles of Civic Prep

Comment: *Where does it talk about foreign policy?*

RESPONSE: This course is specifically focused on American constitutional government and citizenship as mandated by Utah Code 53E-4-205.2. Foreign policy is not a primary focus. Topics related to foreign policy may be addressed through curricular decisions at the local level and will be noted for future standards consideration.

#25 Principles of Civic Prep

Comment: *Include more detail on the important role of religious liberty both in past history and current times.*

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RESPONSE: Religious liberty is addressed explicitly in Standard 1.4, which examines how colonial religious traditions influenced the American Founding and sparked debates about religious liberty, non-establishment of religion, and religious pluralism. Standard 4.3 addresses the First Amendment's protection of freedom of religion and its contemporary interpretation. Teachers may address current religious liberty cases through curricular flexibility within these standards.

#26 Principles of Civic Prep

Comment: *You need to include the ideas of enlightenment philosophers as they shaped the direction of the founding fathers. Also include the debate between federalists and anti-federalists prior to drafting the constitution.*

RESPONSE: Enlightenment political philosophy is the foundational intellectual context for the natural rights tradition studied in Standard 1.3. The Federalist and Anti-Federalist debates are required content in Strands 2 and 3, including study of Federalist Nos. 1, 10, 39, 45, 51, 57, 62, 68, 70, 78, and Brutus 1 and 15, as well as the Articles of Confederation. These are central elements of the course.

#27 Principles of Civic Prep

Comment: *Need more of a focus on Political Science aspects, such as study of political parties, how they developed, and the impact they have. Also a focus on how students can impact government. Finally, a specific focus should be put on finding faults and criticisms in our government structure.*

RESPONSE: Political parties are addressed in Standards 3.3 and 3.5. How students can impact government is a central theme of Strand 5. The standards include required reading of Anti-Federalist Papers (Brutus 1 and 15) and other critical perspectives precisely to develop students' capacity for evaluating government structure—both its strengths and its limitations.

#28 Principles of Civic Prep

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Comment: *What is "ample"? Civic virtues: defining terms like "courage", "justice", or "moderation" is subjective. Measurement and assessment: how do you assess these virtues?*

RESPONSE: The word "ample" is intentionally general to allow teachers professional latitude in determining how much time to devote to different concepts within the course. The civic virtues are studied as historical and political concepts embedded in primary source documents—students demonstrate understanding by identifying and analyzing these terms in required texts, not by being assessed on personal character.

#29 Principles of Civic Prep

Comment: *Less federalist papers.*

RESPONSE: Several primary source documents are required by Utah Code 53E-4-205.2, the legislation mandating this course, and are therefore non-negotiable. The specific Federalist essays cited are intended to direct teachers to the most relevant passages for each standard—not to require complete readings. Excerpts appropriate to the course level are expected throughout, and teachers have discretion in selecting specific passages.

#30 Principles of Civic Prep

Comment: *While civic virtues are important, the standards should ensure that public schools prioritize developing students' capacity for critical thinking, independent judgment, and democratic deliberation over prescribing particular moral or character frameworks.*

RESPONSE: The standards do prioritize critical thinking, evidence-based argument, and civil discourse—these are explicit civic skills in the Principles of Civic Preparation. The civic virtues framework is drawn from the Founders' own language and is studied as historical context, not as a character curriculum. Students analyze and evaluate these concepts rather than being expected to personally adopt them. The civic virtues listed in the Principles of Civic Preparation—integrity, courage, justice, prudence, moderation, and civic charity—are drawn directly from the Founders' own language in the primary sources required by this course, including the Declaration of Independence and the Federalist Papers. These virtues are presented as a framework for understanding why the Founders believed self-governance

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requires citizens of good civic character—not as personal moral requirements to be assessed individually.

#31 Principles of Civic

Comment: *Civic Charity should be called Civic Virtue as that is how it is referred to professionally in the USA. Charity is a uniquely religious idea and the impetus to have virtue relates to religion.*

RESPONSE: "Civic Charity" is a deliberate term reflecting the classical republican tradition and the language of the primary sources studied in this course. The Note in the Principles section clarifies that "civic dispositions" and "civic virtues" share the same meaning.

#32 Principles of Civic Prep

Comment: *I think there needs to be a great emphasis on practicing constitutional citizenship—service projects, registering to vote, attending public meetings, etc.*

RESPONSE: Active citizenship and civic engagement are core themes of Strand 5. Specific activities such as service projects, voter registration, and attending public meetings are curricular decisions made at the local education agency level. Standards describe what students should know and be able to do—they do not prescribe curriculum, specific instructional activities, or materials beyond what is required by Utah Code 53E-4-205.2..

#33 Principles of Civic Prep

Comment: *"Qualities of character" is very broad. What qualities? Who is determining those qualities?*

RESPONSE: The "qualities of character" referred to in the Principles section are the civic virtues listed immediately following that phrase: integrity, courage, civic charity, justice, wisdom and prudence, and moderation and cooperation—all drawn from the Founders' own language in the required primary sources.

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#34 Principles of Civic Prep

Comment: *The statement uses formal and authoritative language that presents its perspective as neutral, but it reflects a specific viewpoint about government and citizenship.*

RESPONSE: The writing team has grounded the language of these standards in the historical record of the American founding and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument—not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry.

#35 Principles of Civic Prep

Comment: *I'm concerned about the vague nature of some of these civic skills. Specifically "seeking and discerning true principles" and "standing firm on principles, even when it is unpopular." I'm worried that emphasizing these things may lead to students refusing to engage with others.*

RESPONSE: The writing team will review these specific phrases. "Seeking and discerning true principles" refers to the rational process of carefully evaluating evidence and arguments—a critical thinking skill central to this course. "Standing firm on principles" reflects the civic courage the Founders understood as essential to self-governance, and is balanced throughout the course with the civic virtue of "Moderation and Cooperation."

#36 Principles of Civic Prep

Comment: *I do appreciate the focus on Civic Virtues. I do NOT think that we should short-change a full exploration of structure and function and modern application of government to spend excessive time on the virtues.*

RESPONSE: Thank you for this substantive and balanced feedback. The civic virtues are addressed in the Principles of Civic Preparation section, which is an introductory framework for the course—not a separate strand requiring its own dedicated instructional time. The bulk of the course (five full strands) is devoted to constitutional structure, the development

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of rights, and civic participation. The civic virtues framework appears throughout the strands as students analyze and encounter these concepts in primary source documents.

#37 Principles of Civic Prep

Comment: *Civic skills include but are not limited to: [provides a condensed, revised list that eliminates several items and reorganizes others].*

RESPONSE: Thank you for this detailed revision proposal. The writing team will review the current list of civic skills against this suggestion for opportunities to clarify and streamline. The existing list is explicitly framed as "include but are not limited to," providing flexibility.

#38 Principles of Civic Prep

Comment: *The Declaration of Independence cribbed ideas from Locke, so the emphasis on philosophers should continue, as that document was primarily a list of grievances.*

RESPONSE: The natural rights tradition, including Locke's direct influence on the Founders, is a foundational context for Standard 1.3. While specific Enlightenment philosophical texts beyond those required by Utah Code 53E-4-205.2 are curricular decisions, teachers may incorporate them. A supplemental suggested reading list may be developed in instructional resource documents.

#39 Principles of Civic Prep |

Comment: *The Principles of Civic Preparation section is generally strong. Several specific suggestions: clearer framing of the relationship between rights and responsibilities; ensuring balance between foundational principle and contemporary application; making explicit reference to the diversity of American voices.*

RESPONSE: Thank you for this thoughtful and detailed feedback. The writing team has reviewed the specific suggestions raised.

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#40 Principles of Civic Prep

Comment: *We recommend revising "develop attachment to the Constitution and laws" to language such as: "develop understanding of the Constitution, laws, and democratic institutions, and the knowledge and skills needed for informed, responsible participation in civic life."*

RESPONSE: Thank you for this specific and substantive revision recommendation. The writing team will review the phrase "develop attachment to the Constitution and laws" to ensure it is clearly grounded in the historical context of the course—reflecting the Founders' understanding that a republic requires informed and engaged citizens.

#41 Principles of Civic Prep

Comment: *Some parts of the strand explanations read as biased toward a specific way of thinking. The guiding questions seem less biased, and the standards themselves read as very neutral.*

RESPONSE: Thank you for this nuanced observation. The writing team has reviewed the strand introductory language and notes that the guiding questions and individual standards are intentionally framed as open inquiry.

#42 Principles of Civic Prep

Comment: *Get rid of "Willingness to Sacrifice" and simply use "Courage." The focus should remain on principled action and the strength required for civic integrity.*

RESPONSE: "Willingness to Sacrifice" as a civic virtue reflects the Founders' understanding that citizenship in a republic sometimes requires genuine sacrifice—of time, convenience, and comfort—in service of the common good. It is conceptually distinct from "Courage," which focuses on principled action in the face of fear or criticism.

#43 Principles of Civic Prep

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Comment: *Many of the topics asserted as fact in this section would be much more appropriately handled through discussion in a broader ethics class. How were these lists of civic skills and virtues arrived at?*

RESPONSE: The civic virtues and skills in the Principles of Civic Preparation are not asserted as universal moral facts—they are historical and political concepts embedded in the primary sources this course examines, including the Declaration of Independence, the Federalist Papers, and other required texts. The writing team selected these virtues specifically because they appear in the language of the Founders. Students are taught to analyze and evaluate these concepts in their historical context—not to accept them uncritically. The course's open-ended guiding questions are designed to support this critical engagement.

#44 Principles of Civic Prep

Comment: *Highlight and underscore the crucial importance of Native American contributions.*

RESPONSE: Native American contributions are addressed in this course through the required study of the Iroquois Constitution (Standard 2.1), which examines how Indigenous peoples organized themselves politically and the influence of Indigenous confederal principles on American constitutionalism.

#45 Principles of Civic Prep

Comment: *I would recommend creating a new Strand 1 that would include all of the civic virtues and civic skills as well as describing the reading and writing skills utilized in analyzing primary sources.*

RESPONSE: The Principles of Civic Preparation section, which precedes all five strands, addresses civic skills and virtues as the foundational framework for the entire course. Primary source analysis skills—including close reading, sourcing, contextualization, and evaluation—are specifically addressed in Standard 1.7 and incorporated throughout subsequent standards. The writing team considered various organizational approaches and determined this structure best serves the course's goals without creating a separate strand

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that could redirect instructional time from Utah Code 53E-4-205.2-required constitutional content.

#46 Principles of Civic Prep

Comment: *Prudence—I don't love this wording. It is kind of an old-fashioned term that is not student-friendly language.*

RESPONSE: The term "prudence" is intentionally used because it is the language of the primary sources studied in this course, including the Declaration of Independence and the Federalist Papers. Using authentic historical vocabulary helps students engage directly with these foundational texts rather than through paraphrase.

#47 Principles of Civic Prep

Comment: *I wonder whether intellectual humility might be added to the list of dispositions. This is the disposition to maintain an open mind, listen carefully, resist premature conclusions, and change one's mind in the face of stronger evidence.*

RESPONSE: Intellectual humility is a valuable civic disposition. The writing team will consider whether it can be incorporated within the existing framework, perhaps as an element of "Wisdom and Prudence," which already includes discernment and good judgment.

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Strand 1: American Founding Principles

#1 Std 1.1

Comment: *Strand 1:1 should include Enlightenment readings to understand the origin of natural rights. The idea of Common Good must be supported by moral ideals and evidence. Strand 1:1 should also include examples of socialism and communism and evidence of their outcomes not just their ideas.*

RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency.

#2 Std 1.4

Comment: *It is really strange and myopic to ignore that half of the colonies were founded not for high-minded ideals but for business. That drive for commerce and personal upward mobility is just as foundational to the nation's upbringing as anything else.*

RESPONSE: The economic motivations for colonial settlement, including the commercial interests that drove the Southern colonies and their relationship to the institution of slavery, are important historical context for understanding the Founding. Standard 1.4 focuses specifically on how politically relevant principles from colonial religious traditions influenced constitutional design choices. The broader economic and social history of colonial settlement is taught in US History courses and may be incorporated as contextual background at the teacher's discretion within this course. This concern will be noted for instructional resource development.

#3 Std General

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Comment: *There should also be acknowledgment of the origins of American exceptionalism, like Winthrop's 'City on the Hill' or John Smith's ideas which reinforce the idea that anyone can succeed here.*

RESPONSE: John Winthrop's 'A Model of Christian Charity' (1630), which includes the 'City upon a Hill' language, is an excellent supplemental primary source for teachers introducing Standard 1.4. It directly illustrates how Puritan covenant theology and self-governance influenced early American political self-understanding. While it is not a required text under Utah Code 53E-4-205.2, it may be noted in instructional resource materials as a recommended supplemental source. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by Utah Code 53E-4-204. Suggestions for additional readings, specific activities, or supplemental resources will be noted and may be incorporated into instructional resource materials developed to support this course. Curricular decisions, including the selection of additional texts and classroom activities, remain with local education agencies.

#4 Std General

Comment: *I suggest adding John Locke's two treatises as a required text for this strand. I believe it had an even greater influence on the Declaration of Independence and American founding principles than the Mayflower Compact did.*

RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency.

#5 Std General

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Comment: *This course is not a university course. There are too many standards to be completed in the course of a year. Does a 12th grader need to go into the depth of colonial religious traditions in Standard 1.4 in order to be more civically engaged?*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction.

#6 Std General

Comment: *These do not read as standards, but more like a list of activities or lessons. Most of them use the verb 'examine' which is a process verb, not an action verb that describes what you want a student to know or demonstrate.*

RESPONSE: This is a substantive and well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout the standards and agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 1 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'evaluate,' 'compare,' or 'construct' -- where doing so increases clarity without constraining teacher flexibility.

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#7 Std General

Comment: *The heavy focus on religious influences of the early United States should be countered by the fact that the US is a secular society founded on the principles of the Enlightenment, not 'Judeo-Christian' values.*

RESPONSE: Enlightenment philosophy is foundational context for Standard 1.3, which grounds the natural rights tradition -- including natural law, consent of the governed, social compact, and property rights -- in the same intellectual tradition as Locke's Second Treatise. The writing team considered whether to name specific Enlightenment thinkers in Standard 1.3 and will consider adding an explicit Enlightenment reference. John Locke's Second Treatise is not a required text under Utah Code 53E-4-205.2 but may be noted as a supplemental resource in instructional materials. The course's required primary sources are grounded in the natural rights and republican traditions that Enlightenment philosophy directly produced. Standard 1.5 specifically asks students to analyze the tensions between these traditions, providing space for examining tensions between religious and secular founding influences. The course does not claim that one tradition is primary but examines all three as factors that shaped constitutional design.

#8 Std General

Comment: *No mention of Magna Carta (1215), the English Bill of Rights (1689), Petition of Right (1628), or common-law traditions. These are the direct ancestors of natural rights and rule of law. The strand jumps from classical antiquity to colonial religious traditions; the British constitutional background is a standard bridge in most founding-principles units.*

RESPONSE: The English constitutional heritage -- including the Magna Carta, Petition of Right, and English Bill of Rights -- represents important historical context for the natural rights tradition examined in Standard 1.3 and for the grievances articulated in the Declaration of Independence. These documents are not required by Utah Code 53E-4-205.2, but the writing team will note them as strongly recommended supplemental resources in instructional materials. Teachers may incorporate them as contextual scaffolding for the required primary sources, particularly when establishing the British constitutional tradition students need to understand the Declaration's argument.

#9 Std General

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This draft is for consideration during the August 7, 2026 Standards & Assessment Committee Meeting

Date: August 7, 2026



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Comment: *Standard 1.3 requires the concepts of the natural rights tradition, but nothing requires students to examine Locke's Second Treatise. Most comparable curricula require identifying how Jefferson directly borrowed 'life, liberty,' consent of the governed, and the right to alter government from Locke.*

RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency. The writing team will consider whether Standard 1.3 can be strengthened by adding an explicit reference to Enlightenment philosophers, including Locke, whose Second Treatise directly informed Jefferson's drafting of the Declaration. This may be addressed in the standard itself or through instructional resource materials.

#10 Std 1.5, 1.6

Comment: *Standards 1.5 and 1.6 cover references to traditions and virtues, but there is no explicit requirement for: the preamble ('self-evident truths,' 'all men are created equal'), the full list of grievances as evidence of the social compact being broken, or the conclusion (appeal to 'Supreme Judge,' pledge of 'lives, fortunes, and sacred honor').*

RESPONSE: Standard 1.5 asks students to analyze the Declaration of Independence and identify where its text refers to or implies the classical republican, natural rights, and colonial religious traditions. This necessarily engages all major sections of the document, including the preamble's statement of self-evident truths, the enumerated grievances as evidence of the social compact being violated, and the conclusion. The writing team will review Standard 1.5 to ensure its language makes clear that the entire document -- preamble, body, and conclusion -- is within scope.

#11 Std 1.1

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Comment: *Only after some internet searching was I able to attribute this line of reasoning to Aristotle. I am fairly educated and was completely unclear on this classification. Clarity needs to be added to Standard 1.1.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices. The writing team recognizes this classification generates confusion and will make necessary changes to the standard.

#12 Std General

Comment: *Why are there so many standards in one strand? 8 is excessive for 1 strand, which most teachers would plan as a single unit. Students have already learned about government's fundamental functions many times.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by current law. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#13 Std General

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Comment: *How specific are the parameters on what you want students to read from the Constitution, Articles of Confederation, etc.?*

RESPONSE: The standards specify which primary source documents should be examined in each strand, but do not in most cases prescribe specific passages -- teachers have discretion in selecting excerpts appropriate to the depth of each standard. Upcoming instructional resource materials will include suggested excerpts for each required primary source document, providing concrete parameters while preserving teacher flexibility.

#14 Std General

Comment: *This is too many standards to effectively teach in a year-long course. Many of the standards focus on principles students should have learned in US history. I would recommend combining Standards 1.2, 1.4, and 1.8, and removing 1.7 entirely.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. Teachers may build on students' prior knowledge to accelerate into deeper analysis. Standard 1.7 (primary source analysis skills) and Standard 1.8 (civic participation during the founding era) each serve distinct purposes within Strand 1 and cannot be combined without losing important content. That being said, revisions have been made to streamline some of these standards.

#15 Std 1.1

Comment: *1.1: How do we justify 'direct democracy' as being rule that works for the ruler's good? We have multiple examples of how direct democracy functions well. Direct democracy is seen in multiple levels of state and federal government.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and

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critically evaluate this framework as part of understanding the Founders' choices. The writing team recognizes this classification generates confusion and will make necessary changes to the standard.

#16 Std General

Comment: *I would love to see something about Native Americans and their role in early US government.*

EDITED RESPONSE: Native American political traditions are addressed in Standard 2.1, which requires students to examine the Iroquois Constitution and consider its influence on American constitutionalism.

#17 Std General

Comment: *I think the inclusion of the Mayflower Compact is fine, but there are many other documents and writings by the founders that could really help and provide more clarity.*

RESPONSE: Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency. Instructional resource materials will include a supplemental suggested reading list with additional founding-era documents that teachers may use to deepen student understanding.

#18 Std General

Comment: *The importance of Civic Dialogue should be included, especially considering today's political climate. The course should open with this idea so students understand the importance of good civic communication from the start.*

RESPONSE: Civic dialogue and communication skills are foundational to the Principles of Civic Preparation, which introduces and frames all five strands of the course.

#19 Std 1.4

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Comment: *Standard 1.4 could be problematic to teach because of the recent surge in Christian nationalism. What resources will USBE provide to help teachers teach this in a way that would not exacerbate non-Christian students from feeling ostracized? Many of our Founding Fathers were not Christian.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction.

#20 Std General

Comment: *I would argue other documents besides the Mayflower Compact would be helpful here -- i.e., 2nd Treatise of Government, Magna Carta, etc.*

RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency.

#21 Std General

Comment: *Add John Locke's 2nd Treatise and Thomas Paine's Common Sense; include a component on the Enlightenment.*

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RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency. Thomas Paine's 'Common Sense' (1776) is also an excellent supplemental source for Standard 1.5, as it directly applies natural rights reasoning to the case for independence. Both texts may be noted in instructional resource materials.

#22 Std General

Comment: *Virtue feels like a word that shouldn't be used in public education. I think 'civil principle' or 'principled citizen' would be a more accurate word choice.*

RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources, including the Declaration of Independence and the Federalist Papers. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents.

#23 Std 1.1

Comment: *The way this sentence is structured implies that direct democracy 'works for the ruler's good,' however, with direct democracy, there are no rulers, so it should be moved before that qualifier.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices. The

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writing team recognizes this classification generates confusion and has made adjustments to the standard.

#24 Std 1.6

Comment: *There is no mention of or reference to 'faith' in the Declaration of Independence, so it shouldn't be included in the list of values asserted therein.*

RESPONSE: The writing team will review the list of civic virtues in Standard 1.6 against the text of the Declaration of Independence. 'Faith' as listed refers to the Declaration's closing pledge of 'a firm reliance on the protection of divine Providence' -- but the writing team acknowledges that 'faith' as a standalone virtue may not be the most precise characterization of what the Declaration expresses and will review this term.

#25 Std General

Comment: *I would include the following primary sources as required reading: The Magna Carta, The English Bill of Rights, and the Virginia Declaration of Rights.*

RESPONSE: The Magna Carta, English Bill of Rights, and Virginia Declaration of Rights are not required by Utah Code 53E-4-205.2 but represent important historical context for the natural rights tradition examined in Standard 1.3. The Virginia Declaration of Rights (1776) is especially significant as a direct precursor to both the Declaration of Independence and the Bill of Rights. The writing team will note all three as strongly recommended supplemental resources in instructional materials.

#26 Std General

Comment: *There are A LOT of standards. It would be better if there were fewer standards so teachers can more effectively focus efforts on the most crucial ones.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded

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scope reflects the expanded time. That being said, the writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#27 Std 1.6

Comment: *Decency is historically not one of the civic virtues. It is very subjective and open to vast interpretation.*

RESPONSE: The writing team will review the complete list of civic virtues in Standard 1.6 to ensure each term is grounded in the text of the Declaration of Independence and in the classical civic virtue tradition. 'Decency' will be specifically reviewed.

#28 Std General

Comment: *This curriculum needs to be placed within the context of the American form of government being but one of many forms that exist and thrive. It pushes way too much American exceptionalism and doesn't question the larger white supremacist framework for colonization.*

RESPONSE: The course is designed to develop students' capacity for critical thinking and evidence-based civic argument -- not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. Standard 1.1 provides a comparative framework for different types of regimes, situating the American constitutional republic within a broader taxonomy of government forms. The required primary sources in Strand 4 -- including Frederick Douglass's direct critique of the gap between American founding ideals and the reality of slavery -- directly address the contradiction at the heart of the founding.

#29 Std 1.1

Comment: *'Those that work for the ruler's good, including tyranny, oligarchy and direct democracy' -- this is either a very silly mistake or a laughable attempt at indoctrination.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including

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Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices. The writing team recognizes this classification generates confusion and will make necessary changes to the standard.

#30 Std 1.2, 1.3

Comment: *Standards 1.2 and 1.3 lean toward a single perspective without requiring students to examine competing viewpoints or critiques. Adding that comparison would strengthen critical thinking.*

RESPONSE: Standards 1.2 and 1.3 establish the classical republican and natural rights frameworks that the Founders drew upon, providing a foundation for students to then examine critiques and competing perspectives. Standard 1.5 explicitly asks students to analyze 'tensions between these traditions.' The Anti-Federalist Papers (required in Strand 2) represent the most prominent contemporary critique of the Founders' choices. The writing team will consider whether Standards 1.2 or 1.3 can be strengthened by explicitly inviting students to examine competing viewpoints alongside core arguments.

#31 Std 1.6

Comment: *Standard 1.6 focuses on 'civic virtues,' which are subjective and hard to measure. It would be more effective to emphasize observable skills like analyzing and supporting arguments.*

RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources, including the Declaration of Independence and the Federalist Papers. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Instructional resource materials will clarify assessment expectations and how teachers can engage with these concepts as historical and civic ideas. Standard 1.6 is

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assessed by students' ability to identify and analyze the civic virtues as they appear in the text of the Declaration of Independence -- this is a primary source analysis skill, not a personal character assessment.

#32 Std General

Comment: *Focuses way too much on the founding era and hasn't addressed how we've modernized and evolved since then as a humanity and politically.*

RESPONSE: This course is specifically focused on American constitutional government and citizenship as mandated by HB 381. Strand 4 addresses the development and expansion of constitutional rights and liberties over time, including the Civil War Amendments, the Women's Suffrage movement, and the Civil Rights Movement. Strand 5 focuses on contemporary Utah government and active civic participation. The foundational content of Strand 1 provides the constitutional principles against which students can assess how the nation has evolved.

#33 Std General

Comment: *Please be sure that democracy and republic are not used interchangeably. We are a constitutional democratic republic. Not a democracy.*

RESPONSE: The distinction between direct democracy and constitutional republic is one of the central and explicit distinctions developed in Standard 1.1, which uses the classical political taxonomy the Founders themselves employed. This course consistently uses 'constitutional republic' to describe the American system. Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices.

#34 Std 1.1

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Comment: *1.1 is an extremely loaded standard that does not accurately reflect government in practice. For example, the Islamic Republic of Iran is a mixed republic with many decision-making bodies, yet supporters of this standard's wording would not argue it is for the common good.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices. The writing team recognizes this classification generates confusion and will make necessary changes to the standard.

#35 Std General

Comment: *Teach that entering the country illegally is illegal period, and MUST BE CHARGED WITH A CRIME, DEPORTED AND NEVER ALLOWED TO ENTER THE COUNTRY AGAIN!*

RESPONSE: Immigration law and enforcement policy are not within the scope of these standards, which focus on American constitutional government and citizenship as mandated by HB 381. Standards related to citizenship and naturalization are addressed in Standard 4.7. This concern will be noted.

#36 Std General

Comment: *Concerned about an entire strand dedicated to religion.*

RESPONSE: Strand 1 is not dedicated to religion -- it contains eight standards covering classical regime types, the republican tradition, natural rights, colonial religious traditions, the Declaration of Independence, civic virtues, primary source analysis skills, and founding-era civic participation. Standard 1.4, which examines colonial religious traditions as one of three intellectual traditions that influenced the founding, is one of eight standards in

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the strand. Its constitutional purpose -- understanding the origins of religious liberty and non-establishment -- is directly relevant to the First Amendment.

#37 Std General

Comment: *Seems like a TON of standards for a single strand.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#38 Std General

Comment: *There is no reason for students to read the Mayflower Compact. It is important to understand its influence, but the entire document isn't necessary.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety unless the standard specifies otherwise. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in supplemental resource materials. No standard in Strand 1 requires reading the Mayflower Compact in its entirety. The document is short (fewer than 200 words) and serves as an accessible primary source for examining the social compact tradition. Teachers may select relevant excerpts or read the full document depending on instructional context.

#39 Std General

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Comment: *There are no mentions of faith or religious observance in the Declaration other than having unalienable rights ordained by the creator. So why is faith a civic virtue? Faith is typically looked at in a religious way, and we have a strong history of separation of church and state.*

RESPONSE: This is a specific and substantive textual concern. The writing team will review the list of civic virtues in Standard 1.6 against the text of the Declaration of Independence. 'Faith' as listed refers to the Declaration's closing pledge of 'a firm reliance on the protection of divine Providence' -- but the writing team acknowledges that 'faith' as a standalone virtue may not be the most precise characterization of what the Declaration expresses and will review this term.

#40 Std General

Comment: *Some of the questions for unit 2 really make more sense with unit 1. I talk about all the founding documents in unit 1.*

RESPONSE: The guiding questions in each strand are offered as suggestions to frame classroom discussion -- they are not required questions that must be addressed in the order listed. Teachers have flexibility to use guiding questions from different strands when they are pedagogically relevant to the content being taught. Instructional resource materials will clarify this flexibility.

#41 Std General

Comment: *I don't think there should be REQUIRED documents for each strand. I would prefer a list of SUGGESTED documents and I would include some of the Enlightenment philosophers for Strand 1.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety unless the standard specifies otherwise. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

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#42 Std 1.1

Comment: *Standard 1.1 is a mess. Why are we placing value statements like 'rule for the common good' and 'work for the ruler's good' when discussing regime types? The monarchy listed should be changed to constitutional monarchy.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy.

#43 Std 1.4

Comment: *Standard 1.4 is covered in history, not government. There is no reason to study colonial religious traditions.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction.

#44 Std 1.5

Comment: *Standard 1.5 - get rid of colonial religious traditions. We should be looking at excerpts from Locke and Rousseau.*

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RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction. Standard 1.5 asks students to analyze the Declaration of Independence through the lens of all three traditions studied in Standards 1.2 through 1.4. Locke's influence on the Declaration is an important component of the natural rights analysis within Standard 1.5. John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-204 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency.

#45 Std General

Comment: *Strand 1 feels very dense, especially for the beginning of the course. There are a lot of abstract concepts being introduced all at once. I would suggest sequencing so one or two concepts are introduced at a time before building to synthesis.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#46 Std 1.4

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Comment: *Strand 1.4 deals with topics better addressed in a history class and with little relevance to how our government operates or to political participation.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction.

#47 Std 1.2, 1.3

Comment: *On Standard 1.2 and 1.3, I would ask that the last sentences be removed that require students to apply to current issues. When current issues are brought into discussion it quickly devolves into political opinion.*

RESPONSE: The phrase 'apply core arguments to modern concerns and defend those claims' in Standards 1.2 and 1.3 asks students to use the foundational concepts they have studied -- classical republicanism, the rule of law, natural rights, consent of the governed -- as frameworks for analyzing current civic issues and constructing an evidence-based argument. This is a skills application component, not a directive to take political positions. Teachers have flexibility in selecting the current issues or concerns to which students apply these frameworks. Instructional resource materials will clarify this expectation and suggest example applications. The writing team acknowledges that applying foundational principles to current issues requires careful classroom facilitation. Instructional resource materials will support teachers in framing these application exercises as evidence-based analytical tasks rather than political opinion exercises.

#48 Std 1.2

Comment: *1.2 could be cut since it's covered in 1.1 and 1.3.*

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RESPONSE: Standard 1.2 covers the classical republican tradition -- including civic virtue, participation, representation, and the rule of law -- which is distinct from both Standard 1.1 (the comparative taxonomy of regime types) and Standard 1.3 (the natural rights tradition). These are three separate intellectual traditions that the Founders drew upon simultaneously. However, the writing team has made some changes to streamline these standards.

#49 Std 1.4

Comment: *1.4 is all covered in US History and should not be a major focus.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. The course's focus is specifically on American constitutional government and citizenship -- not a general social studies survey. Teachers may build on students' prior knowledge to accelerate into deeper analysis.

#50 Std 1.7

Comment: *1.7 - if this needs to be taught, the sources need to be given and it seems like depending on the teacher it would not be covered or would be overwhelmingly covered. Should be cut.*

RESPONSE: Standard 1.7 teaches primary source analysis skills -- identifying reliability, analyzing perspective, contextualizing, and evaluating significance. It is placed in Strand 1 to establish analytical skills students will apply throughout all five strands. Instructional resource materials will include suggested primary source excerpts and scaffolding to support teachers in implementing Standard 1.7 consistently.

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#51 Std 1.1

Comment: *Standard 1.1 seems out of place with the level of detail required. The value assigned to government types appears arbitrary. Corrupt governments of any kind can serve the interests of the ruler over the people.*

EDITED RESPONSE: Appropriate changes have been made to 1.1

#52 Std 1.4

Comment: *The Enlightenment should be specifically mentioned in Standard 1.4. The standard hints at Enlightenment ideals but does not expressly state it when the Great Awakening is mentioned.*

RESPONSE: Enlightenment philosophy is foundational context for Standard 1.3, which grounds the natural rights tradition -- including natural law, consent of the governed, social compact, and property rights -- in the same intellectual tradition as Locke's Second Treatise. The writing team considered whether to name specific Enlightenment thinkers in Standard 1.3 and will consider adding an explicit Enlightenment reference. John Locke's Second Treatise is not a required text under Utah Code 53E-4-205.2, but may be noted as a supplemental resource in instructional materials. The course's required primary sources are grounded in the natural rights and republican traditions that Enlightenment philosophy directly produced. Instructional resource materials for Standard 1.4 can more explicitly contrast the Enlightenment and colonial religious traditions as parallel influences on the Founding.

#53 Std 1.1

Comment: *It would be helpful to share that the Enlightenment was critical to the founding of our country and should be overtly mentioned in 1.1.*

RESPONSE: Enlightenment philosophy is foundational context for Standard 1.3, which grounds the natural rights tradition -- including natural law, consent of the governed, social compact, and property rights -- in the same intellectual tradition as Locke's Second Treatise. The writing team considered whether to name specific Enlightenment thinkers in Standard

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1.3 and will consider adding an explicit Enlightenment reference. John Locke's Second Treatise is not a required text under Utah Code 53E-4-205.2, but may be noted as a supplemental resource in instructional materials. The course's required primary sources are grounded in the natural rights and republican traditions that Enlightenment philosophy directly produced.

#54 Std General

Comment: *Why are we discussing colonial religion? I feel like there is a religious agenda. The Great Awakening was AFTER the Constitution. Let's focus on Enlightenment ideals.*

RESPONSE: A clarification on chronology: the Great Awakening occurred primarily in the 1730s and 1740s -- more than four decades before the Declaration of Independence and nearly five decades before the Constitution. It is examined in Standard 1.4 because its democratizing effects directly influenced how colonists thought about self-governance and religious liberty. Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction. The course examines both Enlightenment philosophy (Standard 1.3) and colonial religious traditions (Standard 1.4) as parallel intellectual forces that shaped the Founding.

#55 Std General | Change | *Concepts or Ideas*

Comment: *If we are emphasizing religion it should be in a way that shows it was an influencing factor on individuals and states, as opposed to using religion to support the government system itself.*

RESPONSE: Standard 1.4 is designed precisely in the way this commenter recommends: it examines how colonial religious traditions influenced individuals and communities whose

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debates then shaped constitutional design choices. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- outcomes that are fundamentally about separating religious institutions from government authority, not using religion to support the government system.

#56 Std 1.4 | Change | Wording

Comment: *Language should be added to emphasize how early colonial religious traditions led to the primacy of religious liberty in the American constitutional government.*

RESPONSE: Standard 1.4 already specifies that students will examine how colonial religious traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- outcomes that culminated in the First Amendment..

#57 Std 1.5

Comment: *A provision should be added to identify how the Declaration of Independence undergirds the primacy of religious liberty in our government and demonstrates the role of religion in United States history.*

RESPONSE: Standard 1.5 asks students to identify where the text of the Declaration refers to or implies the colonial religious tradition, which includes the Declaration's appeals to 'the Laws of Nature and of Nature's God,' the 'Creator,' and 'divine Providence.' The connection between these references and the primacy of religious liberty in the Constitution is a meaningful synthesis students can be asked to make.

#58 Std 1.1

Comment: *The ideas in 1.1 are directly from Aristotle's Politics. This should be mentioned in the standard to give teachers who are not familiar a place to go to research and learn of these ideas.*

RESPONSE: This is an excellent and specific suggestion. The writing team agrees that citing Aristotle's Politics as the source of the classical regime taxonomy in Standard 1.1 would help

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teachers understand the intellectual tradition being examined and prepare them to teach it effectively. The writing team will add this citation either in the standard itself or in the accompanying instructional materials. We appreciate this constructive contribution.

#59 Std General

Comment: *You should include the enlightenment philosophers whose ideas guided the founding fathers and the debate in the federalist papers including the formation of the Articles of Confederation during the revolutionary war.*

RESPONSE: Enlightenment philosophy is foundational context for Standard 1.3, which grounds the natural rights tradition -- including natural law, consent of the governed, social compact, and property rights -- in the same intellectual tradition as Locke's Second Treatise. The writing team considered whether to name specific Enlightenment thinkers in Standard 1.3 and will consider adding an explicit Enlightenment reference. John Locke's Second Treatise is not a required text under Utah Code 53E-4-205.2, but may be noted as a supplemental resource in instructional materials. The course's required primary sources are grounded in the natural rights and republican traditions that Enlightenment philosophy directly produced. The Articles of Confederation and the Federalist/Anti-Federalist debates are examined in Strand 2, which addresses the constitutional founding and the debates that produced the Constitution.

#60 Std General | Add | Concepts or Ideas

Comment: *I would like to see the course teach the concept of 'negative rights' -- the idea that unless we are expressly forbidden a right, it is ours. This concept is different from most countries, who believe rights come from the government.*

RESPONSE: The concept of natural rights as pre-political and not granted by government is foundational to Standard 1.3, which examines the natural rights tradition including natural law, consent of the governed, and social compact. The idea that rights are inherent, not granted by government, is explicitly embedded in this standard. Standard 4.4 addresses the Ninth Amendment, which reserves unenumerated rights to the people.

#61 Std 1.3

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Comment: *Standard 1.3 should be updated to reflect not just 'natural rights' but 'negative rights.'*

Recommended Action: Consider adding 'negative rights' or 'pre-political rights' language to Standard 1.3

RESPONSE: The concept of negative rights -- rights that exist prior to and independently of government -- is embedded in the natural rights tradition examined in Standard 1.3. The writing team will consider whether adding the term 'negative rights' or 'pre-political rights' to Standard 1.3 would strengthen clarity. This concept will be explicitly addressed in instructional materials supporting this standard.

#62 Std General

Comment: *Essential vocabulary should be in bold, with an agreed upon definition. What is the state-approved civic virtue and civic skills definition?*

RESPONSE: A glossary of key terms -- including civic virtue, civic skills, natural rights, social compact, and other foundational concepts -- will be developed as part of the instructional resource materials supporting this course. The standards document itself does not include definitions, but resource materials will provide agreed-upon definitions appropriate to the course level for each essential vocabulary term.

#63 Std 1.1

Comment: *Standard 1.1 - Your list of types of governments is ridiculous. Tyranny is not a type of government nor a regime. I am not sure how aristocracy fits. With how heavy-handed this course is with religion, where is theocracy?*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders'

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choices. The writing team recognizes this classification generates confusion and will add a clarifying note to Standard 1.1 making the Aristotelian basis explicit. In the Aristotelian framework, 'tyranny' refers specifically to the corrupted form of monarchy -- rule by one for the ruler's own benefit rather than the common good. It is used here in this classical analytical sense. Regarding theocracy: while the Founders were aware of theocratic governance, it was not a central category in the classical taxonomy they employed. Adjustments to 1.1 have been made. .

#64 Std General

Comment: *Way too many standards. Is this a college class? Feels like it.*

RESPONSE: The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#65 Std General

Comment: *The civic virtues section should be reframed to emphasize that these virtues are historically important civic ideals for discussion and analysis rather than fixed moral doctrines students are expected to internalize. The standards should also equally emphasize principled dissent and civil disobedience.*

RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources, including the Declaration of Independence and the Federalist Papers. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Instructional resource materials will clarify assessment expectations and how teachers can engage with these concepts as historical and civic ideas. The writing team notes the suggestion about principled dissent and civil disobedience. These themes are directly addressed in Strand 4, which examines the civil rights movement, including Martin Luther King Jr.'s 'Letter from Birmingham Jail' -- a primary text for examining the relationship between principled dissent, civil disobedience, and constitutional fidelity.

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#66 Std General

Comment: *STRAND 1 presents founding philosophy in an overly celebratory and uncritical manner. Standards should present the American Founding as historically significant but contested, including both its aspirational principles and its contradictions.*

RESPONSE: The writing team has grounded the language of these standards in the historical record and the primary sources required by Utah Code 53E-4-2-5.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument -- not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. We have reviewed specific language flagged in public comments and made revisions where appropriate. Standard 1.5 explicitly asks students to analyze 'tensions between' the three founding traditions, providing space for examining the contradictions within the founding. The required primary sources in Strand 4 -- including Frederick Douglass, the Seneca Falls Declaration, and the Letter from Birmingham Jail -- directly engage the gap between founding ideals and founding realities.

#67 Std 1.1

Comment: *Standard 1.1 includes 'direct democracy' among corrupt forms of government. This is highly controversial pedagogically. Classifying direct democracy among governmental forms that operate for 'the ruler's good' risks presenting contested philosophical claims as settled fact.*

RESPONSE: 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices. The writing team recognizes this classification generates confusion and has made changes to 1.1.

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#68 Std General

Comment: *The heavy emphasis on colonial religious traditions may privilege religious influence disproportionately. This section should ensure balanced treatment alongside Enlightenment philosophy, secular liberal thought, and other intellectual traditions that shaped the Founding.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction. Standard 1.3 specifically examines the natural rights and Enlightenment tradition as the second of three founding traditions. Standard 1.5 synthesizes all three traditions and asks students to analyze tensions between them -- including between religious and secular founding influences. The course treats these three traditions as equally important strands of the founding rather than privileging any one.

#69 Std 1.1

Comment: *Standard 1.1: the government shouldn't dictate what is considered the 'common good.' Monarchy is considered common good? Aristocracy, common good? And democracy is tyranny?*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders'

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choices. The writing team recognizes this classification generates confusion and will make adjustments. The course is not asserting that all monarchies or all aristocracies are good governments -- it is teaching the analytical framework the Founders used when they justified why they designed a constitutional republic. Students are expected to apply this framework critically, not accept its categories as settled political truths.

#70 Std 1.2

Comment: *Standard 1.2: Students will examine the classical (are we thinking of the Greeks? Romans?) republican tradition.*

RESPONSE: Standard 1.2's reference to the 'classical republican tradition' encompasses both Greek and Roman political thought -- including Aristotle, Cicero, and their influence on subsequent republican theory. The Founders drew on both traditions. Instructional resource materials will clarify the scope of this term and suggest specific thinkers and texts teachers may use to introduce the classical republican tradition before examining how it appears in the required primary sources.

#71 Std 1.4

Comment: *Eliminate Standard 1.4: Why should students examine colonial religious traditions? What is the purpose of studying Puritan covenant theology and Anglican loyalty to the Crown?*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4

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as a study of historical forces that produced constitutional design choices, not as religious instruction.

#72 Std 1.6

Comment: *Civic virtue isn't mentioned in the Declaration of Independence. Parents shouldn't trust the government with teaching or seeking to instill these subjective virtues in their children.*

RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources, including the Declaration of Independence and the Federalist Papers. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Instructional resource materials will clarify assessment expectations and how teachers can engage with these concepts as historical and civic ideas. Regarding the claim that civic virtue isn't mentioned in the Declaration: Standard 1.6 asks students to identify where civic virtues are 'referenced' in the Declaration -- meaning students analyze the language of the Declaration to identify concepts that correspond to civic virtues such as justice, prudence, and courage. Students are not expected to find the exact word 'virtue' in the text. This is a specific and substantive textual concern. The writing team will review the list of civic virtues in Standard 1.6 against the text of the Declaration of Independence. 'Faith' as listed refers to the Declaration's closing pledge of 'a firm reliance on the protection of divine Providence' -- but the writing team acknowledges that 'faith' as a standalone virtue may not be the most precise characterization of what the Declaration expresses and will review this term. Similarly, 'decency' is not a traditionally recognized classical civic virtue and will be reviewed for potential revision or clarification.

#73 Std General

Comment: *Specific thinking fallacies should be taught such as: false dilemma, ingroup/outgroup bias, strawman, slippery slope, and ad hominem.*

RESPONSE: Teaching students to identify logical fallacies and cognitive biases is an important component of the civic skills this course develops, particularly in supporting students' ability to evaluate primary sources, construct arguments, and engage in civil

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discourse. This will be noted for instructional resource development, where specific thinking fallacies and rhetorical analysis skills can be addressed as instructional tools supporting the standards' skills components.

#74 Std General

Comment: *The Mayflower Compact point should also have equality added to it, as this was the first time that all men regardless of income had a vote.*

RESPONSE: The historical details about the Mayflower Compact's scope -- including who participated in self-governance under the Compact -- are rich topics for classroom inquiry. Teachers may encourage students to examine what 'equal' participation in the Compact meant in historical context and to evaluate competing historical claims about its scope, using Standard 1.7's primary source analysis skills.

#75 Std General | Delete | *Concepts or Ideas*

Comment: *There is too much here for any one class. A lot of the foundation work could be laid in 8th grade.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#76 Std General

Comment: *Overall, the standards are NOT WRITTEN AT A 12th-grade level -- these are university-level. If we want an average 12th grader to pass this course, it needs to be adjusted rigor-wise. Standards are also too long and very wordy.*

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RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#77 Std 1.1

Comment: *Standard 1.1 - You'll compare governments that serve the people (monarchy, aristocracy, and republic) against those that serve only the rulers (tyranny, oligarchy, and direct democracy).*

RESPONSE: The student-friendly paraphrase offered here will be noted for instructional resource development, where accessible language for introducing this standard to students will be included. In addition the writing team has made changes to 1.1.

#78 Std 1.2

Comment: *Standard 1.2 - As a teacher, applying to modern concerns can be very tricky. Also, there is a TON in this standard. There has to be a better way to synthesize the concept part with the skill part.*

RESPONSE: The writing team acknowledges that Standard 1.2 is content-dense and changes have been made for better framing.

#79 Std General, 1.4

Comment: *Too repetitive -- every standard has them argue and defend their claims. Have the standards build on each other. Have students do a variety of different skills, like being able to identify natural rights in their own lives.*

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RESPONSE: This is a constructive instructional design observation. The recurring 'apply and defend' language is intended to build a consistent argumentation habit across the course rather than prescribing identical activities. Teachers have significant flexibility to vary the form of student application -- from written arguments to Socratic discussion to identifying natural rights in contemporary news.

#80 Std 1.5

Comment: *1.5 WAY TOO LONG!*

RESPONSE: The writing team will review Standard 1.5 for opportunities to improve concision without reducing the scope of its synthesis requirement. Standard 1.5 is intentionally integrative -- asking students to analyze the Declaration through multiple lenses simultaneously -- but the wording can likely be streamlined. This is noted for revision.

#81 Std 1.7

Comment: *1.7 seems really out of place -- they should have already done this in their other social studies classes. Can this be combined or put in the preface?*

RESPONSE: Standard 1.7 teaches primary source analysis skills -- identifying reliability, analyzing perspective, contextualizing, and evaluating significance. It is placed in Strand 1 to establish analytical skills students will apply throughout all five strands. While students may have encountered primary sources in prior courses, this standard establishes the specific analytical framework the course uses consistently across all required primary source documents. It is not intended to stand alone as a complete unit but is integrated into the broader primary source work of Strand 1 and subsequent strands.

#82 Std 1.8

Comment: *1.8 - As a teacher, I am not sure what it is even asking.*

RESPONSE: Standard 1.8 explores how ordinary citizens during the American independence movement applied civic skills -- working through local government, civic and religious associations, and petitioning representatives -- to effect political change. This standard is

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distinct from the others because it grounds abstract founding principles in the practical civic actions of ordinary people, not just Founders and philosophers. It directly connects to Strand 5's focus on active citizenship by showing students that civic participation has always been the mechanism through which constitutional principles become lived reality. The writing team acknowledges that Standard 1.8 benefits from more concrete examples. Instructional resource materials will clarify what types of historical evidence satisfy this standard -- for example, students might examine colonial town meetings, the Sons of Liberty's organizing activities, petition campaigns to colonial assemblies, or newspaper campaigns as examples of ordinary citizens using civic skills to effect political change.

#83 Std General

Comment: *The Mayflower Compact, sure. But not Rousseau, Locke, Hobbes, and Montesquieu? You can't have a conversation about founding principles without the philosophies that were referenced when formulating the Constitution.*

RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency. Montesquieu's influence on the constitutional design of separated powers is addressed in Strand 2. Hobbes and Rousseau may be included as supplemental contextual readings at the teacher's discretion.

#84 Std General, 1.1, 1.4, 1.6

Comment: *The standards reflect a particular interpretive framework that may unintentionally promote both American and Christian exceptionalism while limiting critical examination of historical complexity. Standard 1.1 presents classical forms of government using value-laden distinctions that may oversimplify political systems.*

RESPONSE: The writing team has grounded the language of these standards in the historical record and the primary sources required by HB 381. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The

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course is designed to develop students' capacity for critical thinking and evidence-based civic argument -- not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. The writing team notes the concern about Standard 1.4 and Christian exceptionalism. The standard includes Puritan, Anglican, and Quaker traditions -- three distinct and sometimes competing colonial religious perspectives -- and explicitly addresses debates about non-establishment and religious pluralism. Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally.

#85 Std General

Comment: *I think identifying skills and virtues are very appropriate. This strand seems a little content light.*

RESPONSE: Thank you for this affirming feedback. Strand 1 establishes the foundational intellectual traditions -- classical republican, natural rights, and colonial religious -- that students will apply throughout all five strands. The writing team designed it as a conceptual foundation rather than an encyclopedic survey, with primary source analysis (Standard 1.7) and applied civic history (Standard 1.8) grounding the conceptual content in historical evidence and practice.

#86 Std General

Comment: *This strand and strands 1-4 feel like someone was allowed to pick their favorite founding stories and documents. It prescribes specific texts for teachers instead of allowing teacher choice and autonomy. I worry high school seniors will struggle with the academic demands.*

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RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety unless the standard specifies otherwise. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in supplemental resource materials. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-204. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. The required primary sources are mandated by HB 381 and reflect the legislature's determination of the documents most central to constitutional literacy. Within the scope of required sources, teachers retain significant flexibility in selecting excerpts, sequencing instruction, and adapting materials for their students. Instructional resource materials will include extensive scaffolding support.

#87 Std 1.1

Comment: Referencing Standard 1.1: *I'm interested to see the state's perspective on why monarchy and aristocracy are included as government systems that rule for the common good, and why direct democracy is categorized as one that works for the ruler's good.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices. The writing team recognizes this classification generates confusion and changes have been made to the standard.

#88 Std General

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Comment: Referencing Standard 1.4: I would find discussions of religious philosophy uncomfortable to teach in a class focused on government. Students can gain an understanding about religious freedom without being required to analyze colonial religious traditions.

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction. The writing team acknowledges that discussing religious traditions in a classroom requires careful, inclusive framing. Instructional resource materials will specifically address how to approach Standard 1.4 in a way that is analytically focused on political and constitutional outcomes rather than theological content, and that is welcoming to students from all backgrounds

#89 Std 1.2, 1.3

Comment: 1.2, 1.3 -- Language regarding students applying core arguments to modern concerns and defending claims is unclear. If this is just referring to applying the concepts to modern times, we should just say that.

RESPONSE: The phrase 'apply core arguments to modern concerns and defend those claims' in Standards 1.2 and 1.3 asks students to use the foundational concepts they have studied -- classical republicanism, the rule of law, natural rights, consent of the governed -- as frameworks for analyzing current civic issues and constructing an evidence-based argument. This is a skills application component, not a directive to take political positions. Teachers have flexibility in selecting the current issues or concerns to which students apply these frameworks.

#90 Std General, 1.4

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Comment: 1.4 - I just finished a Master's Degree and I did not see this content until that degree. High School students do not need this level of detail. They can understand that colonists came for religious freedom without understanding the difference between Puritanism and Anglicanism.

RESPONSE: The writing team acknowledges that Standard 1.4 requires a level of historical specificity that is unfamiliar to many teachers and students. Instructional resource materials will include clear, accessible explanations of each colonial religious tradition and its constitutional relevance -- focusing on the distinct contributions of each tradition to debates about self-governance, religious liberty, and non-establishment. Teachers will not be expected to teach the theological content of these traditions, but their political and constitutional significance.

#91 Std General

Comment: Guiding questions are way too subjective and do not mention how much minority groups played a big role in the making of the US.

RESPONSE: The guiding questions for Strand 1 are intentionally open-ended to allow teachers and students to examine the founding from multiple perspectives, including the experiences of those not included in the original 'We the People.' Required primary sources throughout the course include voices that directly challenge founding exclusions -- Frederick Douglass, the Seneca Falls Declaration of Sentiments, and the Letter from Birmingham Jail -- demonstrating how the founding ideals were applied, challenged, and expanded over time. This concern will be noted for instructional resource development to ensure teachers are supported in framing Strand 1 in ways that acknowledge the founding's exclusions alongside its aspirations.

#92 Std General

Comment: Guiding questions are too subjective and fail to include and discuss minority groups.

RESPONSE: The guiding questions for Strand 1 are intentionally open-ended to allow teachers and students to examine the founding from multiple perspectives, including the

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experiences of those not included in the original 'We the People.' Required primary sources throughout the course include voices that directly challenge founding exclusions -- Frederick Douglass, the Seneca Falls Declaration of Sentiments, and the Letter from Birmingham Jail -- demonstrating how the founding ideals were applied, challenged, and expanded over time.

#93 Std 1.4

Comment: *Cut the Mayflower Compact, as well as the entirety of Standard 1.4.*

RESPONSE: The Mayflower Compact is required by Utah Code 53E-4-205.2 and cannot be removed from the course. Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally.

#94 Std 1.2

Comment: *Also cut Standard 1.2.*

RESPONSE: Standard 1.2 covers the classical republican tradition -- the foundational intellectual framework for understanding why the American constitutional republic is structured as it is. Removing this standard would eliminate a critical building block for students' understanding of civic virtue, the rule of law, and representative government, which appear throughout all subsequent strands.

#95 Std General

Comment: *If you want another relevant document to enhance the purposes of this Strand, a section of John Locke's 'Second Treatise on Government' is more applicable to civic virtues and responsibilities.*

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RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency.

#96 Std General

Comment: *I think it is also important, in learning about the Declaration of Independence, to examine some of the history that led the colonists to this point -- Salutary Neglect, the colonists' illegal printing of money, locally funded wars like King Philip's War.*

RESPONSE: The historical context leading up to the Declaration -- including colonial economic grievances and colonial military experience -- is valuable background for students analyzing the Declaration's list of grievances in Standard 1.5. While this context goes beyond the scope of the standards themselves, it represents excellent contextual teaching material. This will be noted for instructional resource development as recommended background material for Standard 1.5.

#97 Std General

Comment: *Sorry. This is where I meant to put that I think excerpts from John Locke's Second Treatise on Government should be part of the required reading.*

RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency.

#98 Std General

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Comment: *The strand explanation seems biased toward a specific way of thinking, as if the end goal were to convince students to believe certain ways. Also, 'Students need to be able to see...and appreciate' is not a measurable or even qualitatively appropriate goal.*

RESPONSE: The writing team has grounded the language of these standards in the historical record and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument -- not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. We have reviewed specific language flagged in public comments and made revisions where appropriate. The writing team will review the strand introduction language for phrases like 'see and appreciate' that imply predetermined outcomes rather than open inquiry. We agree that strand-level language should frame the course as an exploration rather than prescribing the emotional responses students should have.

#99 Std 1.6

Comment: *1.6 should highlight civic responsibilities rather than virtues.*

RESPONSE: Civic responsibilities -- the obligations that accompany constitutional rights -- are addressed throughout the course, particularly in Standard 4.3 (rights and responsibilities under the First Amendment) and throughout Strand 5 (practicing constitutional citizenship). Standard 1.6 specifically asks students to identify civic virtues in the text of the Declaration of Independence, which is a related but distinct task: understanding what character the Founders believed was necessary for self-governance provides context for understanding why civic responsibilities were codified. Both are important and are addressed in different parts of the course

#100 Std General

Comment: *The word 'virtue' needs to be taken out of the whole document. The term 'virtues' should be avoided because it is inherently subjective.*

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RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources, including the Declaration of Independence and the Federalist Papers. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents.

#101 Std General

Comment: *The question about how adherence to rule of law produces freedom and safety is built on the assumption that the rule of law DOES produce freedom and safety. An important part of any civic education is understanding that there is sometimes tension between particular laws and the wellbeing of the people.*

RESPONSE: This is a substantive and thoughtful observation. The guiding question 'How does adherence to the rule of law uphold the civic virtues of justice and equality? How does it produce freedom and safety?' is intended as a starting point for inquiry. The tension between law and justice is directly examined through Frederick Douglass and Martin Luther King Jr. in later strands.

#102 Std 1.1

Comment: *Standard 1.1 puts governing structures into two categories and includes absurd examples. Who has determined that monarchy is for the common good? Who has determined that direct democracy is 'for the ruler's good?' These statements are laden with value judgements and unsupported.*

RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices.

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#103 Std 1.5

Comment: *Standard 1.5 asks students to identify instances where certain rights and traditions are implied. This wades dangerously into a conversation about textualism vs. literalism. What is sufficient grounds for an implication to be considered valid?*

RESPONSE: Standard 1.5's reference to identifying where the Declaration 'implies' certain traditions is an analytical task grounded in textual evidence -- not a constitutional interpretation exercise. Students are asked to read the Declaration's language and identify which passages draw on or are consistent with the traditions they have studied.

#104 Std General

Comment: *Too much focus on religion and religious involvement. Don't give religious institutions more credit than they deserve. Religion was only one of those founding ideas.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction. Standard 1.4 is one of eight standards in Strand 1. The strand equally addresses classical republican philosophy (Standard 1.2) and the natural rights tradition (Standard 1.3). Standard 1.5 explicitly asks students to analyze tensions between all three traditions.

#105 Std 1.4

Comment: *Don't students learn about 1.4 in United States History I and AP United States History? This content can be repetitive.*

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RESPONSE: This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. The course's focus is specifically on American constitutional government and citizenship -- not a general social studies survey. Teachers may build on students' prior knowledge to accelerate into deeper analysis. Standard 1.4 approaches colonial religious traditions specifically through the lens of their constitutional significance -- the debates about religious liberty and non-establishment that they sparked. This constitutional focus is distinct from the historical survey treatment these topics typically receive in US History courses.

#106 Std General

Comment: *While I recognize the intent of Standards 1.1 and 1.2, I have significant concerns regarding the use of the term 'common good' as currently written. The phrase is inherently subjective and lacks a clear, consistent definition in a pluralistic society.*

RESPONSE: The phrase 'common good' is drawn from the classical republican tradition studied throughout this course -- used by Aristotle, Cicero, and the American Founders. The relationship between the common good and individual natural rights involves genuine and ongoing civic tension that is one of the central themes of this course. Rather than resolving this tension for students, the standards present it as a key topic of civic inquiry. Guiding questions throughout each strand invite students to examine how different founding traditions balance individual rights with responsibilities to the community.

#107 Std General

Comment: *The description makes it seem as though classical republicanism, natural rights, and colonial religious traditions are three equal pillars. I would argue that colonial religious traditions are less foundational than the first two.*

RESPONSE: The relative weight of these three traditions in shaping the American Founding is itself a subject of scholarly debate and is one of the productive tensions students are invited to examine in this course. Standard 1.5 explicitly asks students to discuss 'the similarities and potential tensions between these traditions' -- which includes analyzing how their relative

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influence can be assessed through the text of the Declaration. The writing team does not assert that the three traditions are equally weighted in every context, but that each made distinct and significant contributions to constitutional design.

#108 Std General

Comment: *Highlight and underscore the crucial importance of Native American contributions.*

RESPONSE: Native American contributions to American political thought -- including the Iroquois Confederacy's influence on American constitutionalism -- are addressed in Standard 2.1.

#109 Std 1.7

Comment: *Standard 1.7 is an example of a skill standard that could be listed in a Strand that describes the essential skills used throughout the course. If creating a skill strand, remove this standard and place it there.*

RESPONSE: Standard 1.7 teaches primary source analysis skills -- identifying reliability, analyzing perspective, contextualizing, and evaluating significance. It is placed in Strand 1 to establish analytical skills students will apply throughout all five strands. While students may have encountered primary sources in prior courses, this standard establishes the specific analytical framework the course uses consistently across all required primary source documents. It is not intended to stand alone as a complete unit but is integrated into the broader primary source work of Strand 1 and subsequent strands. The Principles of Civic Preparation section, which introduces all five strands, serves the function of a course-wide skills framework. Standard 1.7 is placed in Strand 1 to establish these analytical skills at the point in the course when students first engage deeply with primary sources, so they are immediately applicable.

#110 Std 1.1

Comment: *I am concerned that there is a political bias in Strand 1 looking at Standard 1.1, which seems to favor monarchy and be critical of direct democratic involvement.*

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RESPONSE: Standard 1.1 draws on the classical political taxonomy originating with Aristotle's Politics, which the American Founders explicitly referenced in their own writings, including Federalist No. 10. In this framework, 'direct democracy' -- meaning rule by an unmediated popular assembly without constitutional constraints -- is categorized as the corrupted form of republican government because the majority can rule without regard for minority rights or constitutional limits. This is precisely the distinction the Founders drew when designing a constitutional republic rather than a direct democracy. Students are taught to examine and critically evaluate this framework as part of understanding the Founders' choices. Changes have been made to 1.1 for clarification.

#111 Std General

Comment: *Guiding question grammar: 'How DOES the Mayflower Compact and Declaration of Independence' should read 'How DO' since it is a group of two documents.*

EDITED RESPONSE: Thank you for this specific correction.

#112 Std 1.1

Comment: *'Mixed government' could easily be mistaken for 'mixed economy.' 'Republic' is commonly referred to as representative democracy in common language. 'Types of regimes or forms of government' is redundant.*

RESPONSE: This is a useful readability observation. The term 'mixed government' is the classical term for a republic that combines elements of different regime types -- it is used here for historical accuracy, as the Founders themselves used this language.

#113 Std 1.2, 1.3

Comment: *1.2-1.3 -- Where is the discussion of General Will? This is also an Enlightened concept that leads to a belief in majority rule (tempered by individual rights, of course).*

RESPONSE: Rousseau's concept of the General Will is not required content under HB 381, but it represents important intellectual context for comparing different Enlightenment

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approaches to the social compact -- particularly the contrast between Rousseau's more collectivist conception and Locke's individual rights emphasis.

#114 Std General

Comment: *I don't love the mention of colonial religious traditions because it gets dicey mixing religion and politics. With the rise of Christian Nationalism, it should be worded differently.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4 as a study of historical forces that produced constitutional design choices, not as religious instruction.

#115 Std 1.4

Comment: *I feel that Standard 1.4 could be pushing religion. I understand the need to discuss religion when considering the Mayflower Compact, but I do not see the need for this to be an entire standard.*

RESPONSE: Standard 1.4 examines colonial religious traditions as historical and political forces -- not to promote religion, but because debates about religious liberty, non-establishment of religion, and religious pluralism that arose from those traditions led directly to the First Amendment. Understanding why the Founders separated church and state requires understanding the diverse religious landscape they were navigating. The standard explicitly asks students to analyze how these traditions 'sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration' -- quintessentially secular constitutional outcomes. This content is approached analytically, not devotionally. Instructional resource materials will support teachers in framing Standard 1.4

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as a study of historical forces that produced constitutional design choices, not as religious instruction.

#116 Std General

Comment: *Would suggest including suggestions to learn about John Locke and other Enlightenment philosophers dealing with social contract theory. Also including world influences including Cicero, Greek and Roman governments, and the Magna Carta.*

RESPONSE: John Locke's Second Treatise on Government and other Enlightenment texts are not required by Utah Code 53E-4-205.2 and therefore cannot be added as required reading. However, Enlightenment philosophy -- including Locke's direct influence on the Declaration of Independence -- is foundational context for Standard 1.3. Supplemental suggested readings, which may include relevant excerpts from Locke, Paine, and other Enlightenment thinkers, may be developed in instructional resource materials and incorporated at the discretion of the local education agency. Cicero and the Roman republican tradition are important context for Standard 1.2's examination of the classical republican tradition. Instructional resource materials will include a supplemental reading list that addresses these sources.

#117 Std General

Comment: *I feel it is important to reexamine some of the specific reasons that brought the colonists to write the Declaration of Independence -- Salutory Neglect, the illegal printing of money, locally funded wars like King Philip's War -- as these represent moments when colonists became an independent people.*

RESPONSE: The historical context leading up to the Declaration -- including colonial economic and military experience -- is valuable background for students analyzing the Declaration's list of grievances in Standard 1.5. While this content goes beyond the scope of the standards themselves, it represents excellent contextual teaching material

#118 Std General

Comment: *I like that there is mention of 'natural rights,' 'rule of law,' and the 'tensions between the common good and individual rights.'*

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RESPONSE: Thank you for this affirming feedback. The natural rights tradition, the rule of law, and the tension between the common good and individual rights are indeed central themes of this course and we are pleased that these foundational concepts are resonating with reviewers.

#119 Std 1.5, 1.6

Comment: *There are far too many standards for this unit. Standards 1.5 and 1.6 could be combined.*

RESPONSE: Standards 1.5 and 1.6 address related but distinct analytical tasks. Standard 1.5 asks students to analyze the Declaration through the lens of the three intellectual traditions examined in Standards 1.2 through 1.4, and to discuss tensions between them. Standard 1.6 asks students specifically to identify and analyze civic virtues referenced in the Declaration's language. Combining them would risk losing one of these two distinct analytical skills. The writing team will review whether the standards' language can be clarified to make this distinction more evident.

#120 Std 1.8

Comment: *1.8 is unnecessary.*

RESPONSE: Standard 1.8 explores how ordinary citizens during the American independence movement applied civic skills -- working through local government, civic and religious associations, and petitioning representatives -- to effect political change. This standard is distinct from the others because it grounds abstract founding principles in the practical civic actions of ordinary people, not just Founders and philosophers. It directly connects to Strand 5's focus on active citizenship by showing students that civic participation has always been the mechanism through which constitutional principles become lived reality.

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Strand 2: Constitutional Government and Union

#1 Std 2.7

Comment: *Strand 2:7. This course can provide examples of virtues from American history and their outcomes, but should never define or measure students' virtue, courage, or civic charity -- those are personal values and beliefs.*

RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources, including the Declaration of Independence and the Federalist Papers. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Instructional resource materials will clarify assessment expectations. Standard 2.7 assesses students' ability to practice civil discourse -- formulating sound arguments, persuasion, and compromise -- drawing on the civic virtues as analytical concepts from the primary sources studied in this strand. It does not require students to demonstrate personal virtue or assess their character.

#2 Std General

Comment: *It is very strange that there is no mention of slavery or the role slavery took in the debates. Slavery was a central issue at every step of the process and not including it here in the discussion of who is American or who deserves freedom and liberty is a strange omission. I would also include Judith Sargent Murray's 'On the Equality of the Sexes' as another important voice.*

RESPONSE: The question of slavery is explicitly addressed in Standard 2.4, which requires students to analyze 'the question of slavery' as one of the principal topics of debate at the Constitutional Convention, and in the guiding question 'How did issues such as representation, executive power, and slavery shape the final Constitution?' The writing team takes seriously the concern that slavery should not be treated as merely one topic among many. We will review Standard 2.4 to consider whether stronger language is warranted -- for example, explicitly naming the Three-Fifths Compromise and the Slave Trade Compromise as

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specific subjects of analysis -- to reflect slavery's centrality to the constitutional founding. The required primary sources in Strand 4, including Frederick Douglass's 'What to the Slave Is the Fourth of July?' and the Seneca Falls Declaration, directly address the constitutional contradiction that slavery represented. Judith Sargent Murray's 'On the Equality of the Sexes' (1790) is an important supplemental primary source that teachers may incorporate. It will be noted for instructional resource development. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by Utah Code 53E-4-204. Suggestions for additional readings, specific activities, or supplemental resources will be noted and may be incorporated into instructional resource materials developed to support this course. Curricular decisions, including the selection of additional texts and classroom activities, remain with local education agencies.

#3 Std General

Comment: *Many standards use the process verb 'Examine' instead of an action verb that describes the output or outcome. The committee should ask: 'Once the examination is over, what is the enduring understanding the student should walk away with?' Encourage them to swap 'examine' for verbs like Categorize, Differentiate, Analyze, or Evaluate.*

RESPONSE: This is a substantive and well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout Strand 2 and agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 2 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'compare,' 'evaluate,' or 'construct a claim' -- where doing so increases clarity without constraining teacher flexibility. This is consistent with standards-writing best practice and is a confirmed revision for Strand 2.

#4 Std 2.1

Comment: *2.1 -- the mention of the British Constitution could be hard for new teachers, due to the British not having a constitution. They are run by statute and common law.*

RESPONSE: Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of

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Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The writing team will consider adding a brief clarifying note to Standard 2.1 making clear that the 'British Constitution' refers to this uncoded tradition rather than a single written document, so that teachers and students are not confused.

#5 Std General

Comment: *You need to include something about women and voting. And about how former slaves and Black people petitioned to have their rights recognized. You can't ignore all the problems of the constitution, especially about how difficult the constitution is to amend and the discussion about how states wanted the right to change the constitution.*

Response: Women's suffrage and the expansion of voting rights are addressed in Standard 4.8, which examines Utah's role in women's suffrage and the Nineteenth Amendment. The Reconstruction Amendments and the constitutional struggles of formerly enslaved people for full citizenship and voting rights are addressed in Standard 4.6. The constitutional amendment process is addressed in Standard 3.3. The writing team takes the concern about slavery's centrality seriously. The question of slavery is explicitly addressed in Standard 2.4, which requires students to analyze 'the question of slavery' as one of the principal topics of debate at the Constitutional Convention, and in the guiding question 'How did issues such as representation, executive power, and slavery shape the final Constitution?' The writing team takes seriously the concern that slavery should not be treated as merely one topic among many. We will review Standard 2.4 to consider whether stronger language is warranted -- for example, explicitly naming the Three-Fifths Compromise and the Slave Trade Compromise as specific subjects of analysis -- to reflect slavery's centrality to the constitutional founding. The required primary sources in Strand 4, including Frederick Douglass's 'What to the Slave Is the Fourth of July?' and the Seneca Falls Declaration, directly address the constitutional contradiction that slavery represented.

#6 Std General

Comment: *There are also too many standards for each strand.*

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Response: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#7 Std 2.3, 2.4, General

Comment: *Shays' Rebellion (1786-87) is the single most common trigger event cited for why the Articles failed and the Convention was called. It demonstrated the Confederation's inability to suppress domestic unrest or raise revenue. Utah's earlier Government and Citizenship standards explicitly listed Shays' Rebellion. Virtually every national curriculum treats it as required background.*

Response: Shays' Rebellion is a widely recognized and important contextual event for understanding the failure of the Articles of Confederation and the urgency of the Constitutional Convention. While it is not named explicitly in the current standards, Standard 2.2's examination of 'the strengths and deficiencies of the Articles and the need for a new convention' provides the appropriate framework for teachers to incorporate it. The writing team will consider whether Shays' Rebellion should be named explicitly in Standard 2.2 or in the strand's guiding questions. It will be noted in instructional resource materials as strongly recommended contextual background for Standards 2.2 and 2.3.

#8 Std General

Comment: *Should include a section on early state constitutions.*

Response: Early state constitutions are explicitly included in Standard 2.1, which asks students to examine various ways peoples organized themselves politically prior to 1787, 'including the Iroquois Constitution, the British Constitution, and the early state constitutions.' No additional standard is needed.

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#9 Std 2.1

Comment: *Standard 2.1 -- I want something about the Iroquois and their role.*

Response: The Iroquois Constitution is explicitly a required primary source document in Strand 2 and is named directly in Standard 2.1. The Iroquois Constitution is a required primary source in Strand 2 because it demonstrates that confederal principles of self-governance and distributed authority were practiced by Indigenous peoples on this continent prior to the American founding -- an important comparative context for Standard 2.1. No student is expected to read all 108 clauses of the Iroquois Constitution; teachers should select relevant excerpts illustrating confederal principles. Instructional resource materials will include suggested excerpts.

#10 Std 2.1, General

Comment: *Strand 2 feels like it could possibly run into some repetition from the US History I curriculum. 2.1 is also a place that you could insert the Magna Carta and English Bill of Rights. I really think we're putting ourselves at a disservice if we don't discuss the non-US influences on our government and Constitution.*

Response: This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. Teachers may build on students' prior knowledge to accelerate into deeper analysis. The Magna Carta and English Bill of Rights are not required by Utah Code 53E-4-204 but are important context for Standard 2.1's examination of how peoples organized themselves politically prior to 1787. They will be noted in instructional resource materials as strongly recommended supplemental sources. Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The writing team will consider adding a brief clarifying note to Standard 2.1 making clear

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that the 'British Constitution' refers to this uncoded tradition rather than a single written document, so that teachers and students are not confused

#11 Std General

Comment: *Federalist papers are HARD for kids to understand and there are TOO many in the documents. I would only have Fed 10 and Brutus 1 here.*

Response: The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should select excerpts appropriate to the depth of each standard. Federalist No. 10 and Brutus 1 are required for Standard 2.5; Federalist Nos. 39 and 45 are required for Standard 2.6. Instructional resource materials will include suggested excerpts and scaffolding strategies to support teachers in making these texts accessible to all students.

#12 Std General

Comment: *Understanding the Electoral College is a foundational piece for understanding United States Government. I feel as if understanding the Electoral College should be spelled out within this curriculum. It is implied in 2.4, 3.4, and 5.7. However, in one of these strands (probably 3.4) understanding the Electoral College should be clearly identified.*

Response: The Electoral College is addressed in Standard 2.4, which requires students to analyze 'the power and election of the executive branch' as a principal topic of debate at the Constitutional Convention -- the Electoral College was the Founders' chosen mechanism for this election. The writing team will consider whether naming the Electoral College explicitly in Standard 2.4 would strengthen clarity, and will also review Standard 3.4 for the appropriate place to address the Electoral College's structure and function in greater depth. This concern is noted for revision.

#13 Std General

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Comment: *I would argue it is a misstep in understanding the foundation of checks and balances as found in the American Republic without a study of John Locke's philosophies and his Two Treatises of Government should be included in required reading.*

Response: John Locke's Second Treatise on Government is not required by Utah Code 53E-4-205.2 and cannot be added as required reading. However, Locke's influence on the natural rights tradition -- foundational to the constitutional framework examined throughout this strand -- is addressed in Strand 1, Standard 1.3. Locke's work may be noted in instructional resource materials as recommended supplemental reading for teachers who wish to draw explicit connections between Enlightenment political philosophy and constitutional design.

#14 Std General

Comment: *This course relies on the idea that students already think having a republic is a good idea. It would be beneficial for students who do not think that to study excerpts of Aristotle's Politics.*

Response: Aristotle's Politics is the foundational source for the classical regime taxonomy examined in Standard 1.1, and teachers may draw on it throughout Strand 2 as well. It is not a required text under Utah Code 53E-4-205.2 but may be noted in instructional resource materials as a recommended supplemental source.

#15 Std General

Comment: *There are too many standards for teachers to be effective.*

Response: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

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#16 Std General

Comment: *So many of these standards just have students examine and analyze primary sources. While this isn't a bad skill, it shouldn't be the only skill focused on. Students get more out of role-playing some of these skills rather than always analyzing what others did. I like that Standard 2.3 is a compare-and-contrast skill and Standard 2.7 has students practice civil discourse.*

Response: This is a substantive and well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout Strand 2 and agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 2 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'compare,' 'evaluate,' or 'construct a claim' -- where doing so increases clarity without constraining teacher flexibility. This is consistent with standards-writing best practice and is a confirmed revision for Strand 2. The writing team notes the positive feedback on Standards 2.3 and 2.7's more active skill requirements. Standard 2.7 explicitly frames the entire strand's content as preparation for students to practice civil discourse, argumentation, persuasion, and compromise -- an applied civic performance task. Instructional resource materials will suggest varied skill formats, including simulation, deliberation, and structured academic controversy activities, so that primary source analysis is one tool among several.

#17 Std General

Comment: *This is very John Birch Society propaganda and that worries me. I would like other perspectives to be included, and the sources of these interpretations of primary sources cited explicitly.*

Response: The writing team has grounded the language of these standards in the historical record and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument -- not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. Strand 2 explicitly requires study of both Federalist and Anti-Federalist arguments -- including Brutus 1, which represents the strongest Anti-Federalist critique of

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the proposed Constitution. The required guiding questions ask students to weigh arguments 'for and against ratifying the U.S. Constitution.' The course is designed to present the founding as a contested debate, not a settled conclusion.

#18 Std General

Comment: *Strand 2 would benefit from more emphasis on multiple perspectives and critical analysis.*

Response: The writing team has grounded the language of these standards in the historical record and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument -- not to advocate for particular political conclusions.

#19 Std 2.5

Comment: *Standard 2.5 focuses on Federalist and Anti-Federalist arguments, which is good, but it could more clearly require students to evaluate how those debates relate to modern issues and differing viewpoints today.*

Response: This is a thoughtful suggestion. Standards 1.2 and 1.3 include explicit 'apply core arguments to modern concerns' components. The writing team will consider whether similar language strengthening the connection between the founding ratification debates and contemporary constitutional debates would improve Standard 2.5. The guiding question 'Which, if any of these questions and arguments are still prevalent in the United States today?' already invites this connection and may be sufficient.

#20 Std General

Comment: *I would suggest strengthening the connection to current debates and ensuring students are analyzing, not just learning, these ideas.*

Response: This is a substantive and well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout Strand 2 and

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agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 2 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'compare,' 'evaluate,' or 'construct a claim' -- where doing so increases clarity without constraining teacher flexibility. Teachers may suggest activities that ask students to apply Strand 2's foundational debates to contemporary constitutional issues -- connecting the Federalist/Anti-Federalist arguments over federal power, representation, and rights to current policy debates.

#21 Std General

Comment: *Please emphasize that rights are connected to responsibility. Also please emphasize that 'congress shall make no law respecting the establishment of religion' is NOT separation of Church and state, as Secularism was NOT what the founding fathers ever intended as the religion of the state.*

Response: The relationship between rights and responsibilities is addressed throughout the course, particularly in Standard 4.3 and Strand 5. The First Amendment's Establishment Clause -- its original meaning, its subsequent judicial interpretation, and the ongoing debates about what it requires -- is addressed in Standard 4.3. Standards describe what students should know and be able to do; the specific interpretive debates about the First Amendment's religious clauses are appropriate content for that standard.

#22 Std General

Comment: *As currently constructed, this is a history course rather than a government course. 'Examine' is used as the task verb frequently. What are we doing with that understanding? Could students not just read a book about this?*

Response: The writing team designed Strand 2 to serve a constitutional government course, not a history course. The historical content in Standards 2.1 through 2.4 is included because understanding why the Founders made specific constitutional choices requires understanding the political circumstances and competing proposals they were responding to. Standard 2.7 explicitly grounds this historical study in active civic skills -- civil discourse, argumentation, persuasion, and compromise -- connecting the founding debates directly to students' own civic practice. Strands 3 through 5 focus increasingly on the Constitution's structure, application, and students' civic participation today. This is a substantive and

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well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout Strand 2 and agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 2 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'compare,' 'evaluate,' or 'construct a claim' -- where doing so increases clarity without constraining teacher flexibility

#23 Std 2.7

Comment: *2.7 is also vague in nature. I understand giving teachers flexibility, but there needs to be some ideas or many might take the path of least resistance and fail to engage with the standard fully.*

Response: Standard 2.7 is intentionally structured as an applied performance standard -- it asks students to draw lessons from the entire strand and practice civil discourse, argumentation, persuasion, and compromise. Its flexibility is a feature, not a gap: it allows teachers to design deliberation activities suited to their students. Instructional resource materials will include specific suggested activities for Standard 2.7, such as structured academic controversy, mock ratification conventions, and Socratic seminars on the Federalist/Anti-Federalist debates, to support teachers in implementing it with rigor

#24 Std General

Comment: *Personally don't feel Iroquois Constitution is needed. Not sure all of those Federalist papers are the best option. Should split the US Constitution into the Bill of Rights and the primary Constitution.*

Response: The Iroquois Constitution is a required primary source in Strand 2 because it demonstrates that confederal principles of self-governance and distributed authority were practiced by Indigenous peoples on this continent prior to the American founding -- an important comparative context for Standard 2.1. No student is expected to read all 108 clauses of the Iroquois Constitution; teachers should select relevant excerpts illustrating confederal principles. Instructional resource materials will include suggested excerpts. The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should

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select excerpts appropriate to the depth of each standard. Federalist No. 10 and Brutus 1 are required for Standard 2.5; Federalist Nos. 39 and 45 are required for Standard 2.6. Instructional resource materials will include suggested excerpts and scaffolding strategies to support teachers in making these texts accessible to all students. The Bill of Rights is explicitly addressed in Standard 2.5, which requires students to examine 'the need for a Bill of Rights' as a central argument in the ratification debates. The Constitution and the Bill of Rights are both within scope of Strand 2.

#25 Std General

Comment: *Again SO MANY STANDARDS. There are way too many. No way three strands can be taught in a semester with this many standards.*

Response: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#26 Std General

Comment: *There needs to be a standard that focuses on how the two sides compromised. This is vaguely addressed at the Constitutional Convention, but it's just a comparison versus what actually happened in the end. Why is there no standard on the two political sides specifically?*

Response: Standard 2.4 asks students to analyze 'the processes and principal topics of debate at the Convention' -- the compromises that resulted from those debates (including the Great Compromise on representation) are essential content for meeting this standard. Standard 2.5 directly examines the core arguments of Federalist and Anti-Federalist positions.

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#27 Std 2.1

Comment: *There is no written 'British Constitution.' I teach AP Comparative Government and could discuss it. But I don't know what this standard means when it says 'British Constitution.'*

Response: Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The writing team will consider adding a brief clarifying note to Standard 2.1 making clear that the 'British Constitution' refers to this uncoded tradition rather than a single written document, so that teachers and students are not confused.

#28 Std General

Comment: *Required documents -- students struggle with the language of the Federalist Papers. Only Fed 10 and Brutus 1 should be required. The Iroquois Constitution is 16 pages with 108 clauses. Do you expect the students to read it in its entirety?*

Response: The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should select excerpts appropriate to the depth of each standard. Federalist No. 10 and Brutus 1 are required for Standard 2.5; Federalist Nos. 39 and 45 are required for Standard 2.6. Instructional resource materials will include suggested excerpts and scaffolding strategies to support teachers in making these texts accessible to all students. The Iroquois Constitution is a required primary source in Strand 2 because it demonstrates that confederal principles of self-governance and distributed authority were practiced by Indigenous peoples on this continent prior to the American founding -- an important comparative context for Standard 2.1. No student is expected to read all 108 clauses of the Iroquois Constitution; teachers should select relevant excerpts illustrating confederal principles. Instructional resource materials will include suggested excerpts.

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#29 Std 2.1

Comment: *Standard 2.1 -- there isn't a British Constitution. It is based on tradition and multiple documents. The students do not need to read early state constitutions.*

Response: Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The writing team will consider adding a brief clarifying note to Standard 2.1 making clear that the 'British Constitution' refers to this uncoded tradition rather than a single written document, so that teachers and students are not confused.

#30 Std 2.5, 2.6

Comment: *Standard 2.6 -- we should wait until we go through the US Constitution before having the students study the 10th Amendment, or move. You could also get rid of this standard and combine it with 2.5.*

Response: Standard 2.6 builds directly on Standard 2.5 by moving from the ratification debate to the principles and practice of federalism as implemented in the Constitution and the Tenth Amendment. The writing team designed this sequence to move from the founding argument (Standard 2.5) to the constitutional outcome (Standard 2.6). Teachers have flexibility in how they sequence instruction within these standards, and may choose to contextualize the Tenth Amendment within a broader examination of the Constitution's structure before returning to federalism.

#31 Std General

Comment: *More firmly teach federalism.*

Response: Standard 2.6 is specifically dedicated to the principles and practice of federalism, examined through Federalist Nos. 39 and 45 and the Tenth Amendment. These sources

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directly address how the Constitution distributes power between national and state governments. Federalism also appears in Standard 3.2 and throughout the examination of the Constitution's structure in Strand 3.

#32 Std General, 2.2, 2.3, 2.4, 2.5

Comment: *Strand 2 focuses on some of the most important content in the course, and I appreciate the emphasis on the Constitutional Convention, federalism, and the debates between Federalists and Anti-Federalists. The inclusion of key documents like Federalist 10 and Brutus 1 is especially valuable. However, the concern is not the content itself, but the volume of expectations attached to it.*

Response: Thank you for this affirming and balanced feedback. The writing team is pleased that the core content of Strand 2 resonates with reviewers. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#33 Std 2.1

Comment: *Standard 2.1 is better addressed in a history class and provides little practical relevance for today.*

Response: The writing team designed Strand 2 to serve a constitutional government course, not a history course. The historical content in Standards 2.1 through 2.4 is included because understanding why the Founders made specific constitutional choices requires understanding the political circumstances and competing proposals they were responding to. Standard 2.7 explicitly grounds this historical study in active civic skills -- civil discourse, argumentation, persuasion, and compromise -- connecting the founding debates directly to students' own civic practice. Strands 3 through 5 focus increasingly on the Constitution's structure, application, and students' civic participation today. Standard 2.1 specifically establishes the comparative context -- examining how peoples organized themselves

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politically before the American constitutional founding -- that students need to understand why the Founders made the specific constitutional choices they did. This historical grounding is essential to the constitutional government focus of the course.

#34 Std General

Comment: *I appreciate the term 'compound constitutional republic' in describing the federal system. I would ask that the first draft of the Declaration of Independence be included in the discussions, particularly Jefferson's grievance against the king for the slave trade. I think it is vital for students to understand that attempts were made to end slavery even before the Civil War.*

Response: The appreciation for the term 'compound constitutional republic' is noted -- it reflects the precision this course aims to develop. Jefferson's deleted slavery passage from the Declaration's first draft is an excellent supplemental primary source for Standard 2.4's examination of the question of slavery at the Constitutional Convention and for Standard 1.5's analysis of the Declaration. It dramatically illustrates that debates about slavery shaped the founding documents from their very first drafts. This will be noted for instructional resource development.

#35 Std 2.1

Comment: *Could be renamed 'Federalism.' 2.1 -- fine but reword the British Constitution.*

Response: The strand title 'Constitutional Government and Union' reflects the scope of Strand 2, which covers more than federalism -- it addresses the full process of constitutional founding, from pre-constitutional political organization through the ratification debates. Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The writing team will consider adding a brief clarifying note to Standard 2.1 making clear that the 'British Constitution' refers to this

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uncodified tradition rather than a single written document, so that teachers and students are not confused.

#36 Std 2.6

Comment: *2.2-2.5 are fine. 2.6 could be cut -- no one needs to read those Federalist papers.*

Response: The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should select excerpts appropriate to the depth of each standard.

#37 Std 2.4

Comment: *Overall, I think this strand looks good, but it is interesting to me that the Virginia and New Jersey plans are specifically called out, but not the actual resolutions to the debates. I would suggest explicitly adding the compromises of the Constitution (Great Compromise, 3/5 Compromise, electoral college, and slave trade compromise) to Standard 2.4.*

Response: This is a substantive and well-grounded suggestion. Standard 2.4 names the Virginia Plan and the New Jersey Plan as the competing proposals but does not explicitly name the compromises that resolved those debates. The writing team will consider adding explicit reference to the Great Compromise, the Three-Fifths Compromise, the Electoral College, and the Slave Trade Compromise to Standard 2.4.

#38 Std General

Comment: *I like that the Iroquois Constitution is included, but the study of other Native governing practices should also be included.*

Response: The Iroquois Constitution is a required primary source in Strand 2 because it demonstrates that confederal principles of self-governance and distributed authority were practiced by Indigenous peoples on this continent prior to the American founding -- an important comparative context for Standard 2.1. No student is expected to read all 108

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clauses of the Iroquois Constitution; teachers should select relevant excerpts illustrating confederal principles. Instructional resource materials will include suggested excerpts. The study of other Indigenous governing traditions -- including other confederal or tribal governance structures -- may be incorporated at teachers' discretion.

#39 Std General

Comment: *Use the term 'national government' instead of 'federal.'*

Response: The term 'federal' is used throughout the standards because it is the constitutionally accurate term used in the primary sources this course examines, including the Federalist Papers and the Constitution itself. The course aims to develop students' precise constitutional vocabulary. The Founders themselves used both 'federal' and 'national' in specific and distinct ways -- this distinction is itself an important topic in Standard 2.5.

#40 Std General

Comment: *Way too many standards. Is this a college class? Feels like it.*

Response: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#41 Std 2.7

Comment: *2.7 has a wording issue. It says '...and compromise the civic virtues...' I hope the intent of the standard is not this.*

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Response: Thank you for this specific catch. Standard 2.7 contains a grammatical error: '...persuasion, and compromise the civic virtues...' should read '...persuasion, and compromise -- and the civic virtues of courage, justice, moderation, and civic charity.' This correction is confirmed and will be made in the standards document.

#42 Std 2.4

Comment: *Primary Concern: The standards mention slavery as a convention issue but insufficiently foreground its centrality. Slavery should be more explicitly emphasized as a foundational contradiction and major structuring force in constitutional development, rather than merely one topic among many debated at the Constitutional Convention.*

Response: The question of slavery is explicitly addressed in Standard 2.4, which requires students to analyze 'the question of slavery' as one of the principal topics of debate at the Constitutional Convention, and in the guiding question 'How did issues such as representation, executive power, and slavery shape the final Constitution?' The writing team takes seriously the concern that slavery should not be treated as merely one topic among many. We will review Standard 2.4 to consider whether stronger language is warranted -- for example, explicitly naming the Three-Fifths Compromise and the Slave Trade Compromise as specific subjects of analysis -- to reflect slavery's centrality to the constitutional founding. The required primary sources in Strand 4, including Frederick Douglass's 'What to the Slave Is the Fourth of July?' and the Seneca Falls Declaration, directly address the constitutional contradiction that slavery represented.

#43 Std 2.7

Comment: *Standard 2.7 reads '...persuasion, and compromise the civic virtues of courage, justice, moderation, and civic charity.' This doesn't make grammatical sense. Probably it should end, '...persuasion, and compromise -- and the civic virtues of courage, justice, moderation, and civic charity.'*

Response: Thank you for this specific catch. Standard 2.7 contains a grammatical error: '...persuasion, and compromise the civic virtues...' should read '...persuasion, and compromise -- and the civic virtues of courage, justice, moderation, and civic charity.' This correction is confirmed and will be made in the standards document

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#44 Std 2.1

Comment: *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. [Comment appears to be offering a suggested rewrite of the strand introduction.]*

Response: Thank you for this detailed engagement with the strand introduction. The writing team will review the Strand 2 introduction for clarity and concision, including whether the description of the 'compound constitutional republic' and the relationship between the federal system and tribal governments can be expressed more clearly. The overall framework of the introduction -- establishing constitutional precedents before the U.S. Constitution -- is intentionally placed here and will be retained.

#45 Std General

Comment: *This is very heavily focused on the Federalist Papers. Although important, an overemphasis on them will potentially push authoritarian ideals and erode the concept of checks and balances as the power of the executive will be pushed too much.*

Response: The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-204 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should select excerpts appropriate to the depth of each standard. The writing team notes the concern about executive power. Strand 2 requires both Federalist and Anti-Federalist papers -- Brutus 1 specifically represents the Anti-Federalist critique of concentrated federal power. Federalist No. 70 (in Strand 3) addresses executive power and is studied alongside other sources that examine checks on executive authority. The course is designed to present these competing arguments, not to endorse any single Federalist position.

#46 Std General

Comment: *Overall, the standards are NOT WRITTEN AT A 12th-grade level -- these are university-level classes. If we want an average 12th grader to pass this course, it needs to be adjusted rigor-wise. The standards are also too long and very wordy.*

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Response: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#47 Std 2.1

Comment: 2.1 -- *just examine? What about identify and explain? Describe?*

Response: This is a substantive and well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout Strand 2 and agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 2 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'compare,' 'evaluate,' or 'construct a claim' -- where doing so increases clarity without constraining teacher flexibility.

#48 Std 2.2

Comment: 2.2 -- *so wordy. What about this: 'Identify the fatal flaws of the Articles of Confederation and explain why they forced the Founders to create a more powerful national government.'*

Response: This is a substantive and well-grounded standards-writing observation. The writing team will review Standard 2.2 for opportunities to streamline its language while preserving the full scope of expected student understanding, including both the strengths and the deficiencies of the Articles.

#49 Std 2.3

Comment: 2.3 -- *so what? What skill do the students need?*

Response: This is a substantive and well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout Strand 2 and

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agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 2 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'compare,' 'evaluate,' or 'construct a claim' -- where doing so increases clarity without constraining teacher flexibility.

#50 Std 2.4

Comment: 2.4 -- *this seems like a list of concepts kids need to know, not how to be engaged in civic thinking.*

Response: Standard 2.4 is primarily a content standard identifying the major debates of the Constitutional Convention. The writing team will consider whether adding an analytical skills component -- for example, asking students to evaluate how well the Convention's solutions addressed the specific problems it faced -- would better integrate civic thinking with content knowledge. Standard 2.7 provides the primary applied civic skills component for the entire strand.

#51 Std 2.5

Comment: 2.5 -- *Missing the big picture: The Bill of Rights! Students can do SO MUCH with this -- they should be doing a deeper dive. Analyze the clash between Federalist No. 10 and Brutus 1 to understand the debate over federal power and why the Bill of Rights was essential for the Constitution's success. Add how it applies to them!*

Response: The Bill of Rights is already explicitly required in Standard 2.5, which names it as one of the core arguments examined: 'the need for a Bill of Rights.' The clash between Federalist No. 10 and Brutus 1 over the proper extent of a republic is also explicitly required. The writing team notes the suggestion to strengthen the connection between the founding ratification debates and students' own rights and civic lives. Instructional resource materials will include suggested activities that help students apply the Bill of Rights to contemporary situations.

#52 Std 2.6

Comment: 2.6 -- *This is just the theory behind Federalism -- this needs to be more than just THEORY! How does this apply to them?*

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Response: Standard 2.6 asks students to examine the principles and practice of federalism -- the word 'practice' is intentionally included to signal that students should engage with how federalism operates in practice, not just in theory. Teachers may suggest activities connecting federalism to students' daily lives -- for example, examining which services are provided by national, state, and local governments.

#53 Std 2.7

Comment: 2.7 -- *This is such a cop out! This should just be embedded in each standard. Don't just tag it in the end.*

Response: Standard 2.7 is intentionally placed as a capstone performance standard for Strand 2 -- it asks students to synthesize the entire strand's content and apply it in a live civic discourse activity. This is not a repetition of the other standards but a culminating demonstration that what students have studied -- the compromises and civil discourse of the Constitutional Convention -- is something they can practice themselves. Embedding this in every standard would distribute the civic skills work across the strand and lose the synthesis effect.

#54 Std General

Comment: *Seven standards are too many.*

Response: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#55 Std General

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Comment: *Most of this strand feels more like a history class than a government class. More attention should be paid to the arguments for the need of a constitution, and less time on the history of different types of political organizations in the past.*

Response: The writing team designed Strand 2 to serve a constitutional government course, not a history course. The historical content in Standards 2.1 through 2.4 is included because understanding why the Founders made specific constitutional choices requires understanding the political circumstances and competing proposals they were responding to. Standard 2.7 explicitly grounds this historical study in active civic skills -- civil discourse, argumentation, persuasion, and compromise -- connecting the founding debates directly to students' own civic practice. Strands 3 through 5 focus increasingly on the Constitution's structure, application, and students' civic participation today.

#56 Std General

Comment: *The current draft of Standards 2.1 through 2.7 provides a functional chronological framework, but it requires strategic refinement to foster critical thinking skills necessary for modern citizenship. By framing the founding primarily as a series of resolved 'deficiencies' and 'debates' among a small group of architects, the standards inadvertently present the Constitution as a finished product rather than a living, contested experiment.*

Response: The writing team has grounded the language of these standards in the historical record and the primary sources required by Utah Code 53E-4-205.2. Strand 3 explicitly examines the Constitution's amendment process and ongoing interpretation, and Standard 2.7 asks students to engage with the founding debates as something they themselves can practice -- framing civic discourse as an ongoing activity, not a completed historical event.

#57 Std General

Comment: *Strand 2 is very good and is already a point of emphasis in current government classes. Some info on Shays' Rebellion would be helpful as well as some primary sources from founders who were expressing alarm about the state of affairs in the 1780s.*

Response: Thank you for this affirming feedback. Shays' Rebellion and the founders' correspondence from the 1780s expressing alarm about the state of the Confederation --

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including Madison's letters and Washington's correspondence with Hamilton -- are excellent supplemental sources for Standards 2.2 and 2.3. These will be noted for instructional resource development as strongly recommended contextual materials.

#58 Std General

Comment: *Too subjective and seems to be more of a history class than government and its functions.*

Response: The writing team designed Strand 2 to serve a constitutional government course, not a history course. The historical content in Standards 2.1 through 2.4 is included because understanding why the Founders made specific constitutional choices requires understanding the political circumstances and competing proposals they were responding to. Standard 2.7 explicitly grounds this historical study in active civic skills -- civil discourse, argumentation, persuasion, and compromise -- connecting the founding debates directly to students' own civic practice. Strands 3 through 5 focus increasingly on the Constitution's structure, application, and students' civic participation today.

#59 Std General

Comment: *Again, too subjective and seems focused on the history of the constitution rather than the government and its functions today.*

Response: The writing team designed Strand 2 to serve a constitutional government course, not a history course. The historical content in Standards 2.1 through 2.4 is included because understanding why the Founders made specific constitutional choices requires understanding the political circumstances and competing proposals they were responding to. Standard 2.7 explicitly grounds this historical study in active civic skills -- civil discourse, argumentation, persuasion, and compromise -- connecting the founding debates directly to students' own civic practice. Strands 3 through 5 focus increasingly on the Constitution's structure, application, and students' civic participation today. Strands 3 through 5 focus increasingly on the Constitution's institutional structure, how it functions today, and students' active civic participation. Strand 2 provides the historical founding context that makes constitutional structure meaningful.

#60 Std General

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Comment: *I think it is helpful to examine the precedents set by George Washington. This makes learning about the Constitution and the Executive more personal for students and helps them understand that the development of the Executive could have looked very different under a different leader.*

Response: George Washington's establishment of executive precedents -- including the two-term norm, the Cabinet, the use of the veto, and the principle of civilian executive authority -- is excellent applied content for Standard 2.4's examination of the power and election of the executive branch and for Strand 3's examination of the executive branch. This will be noted for instructional resource development as strongly recommended supplemental content for teachers teaching both Standards 2.4 and 3.5.

#61 Std 2.1

Comment: *Primary source documents to be included are the Mayflower Compact, Magna Carta, and the English Bill of Rights. The Constitution needs to be its own standard as it was a new government proposed in 1787. If you want to speak to federalism, you need to establish the framework that made it possible in the first place.*

Response: The Mayflower Compact is a required primary source in Strand 1. The Magna Carta and English Bill of Rights will be noted in instructional resource materials as strongly recommended supplemental sources for Standard 2.1. The U.S. Constitution is the central required primary source for both Strand 2 and Strand 3, where it is examined in depth -- Standards 3.1 through 3.6 are organized around the Constitution's structural provisions. Federalism's foundational context is established in Standard 2.6 specifically.

#62 Std 2.6

Comment: *2.6 -- No mention of DeWitt, who countered Fed. 1. Brutus 1 covers the rest.*

Response: The writing team appreciates this specific suggestion. John DeWitt's Anti-Federalist essays are valuable supplemental sources for Standard 2.6's examination of federalism arguments. While Brutus 1 is the required Anti-Federalist text, John DeWitt's essays may be noted in instructional resource materials as recommended supplemental

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Anti-Federalist reading for teachers who wish to expand students' exposure to the Anti-Federalist perspective.

#63 Std 2.1

Comment: *Standard 2.1: Would the 'British Constitution' need to be clarified as to what it actually is? It is not a single written document, but instead a collection of long-standing practices and common law precedents. A teacher would need help with how this collection of laws demonstrates how people organized themselves similarly to the Iroquois confederation and state constitutions.*

Response: Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The writing team will consider adding a brief clarifying note to Standard 2.1 making clear that the 'British Constitution' refers to this uncoded tradition rather than a single written document, so that teachers and students are not confused.

#64 Std 2.5

Comment: *2.5 -- Brutus is a terribly difficult document for my AP Government students to understand. I can't imagine having mainstream government students tackle this document.*

Response: The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should select excerpts appropriate to the depth of each standard. The writing team acknowledges that Brutus 1 is particularly challenging. Instructional resource materials will include carefully selected excerpts of Brutus 1 -- focusing on its core argument about the extent of federal power -- along with scaffolding strategies to make the text accessible to students reading below grade level.

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#65 Std 2.1, 2.2

Comment: *2.1 and 2.2 overlap with AP United States History from my understanding.*

Response: This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. Teachers may build on students' prior knowledge to accelerate into deeper analysis. Standards 2.1 and 2.2 approach pre-constitutional history specifically through the lens of constitutional government -- asking why the Founders made specific constitutional choices -- rather than as a comprehensive historical survey. This focus distinguishes these standards from the historical treatment students receive in US History courses.

#66 Std General

Comment: *Following up about my concerns about the first strand. If religion was an equal pillar of the United States Constitution and Declaration of Independence's founding of American principles, why isn't religion even mentioned in Strand 2? This makes it seem like it shouldn't be included where it is in Strand 1.*

Response: Strand 1 establishes all three founding intellectual traditions -- classical republican, natural rights, and colonial religious -- as the framework for understanding the American founding. Strand 2 then examines how those principles were implemented in the constitutional structure. The First Amendment's religious liberty and non-establishment provisions -- the constitutional outcome most directly connected to the colonial religious tradition -- are addressed in Standard 4.3. The strand structure is sequential: Strand 1 establishes the principles; Strand 2 examines how they were implemented constitutionally.

#67 Std General

Comment: *Highlight and underscore the crucial importance of Native American contributions.*

Response: The Iroquois Constitution is a required primary source in Strand 2 because it demonstrates that confederal principles of self-governance and distributed authority were

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practiced by Indigenous peoples on this continent prior to the American founding -- an important comparative context for Standard 2.1. No student is expected to read all 108 clauses of the Iroquois Constitution; teachers should select relevant excerpts illustrating confederal principles. Instructional resource materials will include suggested excerpts.

#68 Std General

Comment: *While historical context is needed when teaching about the Constitution, it does not warrant an entire strand. Especially since the bill directing this course does not mention students studying the Constitutional Convention. Instead, teachers can address these historical events as they examine the text of the Constitution.*

Response: The writing team designed Strand 2 to serve a constitutional government course, not a history course. The historical content in Standards 2.1 through 2.4 is included because understanding why the Founders made specific constitutional choices requires understanding the political circumstances and competing proposals they were responding to. Standard 2.7 explicitly grounds this historical study in active civic skills -- civil discourse, argumentation, persuasion, and compromise -- connecting the founding debates directly to students' own civic practice. Strands 3 through 5 focus increasingly on the Constitution's structure, application, and students' civic participation today.

#69 Std 2.7

Comment: *2.7 seems to be the only unique standard if we understand that students are already learning these lessons several other times in school. Teaching specific civic skills would be great. Can we be more specific about what skills we should teach in these standards?*

Response: Standard 2.7 is intentionally the most distinctive standard in Strand 2 -- it asks students to move from studying founding debates to practicing civil discourse themselves, using the Constitutional Convention as their model. The civic skills named -- formulating a sound argument, persuasion, and compromise -- are specific. Instructional resource materials will include concrete suggested activities to help teachers implement Standard 2.7.

#70 Std 2.5

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Comment: *Do we need the Brutus papers?*

Response: Because The *Federalist* essays and Anti-Federalist papers are required for the course, using the arguments from *Brutus* was selected by the writing committee. It is anticipated that teachers will often use excerpts of many of these resources.

#71 Std General

Comment: *Federalist 39 and 45 are not necessary for a high school level class, nor are they accessible to all students' literacy levels.*

Response: The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should select excerpts appropriate to the depth of each standard.

#72 Std General

Comment: *Why are we discussing Iroquois Convention and British 'Constitution' (which does not exist) in this unit instead of the last unit? Would it not make more sense to discuss those at the same time as Standard 1.1?*

Response: Standard 2.1 examines these political traditions as constitutional precursors -- the question 'how did peoples organize themselves politically prior to 1787?' is a Strand 2 question specifically because it sets up the context for the Constitutional Convention (Standards 2.2-2.4) and the federal structure the Constitution created. The placement is deliberate. Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The Iroquois Constitution is a required primary source in Strand 2 because it demonstrates that confederal principles of self-governance and distributed authority were practiced by Indigenous peoples on this continent prior to the

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American founding -- an important comparative context for Standard 2.1. No student is expected to read all 108 clauses of the Iroquois Constitution; teachers should select relevant excerpts illustrating confederal principles. Instructional resource materials will include suggested excerpts.

#73 Std 2.7

Comment: *How is Standard 2.7 relevant to the division of power in the US? Lastly, why is this not named 'Federalism'?*

Response: Standard 2.7 is relevant to Strand 2 because it asks students to draw on the entire strand's content -- including the debates about the division of power between federal and state governments -- and apply it through practiced civil discourse, argumentation, and compromise. The Constitutional Convention is the historical model for students to emulate: delegates with sharply competing interests used civic skills to reach workable agreements. Standard 2.7 asks students to practice those same skills. The strand title 'Constitutional Government and Union' reflects the full scope of Strand 2, which covers more than federalism alone.

#74 Std General

Comment: *Standard 2 -- Franklin's Albany Plan of Union should also be included.*

Response: Franklin's Albany Plan of Union (1754) is an excellent supplemental source for Standard 2.2's examination of early confederal efforts and the challenges that preceded the Articles of Confederation. It demonstrates that debates about how to unite the colonies preceded the Revolution by more than two decades. This will be noted for instructional resource development as a recommended supplemental source for Standard 2.2.

#75 Std General

Comment: *Guiding Question: 'Which, if any of these questions and arguments are still PREVALENT (should read RELEVANT) in the United States today?'*

Response: Thank you for this specific correction. The guiding question will be revised.

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#76 Std 2.1

Comment: 2.1 -- the 'British Constitution' should read 'British Common Law.'

Response: Standard 2.1 uses 'British Constitution' in the sense recognized in political science and comparative government -- referring to the uncoded constitutional tradition of Great Britain, which consists of landmark statutes (Magna Carta, Petition of Right, English Bill of Rights, Act of Settlement), common law precedents, and established constitutional conventions. Britain's uncoded constitutional tradition is directly relevant here because it was the constitutional inheritance of the American colonists and the framework against which they measured their own grievances. The writing team will consider adding a brief clarifying note to Standard 2.1 making clear that the 'British Constitution' refers to this uncoded tradition rather than a single written document, so that teachers and students are not confused.

#77 Std 2.3 | Change | Concepts or Ideas

Comment: *Since one of the stated purposes of the course is to teach students to compromise, it seems fitting that one of the standards (maybe 2.3 or a separate strand) include a focus on the compromises that saved the Constitution.*

Response: Standard 2.1 addresses these compromises. **Standard 2.1:** 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.

#78 Std General

Comment: *The Federalist papers are important but very dense. The emphasis on the Federalist papers in Strand 2 along with Strand 3 is going to make for very difficult reading for diverse students. I recommend cutting down on some of the Federalist papers. I appreciate the inclusion of the Iroquois Constitution. I love 2.7 because of the emphasis on civic discourse.*

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Response: The Federalist Papers required in Strand 2 are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. The writing team acknowledges that these texts are challenging for many high school readers. No paper is expected to be read in full -- teachers should select excerpts appropriate to the depth of each standard. The writing team appreciates the affirming feedback on the inclusion of the Iroquois Constitution and on Standard 2.7's emphasis on civic discourse. Instructional resource materials will include carefully selected excerpts and tiered scaffolding for each of the required Federalist Papers to support students reading at varying literacy levels.

#79 Std General

Comment: *Strand 2 should include a section about early state constitutions as these also helped to guide the process.*

Response: Early state constitutions are explicitly included in Standard 2.1, which asks students to examine various ways peoples organized themselves politically prior to 1787, 'including the Iroquois Constitution, the British Constitution, and the early state constitutions.'

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Strand 3: Structure of American Government

#1 Std General

Comment: *This section is ok but is really big and should be equal in size to the combined Strand 1 and 2. Strands 1 and 2 are easily done in Q1 and this probably spans Q2-3. Probably it should be broken into smaller parts to make scheduling easier.*

RESPONSE: The writing team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content. The writing team notes the suggestion that Strand 3 might benefit from being broken into smaller sub-units for scheduling purposes.

#2 Std General

Comment: *I suggest adding Montesquieu's 'The Spirit of Laws' as a required text/topic in this unit, since its ideas heavily influenced the United States' three-branch system of government.*

RESPONSE: Montesquieu's 'The Spirit of Laws' -- particularly its argument for the separation of legislative, executive, and judicial powers -- is the intellectual foundation for the three-branch system examined throughout Strand 3. While it is not a required text under Utah Code 53E-4-205.2, it is one of the most important supplemental sources for this strand. The writing team will note it prominently in instructional resource materials as a strongly recommended supplemental reading for Standard 3.1

#3 Std General

Comment: *There are way too many standards in this section. This looks more like a university course. For example 3.4 should say something like: Students will be able to explain the purpose of the executive branch and the powers and limits of the president. The standards that are listed in this strand would take an entire semester to teach. They need to be cut down.*

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RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. The writing team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content. The student-friendly rewrite suggested for Standard 3.4 is appreciated and will be noted for instructional resource development, where student-accessible language for each standard will be provided.

#4 Std General

Comment: *A standard should define the destination of the learning rather than the directions for the lesson, ensuring that students are measured by what they can demonstrate rather than just what they have experienced.*

RESPONSE: . The writing team acknowledges this standards-writing principle: standards should define what students demonstrate, not what they experience. We will review Strand 3 standards with this principle in mind, looking for opportunities to shift the language from process ('examine') to outcome ('analyze and explain,' 'evaluate and defend,' 'compare and construct a claim').

#5 Std 3.8

Comment: *3.8 -- it is odd to only give one SCOTUS case to examine but say look at others. Why is this one more important than any of the others? AP Government has a set of required cases that need to be read and it would be good to add some into this part of the class.*

RESPONSE: Lincoln's critique of the Dred Scott decision is a required text under Utah Code 53E-4-205.2 and is studied in Standard 3.8. The writing team notes that this source is significant not primarily as a case study in judicial error but because Lincoln's critique represents one of the most powerful arguments in American history about the proper relationship between the branches -- specifically, whether judicial decisions bind the other branches absolutely or whether elected officials retain the responsibility to interpret the Constitution for themselves. This is directly relevant to Standard 3.8's examination of the role of the judiciary and to Standard 3.6's study of judicial independence. The writing team acknowledges the concern that singling out Dred Scott without naming other landmark cases may seem arbitrary. The AP Government required cases represent one benchmark the writing team considered. Instructional resource materials will provide a recommended list of

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landmark Supreme Court cases organized by strand and standard, giving teachers a clear set of cases to use within Standard 3.8's requirement to examine 'several landmark Supreme Court decisions.'

#6 Std General

Comment: *Isn't there anything written by women or other groups about how the structure of the government affected them? I think you should compare governments in different countries, or how democracy works in other countries.*

RESPONSE: Women's voices and the experiences of excluded groups in relation to constitutional structure are addressed in Strand 4, which includes the Seneca Falls Declaration of Sentiments, Utah women's suffrage materials, and Frederick Douglass's critique of constitutional exclusions. Comparative government -- examining how other constitutional democracies organize their branches -- is not within the scope of this course as mandated by Utah Code 53E-4-204, but teachers may incorporate comparative examples at their discretion. This will be noted for instructional resource development. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials.

#7 Std 3.6, 3.7

Comment: *Marbury v. Madison (1803) and the explicit establishment of judicial review. Standard 3.6 references Federalist No. 78 and Brutus 15 for judicial independence and interpretive power, and 3.7 requires examining how the Supreme Court interprets texts. However, the actual landmark case that established judicial review is never required.*

RESPONSE: The writing team takes seriously the observation that *Marbury v. Madison* (1803) is not explicitly named in these standards despite being the foundational precedent establishing judicial review. Standard 3.6 requires students to examine how Article III and the Supremacy Clause 'empower the judiciary to interpret the U.S. Constitution and laws,' and Standard 3.7 asks students to examine how the Supreme Court makes decisions and interprets texts -- both of which directly engage judicial review as a concept. *Marbury v. Madison* would be great for teachers to include in their classroom learning.

#8 Std 3.2

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Comment: *The Seventeenth Amendment (direct election of Senators). Standard 3.2 covers the original bicameral design and the Great Compromise, but there is no mention of the 17th Amendment (1913), which fundamentally altered the Senate by shifting selection from state legislatures to popular vote. This change dramatically affected federalism, representation, and the original constitutional balance.*

RESPONSE: This is a substantive and well-grounded observation. The 17th Amendment's shift from legislative appointment to popular election of senators fundamentally altered the original constitutional design of the Senate and its relationship to state governments -- a change directly relevant to Standard 3.2's examination of the bicameral structure and to Standard 2.6's examination of federalism. The 17th Amendment will be included in suggestions for additional readings in curricular material.

#9 Std 3.3

Comment: *Detailed constitutional impeachment process and its role as a check. 'Impeachment of government officials' is listed as a legislative function (3.3), but the standards do not require close examination of the two-step constitutional process (House impeachment, Senate trial with two-thirds vote), the text in Article I Sections 2-3 and Article II Section 4, or historical examples.*

RESPONSE: Standard 3.3 names 'impeachment of government officials' as one of the major legislative functions students must examine.

#10 Std 3.5

Comment: *War powers and the ongoing separation-of-powers debate over foreign affairs. Commander-in-chief power is covered (3.5), but there is no requirement to examine Congress's power to declare war (Article I), the president's power to make treaties and receive ambassadors, or the constitutional tension that has existed since the founding. The War Powers Resolution (1973) is the classic real-world illustration of legislative vs. executive tension.*

RESPONSE: Standard 3.5 requires students to examine 'major developments and controversies involving presidential powers (including the veto power, the appointment

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power, the commander-in-chief power, and executive orders and agreements).' The war powers tension -- between Congress's constitutional authority to declare war and the president's role as commander-in-chief -- is one of the most significant of these controversies and is directly within scope of this standard. The War Powers Resolution (1973) will be noted in instructional resource materials as a strongly recommended example for Standard 3.5

#11 Std General | Delete | *Concepts or Ideas*

Comment: *12 standards seem EXCESSIVE. Can any of these standards be joined together? Are all of these standards ESSENTIAL?*

RESPONSE: The writing team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content.

#12 Std General

Comment: *This is too many standards to be able to effectively teach in the year-long course provided. Each standard will take a minimum of 2 class periods, and with the addition of primary source documents, students will not be able to learn and apply every single one of these standards in a school year.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content.

#13 Std 3.8

Comment: *With 3.8, I would love to see other court cases. Brown v. the Board, the Loving case, etc.*

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RESPONSE: Brown v. Board of Education and Loving v. Virginia are landmark cases most directly connected to Strand 4's examination of civil rights and the expansion of constitutional protections -- they are strongly recommended for that strand. Within Standard 3.8's examination of 'several landmark Supreme Court decisions,' teachers may appropriately include them to illustrate how the judiciary interprets and applies the Constitution across different eras. Instructional resource materials will provide a recommended case list organized by strand and standard.

#14 Std General

Comment: *I'm not seeing much inclusion of modern application of the Constitution. This isn't a history course, and the beautiful part of a government/citizenship class is that it is meant to feel immediately applicable to today. I also worry that the primary source documents are too hard for many students.*

RESPONSE: The writing team designed Strand 3 to balance the foundational constitutional framework with connections to contemporary government. Standard 3.3 explicitly addresses 'developments and controversies involving federal legislative structures, powers, and practices' -- language that requires teachers to connect the constitutional framework to real-world examples. Standard 3.5 similarly requires examination of 'major developments and controversies involving presidential powers.' The guiding questions for Strand 3 include 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' explicitly inviting contemporary application. Standards 3.9 through 3.12 connect constitutional structure to civic practice. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. The writing team acknowledges the accessibility concern. Instructional resource materials will include grade-appropriate scaffolding, suggested excerpts, and differentiation strategies to support teachers in making primary source texts accessible to diverse learners.

#15 Std 3.5

Comment: *Standard 3.5 -- Are there specific developments and contributions teachers ought to examine with the students? We're not all constitutional scholars (yet)!*

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RESPONSE: Standard 3.5 gives teachers flexibility in selecting which specific 'developments and controversies' to examine -- this is intentional, as the list of significant executive branch developments is extensive. Instructional resource materials will provide a recommended list of specific examples for Standard 3.5, organized by presidential power type: for example, significant uses of the veto, contested appointments, commander-in-chief controversies, and landmark executive orders and agreements. This will give teachers who are not constitutional specialists a clear starting point.

#16 Std 3.7

Comment: *Standard 3.7 -- It may be useful to include specific vocabulary terms that you'd like us to use (like judicial review in this case) throughout all the strands. Academic vocabulary is very important!*

RESPONSE: This is a valuable and specific suggestion. 'Judicial review' is the central concept of Standard 3.7 and should be named explicitly. The writing team will consider adding 'judicial review' to Standard 3.7's language. A glossary of essential vocabulary terms -- including judicial review, precedent, stare decisis, enumerated powers, and other key constitutional terms -- will be developed as part of instructional resource materials for the course

#17 Std 3.8

Comment: *Standard 3.8 -- Which landmark cases? Modern or less-modern? We could spend a whole entire school year on all the Supreme Court cases experts feel like are landmark.*

RESPONSE: Standard 3.8's reference to 'several landmark Supreme Court decisions' is intentionally flexible -- the writing team did not want to prescribe a single fixed list of cases, given the breadth of significant decisions across all areas of constitutional law. Instructional resource materials will provide a recommended list of landmark cases organized by constitutional topic (separation of powers, civil liberties, federalism, civil rights), giving teachers a clear menu from which to select cases appropriate to their instructional focus and students' needs.

#18 Std General

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Comment: *Again -- way too many Federalist papers! Fed 51, 70 and maybe 78. We have to teach students how the government WORKS now as well, not just how the founders may have argued it be set up. You can't expect students to understand how to compare one branch to the other without studying each branch in depth -- there is not time to cover all the Federalist Papers AND the branches!*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

#19 Std General

Comment: *There is something very important missing from Strand 3. There needs to be a specific standard that teaches about the enumerated powers in Article 1 Section 8 of the Constitution. The enumerated powers are the heart of the document. This section was how the founders were to keep the federal government from growing.*

RESPONSE: Enumerated powers are explicitly addressed in Standard 3.2, which requires students to examine 'how Congress's enumerated powers both empower and limit Congress,' and in Standard 3.4, which requires students to examine 'how the president's enumerated powers both empower and limit the presidency.' The principle that the federal government's powers are limited to those enumerated in the Constitution is foundational to both standards and is directly examined through the constitutional text and the Federalist Papers. Article I, Section 8 -- which enumerates Congress's specific powers -- is the primary text for Standard 3.2's examination of how Congress's enumerated powers both empower and limit Congress.

#20 Std General

Comment: *There are too many standards for teachers to be effective.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current

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one-semester Government course, as mandated by Utah Code 53E-4-205.2.. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content.

#21 Std General

Comment: *Same applies here in Strand 3 where there are too many standards that simply have the students 'examine' the text of primary sources. My students benefit more from hands-on kind of activities or lessons.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content. Hands-on activities and lesson plans will be left to the teacher's discretion.

#22 Std 3.3, 3.5, General

Comment: *Strand 3 could better connect to how government works today. In Standards 3.3 and 3.5, adding clearer focus on current issues and modern examples would help students understand real-world application, not just theory.*

RESPONSE: The writing team designed Strand 3 to balance the foundational constitutional framework with connections to contemporary government. Standard 3.3 explicitly addresses 'developments and controversies involving federal legislative structures, powers, and practices' -- language that requires teachers to connect the constitutional framework to real-world examples. Standard 3.5 similarly requires examination of 'major developments and controversies involving presidential powers.' The guiding questions for Strand 3 include 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' explicitly inviting contemporary application. Standards 3.9 through 3.12 connect constitutional structure to civic practice.

#23 Std General

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Comment: *In Strand 3, please make sure the enumerated powers are taught explicitly and specifically. It must be understood that the point was not to grow the federal government, but that its role is to protect the states' sovereign right.*

RESPONSE: Enumerated powers are explicitly addressed in Standard 3.2, which requires students to examine 'how Congress's enumerated powers both empower and limit Congress,' and in Standard 3.4, which requires students to examine 'how the president's enumerated powers both empower and limit the presidency.' The principle that the federal government's powers are limited to those enumerated in the Constitution is foundational to both standards and is directly examined through the constitutional text and the Federalist Papers. The limitation of federal power to enumerated authorities -- and the reservation of remaining powers to the states and the people under the Tenth Amendment -- is foundational to Standards 3.2, 3.4, and Standard 2.6's study of federalism. Instructional resource materials will give these provisions prominent attention.

#24 Std 3.8

Comment: *Standard 3.8 seems to take a good standard and shoehorn the document into it. There are many more relevant and more modern cases that can be compared to Dred Scott. This can be added without mandating which cases be used. If the value of this are the principles of Lincoln's critique, the same can be found in the critiques of much more relevant, modern cases.*

RESPONSE: Lincoln's critique of the Dred Scott decision is a required text under Utah Code 53E-4-205.2 and is studied in Standard 3.8. The writing team notes that this source is significant not primarily as a case study in judicial error but because Lincoln's critique represents one of the most powerful arguments in American history about the proper relationship between the branches -- specifically, whether judicial decisions bind the other branches absolutely or whether elected officials retain the responsibility to interpret the Constitution for themselves. This is directly relevant to Standard 3.8's examination of the role of the judiciary and to Standard 3.6's study of judicial independence. The writing team notes the suggestion that Lincoln's critique could be taught alongside more recent cases illustrating similar questions about judicial authority and constitutional interpretation, rather than exclusively in the context of Dred Scott. Instructional resource materials will address how teachers can use Lincoln's critique as a framework for examining the judiciary's role across multiple historical and contemporary cases.

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#25 Std General

Comment: *The standards neglect to mention the informal connections between the branches and within the branches (caucuses, logrolling, seniority, etc.). While not found in the Constitution, they are how the sausage gets made.*

RESPONSE: Standard 3.3 requires students to examine 'developments (including political parties and committees)' within the legislative branch -- language that encompasses informal congressional practices such as seniority systems, caucuses, and legislative deal-making. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by Utah Code 53E-4-204. Curricular decisions, including the selection of additional texts and classroom activities, remain with local education agencies.

PUBLIC RESPONSE: Standard 3.3 requires students to examine 'developments (including political parties and committees)' within the legislative branch -- language that encompasses informal congressional practices such as seniority systems, caucuses, and legislative deal-making. The writing team will ensure that instructional resource materials explicitly address informal legislative practices as important context for understanding how Congress actually functions. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by HB 381. Suggestions for additional readings, specific activities, or supplemental resources will be noted and may be incorporated into instructional resource materials developed to support this course. Curricular decisions, including the selection of additional texts and classroom activities, remain with local education agencies.

#26 Std General, 3.3, 3.9 | Delete | Concepts or Ideas

Comment: *Again you have TOO MANY STANDARDS. There are far more standards here than any other course in social studies. Most courses max out at 6 or so standards per strand. I'm not understanding the need for Strand 3. Is this not essentially Strand 2? There is a huge jump to including basic documents then suddenly Dred Scott. Also confused that Marbury v. Madison was not directly addressed in these standards.*

Recommended Action: S3_SCOPE and B canonicals apply. S3_MARBURY applies. Clarify relationship between Strands 2 and 3.

EDITED RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The writing

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team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content. Standard 3.6 requires students to examine how Article III and the Supremacy Clause 'empower the judiciary to interpret the U.S. Constitution and laws,' and Standard 3.7 asks students to examine how the Supreme Court makes decisions and interprets texts -- both of which directly engage judicial review as a concept. The writing team will consider whether *Marbury v. Madison* should be named explicitly in Standard 3.6 or 3.7, as it is the most direct primary source illustration of the principles those standards examine.

#27 Std General

Comment: *What do you mean by 'examined'? That is a broad statement.*

This is a substantive and well-grounded standards-writing observation. The writing team acknowledges that 'examine' appears frequently throughout these standards and agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 3 standards for opportunities to replace 'examine' with more precise verbs -- such as 'analyze,' 'explain,' 'evaluate,' or 'compare' -- where doing so increases clarity without constraining teacher flexibility.

#28 Std General, 3.4, 3.7, 3.8

Comment: *This is a HUGE unit. Required documents -- only need to read Fed 51, 70 and 78. The students don't need to read Lincoln's critique. Need to add Articles I, II and III to the question 'does the US Constitution make one branch...' Standard 3.2 -- get rid of the 2 Federalist papers and use 17th Amendment instead. 3.4 -- get rid of Fed 68. 3.7 -- which court opinions? 3.8 -- what do you consider to be landmark cases? Don't need to study Lincoln's cri...*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in instructional resource materials. Lincoln's critique of the Dred Scott decision is a required text under Utah Code 53E-4-205.2 and is studied in Standard 3.8. The writing team notes that this source is

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significant not primarily as a case study in judicial error but because Lincoln's critique represents one of the most powerful arguments in American history about the proper relationship between the branches -- specifically, whether judicial decisions bind the other branches absolutely or whether elected officials retain the responsibility to interpret the Constitution for themselves. This is directly relevant to Standard 3.8's examination of the role of the judiciary and to Standard 3.6's study of judicial independence. The writing team notes the suggestion to add Articles I, II, and III explicitly to the guiding question about branch strength -- this is a useful clarification and will be reviewed. The U.S. Constitution is already a required primary source document for Strand 3. Regarding landmark cases, instructional resource materials will provide a recommended case list to clarify Standard 3.7's expectations.

#29 Std General | Change | *Concepts or Ideas*

Comment: *Teach that the judiciary interprets the law but must never legislate from the bench or be activist judges.*

RESPONSE: The debate between judicial restraint and judicial activism -- including the question of whether the Court should defer to the elected branches or interpret the Constitution more expansively -- is one of the central controversies examined in Standards 3.6 through 3.8. Standard 3.7 asks students to examine how the Supreme Court 'interprets texts and writes their opinions,' which includes examining different approaches to constitutional interpretation. The course presents these competing perspectives for students to analyze rather than endorsing any single interpretive philosophy.

#30 Std General

Comment: *This strand represents the greatest concern in terms of scope and feasibility. I teach this course on a trimester schedule, with each trimester lasting approximately 12 weeks. Even across two trimesters, there is not enough time to cover all of the expectations in this strand at the level of depth that is being asked.*

RESPONSE: The writing team acknowledges that twelve standards is the largest strand in the course and that the volume is a legitimate concern. The writing team will review Strand

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3 for any opportunities to streamline or consolidate where standards overlap without losing essential content.

#31 Std 3.5

Comment: *For Standard 3.5, it does not make sense why political parties would be in the same standard as the executive power and bureaucracy but separate from elections.*

RESPONSE: Standard 3.5's inclusion of political parties alongside presidential powers and the federal bureaucracy reflects the historical development of the executive branch -- political parties emerged in the Washington administration and immediately shaped how presidential power was exercised. Washington's Farewell Address, required in Standard 3.12, directly warns against the dangers of political parties in precisely this executive context. The writing team notes this structural concern and will review whether the placement of political parties in Standard 3.5 is the most pedagogically clear location, or whether it could be better integrated with Standard 3.3's treatment of political parties in the legislative context.

#32 Std General

Comment: *I appreciate that Washington's Farewell Address will be studied. His inaugural address is equally worthy of study.*

RESPONSE: Washington's First Inaugural Address (1789) is an excellent supplemental primary source for Strand 3 -- particularly for Standard 3.12's examination of constitutional fidelity and civic leadership. It would pair naturally with the Farewell Address to show the arc of Washington's constitutional stewardship.

#33 Std General

Comment: *I would just ask that the guiding question about current events or issues be removed for reasons already explained.*

RESPONSE: The guiding questions for Strand 3 -- including 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' -- are intentionally open-ended suggestions for classroom discussion, not required assessment

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items. Teachers have full discretion in which guiding questions they use and how. This question specifically invites teachers to connect the constitutional framework to contemporary events, which the writing team believes is essential to civic relevance.

#34 Std General

Comment: *Cut Centinel 1, Brutus 15, Fed 62 and 70. Cut Lincoln's critique of the Dred Scott decision. Cut Washington's Farewell Address.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

#35 Std 3.1

Comment: *3.1 -- cut Centinel 1.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

#36 Std 3.2

Comment: *3.2 -- cut Federalist 62.*

RESPONSEThe specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

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#37 Std 3.3

Comment: 3.3 -- have students examine how this works in practice. This should be the main focus of the class.

RESPONSE: The writing team designed Strand 3 to balance the foundational constitutional framework with connections to contemporary government. Standard 3.3 explicitly addresses 'developments and controversies involving federal legislative structures, powers, and practices' -- language that requires teachers to connect the constitutional framework to real-world examples. Standard 3.5 similarly requires examination of 'major developments and controversies involving presidential powers.' The guiding questions for Strand 3 include 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' explicitly inviting contemporary application. Standards 3.9 through 3.12 connect constitutional structure to civic practice.

#38 Std 3.4

Comment: 3.4 -- cut Federalist 70.

RESPONSE: Federalist No. 70 -- which argues for a single, energetic executive as essential to republican government -- is required by Utah Code 53E-4-205.2 and is directly relevant to Standard 3.4's examination of the executive branch's structure and the president's enumerated powers. It is among the most significant primary sources for understanding the Founders' design of the presidency.

#39 Std 3.6

Comment: 3.6 -- cut Brutus 15.

RESPONSE: Brutus 15 is required by Utah Code 53E-4-204 and is studied in Standard 3.6 as the Anti-Federalist counterpart to Federalist No. 78's argument for judicial independence. Brutus 15 directly challenges Hamilton's claim that an independent, life-tenured judiciary is safe for a republic -- making the pairing of these two texts essential for understanding the founding debate over judicial power.

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#40 Std 3.7

Comment: 3.7 -- assign SCOTUS cases to examine, i.e., *Marbury v. Madison*, *McCulloch v. Maryland*.

RESPONSE: The writing team takes seriously the observation that *Marbury v. Madison* (1803) is not explicitly named in these standards despite being the foundational precedent establishing judicial review. Standard 3.6 requires students to examine how Article III and the Supremacy Clause 'empower the judiciary to interpret the U.S. Constitution and laws,' and Standard 3.7 asks students to examine how the Supreme Court makes decisions and interprets texts -- both of which directly engage judicial review as a concept. The writing team will consider whether *Marbury v. Madison* should be named explicitly in Standard 3.6 or 3.7, as it is the most direct primary source illustration of the principles those standards examine. *McCulloch v. Maryland* (1819) is another foundational case -- establishing the supremacy of federal law over state law and affirming the implied powers doctrine under the Necessary and Proper Clause -- that is directly relevant to Standards 3.2 and 3.6. Both *Marbury* and *McCulloch* will be noted in instructional resource materials as strongly recommended cases for Standard 3.7.

#41 Std 3.8

Comment: 3.8 -- can be cut or give us SCOTUS cases to read.

RESPONSE: Lincoln's critique of the *Dred Scott* decision is a required text under Utah Code 53E-4-205.2 and is studied in Standard 3.8. The writing team notes that this source is significant not primarily as a case study in judicial error but because Lincoln's critique represents one of the most powerful arguments in American history about the proper relationship between the branches -- specifically, whether judicial decisions bind the other branches absolutely or whether elected officials retain the responsibility to interpret the Constitution for themselves. This is directly relevant to Standard 3.8's examination of the role of the judiciary and to Standard 3.6's study of judicial independence. Standard 3.8 requires students to examine 'several landmark Supreme Court decisions' -- the writing team intentionally did not prescribe a specific fixed list beyond Lincoln's critique of *Dred Scott* to give teachers flexibility in selecting cases appropriate to their students and context.

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#42 Std 3.10

Comment: 3.10 -- cut out completely.

RESPONSE: Standard 3.10 asks students to examine how the principles of the Declaration of Independence are expressed in or relate to the U.S. Constitution, and to distinguish between writing a revolutionary document and writing a frame of government. This synthesis standard is important because it connects the foundational principles of Strand 1 (Declaration) to the constitutional structure of Strand 3 (Constitution) -- helping students understand that the Constitution is not simply a technical document but the implementation of the principles the Declaration articulates. The writing team will review whether Standard 3.10 can be more concisely written.

#43 Std 3.11

Comment: 3.11 seems like an assessment for the unit and not a standard.

RESPONSE: Standards 3.11 and 3.12 are intentionally structured as applied performance standards -- they ask students to synthesize the strand's content and demonstrate civic skills (persuasive argumentation in Standard 3.11, constitutional leadership and civic virtue in Standard 3.12) using the sources studied in the strand. They are not assessment items but standards that specify what students should be able to do with the content they have learned. Standard 3.12 in particular uses Washington's Farewell Address to ground the civic skills of constitutional fidelity, civic friendship, peaceful transfer of power, and citizenship in one of the course's most significant primary sources.

#44 Std 3.12

Comment: 3.12 -- can cut this or reword it to show how transfer of power has been completed in recent elections.

RESPONSE: Standards 3.11 and 3.12 are intentionally structured as applied performance standards -- they ask students to synthesize the strand's content and demonstrate civic skills (persuasive argumentation in Standard 3.11, constitutional leadership and civic virtue in Standard 3.12) using the sources studied in the strand. They are not assessment items but standards that specify what students should be able to do with the content they have

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learned. Standard 3.12 in particular uses Washington's Farewell Address to ground the civic skills of constitutional fidelity, civic friendship, peaceful transfer of power, and citizenship in one of the course's most significant primary sources. The suggestion to connect Standard 3.12's examination of the peaceful transfer of power to recent election history is valuable and will be noted for instructional resource materials. Teachers may use Washington's model alongside contemporary examples of presidential transitions to make this standard immediately relevant to students.

#45 Std General

Comment: *The content of this strand is a lot! You can study each branch by itself and putting them all in the same one makes it a long strand. There should be some specific Supreme Court cases here that impact Legislative Power, Executive Power and the Judicial Branch. I wonder if each branch should be its own strand.*

#46 Std General | Change | *Concepts or Ideas*

RESPONSE: Strand 3 addresses the structure of American government across all three branches -- a scope that reflects the central mandate of this course and of Utah Code 53E-4-205.2. The writing team acknowledges that twelve standards is the largest strand in the course and that the volume is a legitimate concern. Instructional resource materials will include pacing guidance to help teachers navigate Strand 3 efficiently, including suggestions for which standards can be integrated and which can be addressed in abbreviated form. The writing team will also review Strand 3 for any opportunities to streamline or consolidate where standards overlap without losing essential content. The writing team considered whether each branch should be its own strand and determined that grouping all three branches in Strand 3 -- with Strand 4 addressing the development of rights and Strand 5 addressing applied citizenship -- better reflects the course's overall structure and the requirements of Utah Code 53E-4-204.

Comment: *This is an entire semester of foundations of government documents. Students struggle with so many challenging old documents -- especially ML students and lower-level students. I know we can do some interesting things, but I feel like this is a lot for students to take in.*

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RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#47 Std General

Comment: *I don't love this: 'Which is the least dangerous branch to liberty and which is the most?'*

RESPONSE: This guiding question draws directly from Alexander Hamilton's language in Federalist No. 78, where he describes the judiciary as 'the least dangerous' branch because it controls 'neither sword nor purse.' It is intended to prompt students to engage critically with Hamilton's argument -- evaluating whether they agree and what evidence supports or challenges his claim. The writing team acknowledges that without this context, the question can seem to invite a subjective ranking rather than an analytical exercise grounded in the primary sources.

#48 Std General | Delete | *Concepts or Ideas*

Comment: *Way too many standards. Is this a college class? Feels like it.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#49 Std General

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Comment: *That is just too much to cover effectively.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#50 Std 3.5, 3.8

Comment: *Primary Concern: This strand appropriately addresses structure, but judicial/presidential controversies are framed somewhat narrowly. Instruction on executive and judicial powers should explicitly include modern debates over executive overreach, emergency powers, judicial activism/restraint, and institutional checks during democratic stress or constitutional crisis.*

RESPONSE: The writing team designed Strand 3 to balance the foundational constitutional framework with connections to contemporary government. Standard 3.3 explicitly addresses 'developments and controversies involving federal legislative structures, powers, and practices' -- language that requires teachers to connect the constitutional framework to real-world examples. Standard 3.5 similarly requires examination of 'major developments and controversies involving presidential powers.' The guiding questions for Strand 3 include 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' explicitly inviting contemporary application. Standards 3.9 through 3.12 connect constitutional structure to civic practice. Standard 3.5's requirement to examine 'major developments and controversies involving presidential powers' and Standard 3.8's examination of 'controversies involving federal judicial structures and the role of the judiciary' specifically encompass the topics this commenter raises: executive emergency powers, the debate between judicial activism and restraint, and the functioning of institutional checks under constitutional stress.

#51 Std General

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Comment: *Once again, the Federalist papers are over-emphasized leading to issues with checks and balances and the ideology that the executive has more power than it really does. In addition, the role of political parties, as referenced in Washington's Farewell Address and by other presidents and through Marbury v. Madison, should be brought out and discussed. The role of the Electoral College and the founders' beliefs on who should and should not vote and...*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Washington's Farewell Address is a required primary source in Strand 3 (Standard 3.12) and directly addresses political parties. Political parties are also addressed in Standard 3.3 (legislative) and Standard 3.5 (executive). The Electoral College is examined in Standard 3.4's study of the presidential selection system. The founders' debates about suffrage and political participation are addressed in Strand 4. The writing team notes the concern about executive power overemphasis -- the Anti-Federalist papers (Centinel 1 and Brutus 15) specifically counter the Federalist arguments and are required reading precisely to provide that critical perspective.

#52 Std General

Comment: *Overall, the standards are NOT WRITTEN AT A 12th-grade level -- these are university-level classes. If we want an average 12th grader to pass this course, it needs to be adjusted rigor-wise. The standards are also too long and very wordy. The skills should encourage students to interact as active citizens in their community as much as possible.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

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#53 Std 3.1

Comment: 3.1 -- *Does a 12th grader really need to know Centinel 1? I don't even know it.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Centinel 1 is studied in Standard 3.1 as the most direct Anti-Federalist challenge to the proposed system of separation of powers and checks and balances -- arguing that the proposed system was too complex and gave too much power to the federal government.

#54 Std 3.2

Comment: 3.2 -- *You will study Article I to understand how the House and Senate are designed to balance each other and how the Constitution defines the limits of congressional power. Simplify it! Then what is the skill?*

RESPONSE: The student-friendly rewrite suggested -- 'study Article I to understand how the House and Senate are designed to balance each other and how the Constitution defines the limits of congressional power' -- captures Standard 3.2's intent clearly. The writing team will consider whether similar language can be incorporated as a student-facing description in instructional resource materials.

#55 Std General

Comment: *Too many readings from the Federalist Papers. Also, if we're just discussing the structure of the government, let's focus on the actual documents that matter -- the Constitution and Federalist/Anti-Federalist papers. We don't need the extra things like Washington's Farewell Address and Lincoln's critique of the Dred Scott Case.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be

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studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Lincoln's critique of the Dred Scott decision is a required text under Utah Code 53E-4-204 and is studied in Standard 3.8. The writing team notes that this source is significant not primarily as a case study in judicial error but because Lincoln's critique represents one of the most powerful arguments in American history about the proper relationship between the branches -- specifically, whether judicial decisions bind the other branches absolutely or whether elected officials retain the responsibility to interpret the Constitution for themselves. This is directly relevant to Standard 3.8's examination of the role of the judiciary and to Standard 3.6's study of judicial independence. Washington's Farewell Address is also required and is one of the most significant primary sources in the entire course for examining constitutional fidelity, civic virtue, and the peaceful transfer of power.

#56 Std General

Comment: *The current draft of Standards 3.1 through 3.10 gives a clear view of how the government is designed on paper, but it needs to show more of how it works in the real world. The standards focus heavily on the 'perfect' vision of the Founders. To help high schoolers truly understand politics today, we should also teach them about the things that aren't in the Constitution but still have huge power, like lobbying, social movements, and the influence ...*

RESPONSE: The writing team designed Strand 3 to balance the foundational constitutional framework with connections to contemporary government. Standard 3.3 explicitly addresses 'developments and controversies involving federal legislative structures, powers, and practices' -- language that requires teachers to connect the constitutional framework to real-world examples. Standard 3.5 similarly requires examination of 'major developments and controversies involving presidential powers.' The guiding questions for Strand 3 include 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' explicitly inviting contemporary application. Standards 3.9 through 3.12 connect constitutional structure to civic practice. The informal political processes that shape how government actually works -- including interest groups, lobbying, political movements, media influence, and campaign finance -- are important context for understanding government's real-world function. While these topics are not the primary focus of the constitutional standards in Strand 3, they are within the scope of teachers' curricular flexibility and will be noted for instructional resource development. Standard 3.3's

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reference to 'developments and controversies' specifically creates space for teachers to address how informal forces interact with formal constitutional structures.

#57 Std General

Comment: *I think Strand 3 should be paired with Strand 5. Perhaps strand 5 could be moved to strand 4. The structures of government and 'how the government should work' shouldn't be removed from 'how does government actually work.'*

RESPONSE: The writing team designed the strand sequence so that Strand 3 (constitutional structure) provides the foundation for Strand 5 (applied citizenship) -- students first understand how government is designed before examining how they participate in it. HB 381 requires that Strands 1-3 be completed before Strands 4-5. The writing team appreciates the concern that theory and application should feel connected, and instructional resource materials will address how teachers can build bridges between Strand 3's constitutional structure and Strand 5's civic engagement throughout the course.

#58 Std General

Comment: *Students in my AP US Government course aren't even required to read this many Federalist Papers. Again, I don't think that students will find these references interesting, engaging, or relevant to their own experiences.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

#59 Std General

Comment: *Again, this is a LOT of Federalist Papers. I did not read this expanded number of Federalist Papers until my Masters Degree. Especially where it is mandated that Strands 1, 2 and 3 fall in the first semester.*

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RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. The writing team is working to streamline standards as appropriate.

#60 Std General

Comment: *Does not include modern laws that affect people and does not mention precedence.*

RESPONSE: The writing team designed Strand 3 to balance the foundational constitutional framework with connections to contemporary government. Standard 3.3 explicitly addresses 'developments and controversies involving federal legislative structures, powers, and practices' -- language that requires teachers to connect the constitutional framework to real-world examples. Standard 3.5 similarly requires examination of 'major developments and controversies involving presidential powers.' The guiding questions for Strand 3 include 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' explicitly inviting contemporary application. Standards 3.9 through 3.12 connect constitutional structure to civic practice. Instructional resource materials will support teachers in making these contemporary connections throughout the strand. The concept of precedent -- stare decisis, the principle that prior judicial decisions guide future ones -- is foundational to Standard 3.7's examination of how the Supreme Court makes decisions and interprets texts.

#61 Std General

Comment: *Primary documents not listed include: Brutus 4 to counter Fed. 57, Brutus 16 to counter Fed. 62, Brutus 11, 12, and 15 to counter Fed. 68 and 70. I am concerned that while a discussion of the Federalist Papers does have its place, the main purpose of these was to ratify the Constitution. I see no mention of individual Supreme Court Cases which have had much more impact on our daily lives.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its

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entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in instructional resource materials. The additional Brutus papers identified -- Brutus 4, 11, 12, and 16 -- are valuable Anti-Federalist counterpoints to the required Federalist Papers. While they are not required by HB 381, they will be noted in instructional resource materials as recommended supplemental Anti-Federalist readings for teachers who wish to develop a more comprehensive Federalist/Anti-Federalist dialogue. The writing team takes seriously the observation that *Marbury v. Madison* (1803) is not explicitly named in these standards despite being the foundational precedent establishing judicial review. Standard 3.6 requires students to examine how Article III and the Supremacy Clause 'empower the judiciary to interpret the U.S. Constitution and laws,' and Standard 3.7 asks students to examine how the Supreme Court makes decisions and interprets texts -- both of which directly engage judicial review as a concept. The writing team will consider whether *Marbury v. Madison* should be named explicitly in Standard 3.6 or 3.7, as it is the most direct primary source illustration of the principles those standards examine.

#62 Std General

Comment: *Should there be a statement in the Primary Sources area that a teacher could/should use relevant Supreme Court cases that have further defined the separation of powers or the idea of federalism? For example, students better understand federalism if they explore 3-4 court cases that showed when state or federal actions were supreme when looking at the Commerce Clause.*

RESPONSE: This is a valuable and practical suggestion. Teachers may and should incorporate relevant Supreme Court cases to illustrate the constitutional principles examined in each standard. Instructional resource materials will include a recommended list of cases.

#63 Std General

Comment: *I don't feel like Strand 2 and Strand 3 have enough about current functions of government. Many of these things could be combined. We are missing issues like: What functions do political parties serve? How do people determine their affiliations with political parties?*

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RESPONSE: The writing team designed Strand 3 to balance the foundational constitutional framework with connections to contemporary government. Standard 3.3 explicitly addresses 'developments and controversies involving federal legislative structures, powers, and practices' -- language that requires teachers to connect the constitutional framework to real-world examples. Standard 3.5 similarly requires examination of 'major developments and controversies involving presidential powers.' The guiding questions for Strand 3 include 'What are some examples of checks and balances and the separation of powers at work in current events and issues?' explicitly inviting contemporary application. Standards 3.9 through 3.12 connect constitutional structure to civic practice. Instructional resource materials will support teachers in making these contemporary connections throughout the strand. Political parties -- their functions, development, and relationship to constitutional structure -- are addressed in Standard 3.3 (legislative developments) and Standard 3.5 (executive developments and controversies). Washington's Farewell Address (Standard 3.12) directly addresses the dangers of political factionalism. The specific questions of how people determine political affiliation and party functions in contemporary politics are also addressed in Strand 5.

#64 Std General

Comment: *Highlight and underscore the crucial importance of Native American contributions.*

RESPONSE: Native American contributions to American political thought are addressed in Standard 2.1's required study of the Iroquois Constitution. The Strand 2 introduction also explicitly names 'American Indian tribal governments established through treaties with the United States' as part of the compound constitutional republic's distribution of power.

#65 Std 3.10, 3.11, 3.12

Comment: *3.10 through 3.12 are tasks not standards and should be removed. If the skills associated with these tasks were delineated in the skill strand these would make excellent examples for teachers to use with their students.*

RESPONSE: Standards 3.11 and 3.12 are intentionally structured as applied performance standards -- they ask students to synthesize the strand's content and demonstrate civic skills (persuasive argumentation in Standard 3.11, constitutional leadership and civic virtue in

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Standard 3.12) using the sources studied in the strand. They are not assessment items but standards that specify what students should be able to do with the content they have learned. Standard 3.12 in particular uses Washington's Farewell Address to ground the civic skills of constitutional fidelity, civic friendship, peaceful transfer of power, and citizenship in one of the course's most significant primary sources. Standard 3.10 is a content synthesis standard connecting the Declaration (Strand 1) to the Constitution (Strand 3). These three standards each serve distinct purposes within the strand: 3.10 synthesizes foundational principles, 3.11 develops civic argumentation skills, and 3.12 applies civic virtue analysis to Washington's Farewell Address. Removing them would eliminate important synthesis and skills work.

#66 Std General

Comment: *Too many Federalist papers and Brutus papers as required material.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

#67 Std General

Comment: *There are way, way too many Federalist papers required in this unit. It feels much more like a university-level course than a high school course. Maybe create a 'required' section vs. a 'suggested' section for Federalist and Brutus readings? Twelve standards is simply not realistic for the course either.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level -- no source is expected to be read in its entirety. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing

#68 Std 3.3

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Comment: *Standard 3.3 is redundant as 3.2 already emphasizes the powers of Congress.*

RESPONSE: Standards 3.2 and 3.3 address related but distinct content. Standard 3.2 examines the constitutional text of Article I -- the structures, enumerated powers, and constitutional design of the legislative branch as the Founders established it. Standard 3.3 examines how Congress actually functions in practice -- including the legislative functions (lawmaking, budgeting, oversight, impeachment), the developments that have shaped congressional practice over time (political parties, committees), and the controversies that have arisen. One addresses the constitutional blueprint; the other addresses the living institution.

#69 Std 3.5, 3.9

Comment: *Standards 3.5 and 3.9 could be merged to form one standard about how the roles and powers of the three branches have changed in modern times.*

RESPONSE: Standard 3.5 examines specific presidential powers and their development over time -- a standard focused on the executive branch. Standard 3.9 examines how a bill becomes a law, how it is enforced by the executive, and how it is interpreted by the judiciary -- a standard that traces the movement of law across all three branches. The writing team will review whether these two standards could be more clearly distinguished or whether elements could be consolidated without losing essential content.

#70 Std 3.10

Comment: *3.10 is interesting as a discussion question, but unnecessary as a content standard.*

RESPONSE: Standard 3.10 serves an important synthesis function: it asks students to connect the founding principles articulated in the Declaration of Independence (studied in Strand 1) to the constitutional structure of government (studied in Strand 3), and to explain the significant difference between writing a revolutionary document and writing a workable frame of government.

#71 Std 3.11

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Comment: *3.11 is a skill not a content standard. Consider making a skill portion of the description that teachers can apply throughout the course.*

RESPONSE: Standards 3.11 and 3.12 are intentionally structured as applied performance standards -- they ask students to synthesize the strand's content and demonstrate civic skills (persuasive argumentation in Standard 3.11, constitutional leadership and civic virtue in Standard 3.12) using the sources studied in the strand.

#72 Std 3.5

Comment: *3.5 -- Add pardon power.*

EDITED RESPONSE: The writing team will consider adding the pardon power to Standard 3.5's list of presidential powers alongside the veto, appointment, commander-in-chief, and executive orders.

#73 Std General

Comment: *I see the checks and balances integrated throughout the strands but would it make sense to have one strand dedicated to checks and balances? Students will explain the processes used by each branch to hold in check the powers exercised by the other two branches.*

RESPONSE: Standard 3.1 is specifically dedicated to the principles of separation of powers and checks and balances as implemented in the overall structure of the U.S. Constitution. It is intentionally placed first in Strand 3 to establish this framework before students examine each branch in detail. The checks and balances framework then runs throughout Standards 3.2 through 3.9 as students examine how each branch's powers constrain the others. Rather than a separate strand, the writing team designed checks and balances as the organizing framework for the entire strand.

#74 Std General

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Comment: *This would be a good place to discuss Montesquieu and also British traditions and documents.*

RESPONSE: Montesquieu's 'The Spirit of Laws' -- particularly its argument for separation of legislative, executive, and judicial powers -- is the intellectual foundation for Standard 3.1 and will be noted in instructional resource materials as a strongly recommended supplemental source.

#75 Std 3.1

Comment: *I am a big fan of Washington's Farewell Address and Lincoln's critique of Dred Scott. I am excited to teach these. Standard 3.1 feels very out of sequence. I think it should be omitted because it really is not a crucial skill, but if you must keep it, move it to an earlier strand.*

RESPONSE: Standard 3.1's examination of separation of powers and checks and balances is the structural framework for the entire strand -- it is placed first precisely because it establishes the constitutional organizing principle that Standards 3.2 through 3.9 then apply to each branch. Moving it to an earlier strand would separate the framework from the branch-specific content it organizes. The writing team is pleased that Washington's Farewell Address and Lincoln's critique of Dred Scott are generating genuine enthusiasm -- both are among the most significant primary sources in the course.

#76 Std 3.2, 3.10

Comment: *Standard 3.10 should be moved near Standard 1.5 in order to keep similar topics together.*

RESPONSE: Standard 3.10 asks students to compare the Declaration of Independence and the Constitution -- examining how the principles of the Declaration are expressed in constitutional design and explaining the difference between a revolutionary document and a frame of government. Its placement in Strand 3 is intentional: students need to have studied the full constitutional structure (Standards 3.1-3.9) before they can meaningfully compare the Declaration's principles to the Constitution's implementation. Placing it near Standard

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1.5 (which introduces the Declaration in Strand 1) would ask students to make this comparison before they have sufficient knowledge of the Constitution.

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Strand 4: Development of the American Constitution

#1 Std General

Comment: *Students should be offered historical examples of the civic virtues of prudence, courage, humility, duty, moderation, and civic charity, and be able to cite and discuss those examples from original documents and historical figures. Students can develop their own values and beliefs. The course should only cite and discuss examples, not decide or measure current student values.*

RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Standard 4.9 asks students to analyze the civic skills and virtues as they appear in Lincoln's and Douglass's primary source texts -- not to adopt them as personal values. The standard is met when students can identify and explain these concepts as they appear in the required documents.

#2 Std General

Comment: *This is mostly good, also pretty big. It also seems really strange to not have the courts more emphasized here or an emphasis on the nuance behind voting rights.*

RESPONSE: The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' The writing team will also consider whether a note should be added to the Strand 4 primary sources section indicating that teachers should incorporate relevant Supreme Court decisions throughout this strand.

#3 Std General

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Comment: *These look more like a college syllabus and not standards. You do not need to specify which documents need to be read in the standards.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in instructional resource materials.

#4 Std General

Comment: *Aren't there more modern constitutional scholars that you can recommend for reading rather than the Federalist Papers? Now that the Constitution has been in place for so long, isn't it more useful to see how it has worked in reality rather than some ideal from people so long ago?*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in instructional resource materials. Strand 4 specifically addresses how constitutional principles have been applied, interpreted, and extended in practice

#5 Std 4.8

Comment: *Standard 4.8 references the 19th, 24th, and 26th Amendments alongside the 14th/15th for suffrage and voting rights, but there is no parallel requirement to examine their actual text, principles, or ratification -- unlike the detailed treatment of the Bill of Rights in 4.3-4.4 or the Reconstruction Amendments in 4.7.*

RESPONSE: This is a substantive and well-grounded observation. Standard 4.8 names the 19th, 24th, and 26th Amendments in its list of primary sources but does not explicitly require textual examination of their provisions in the way that Standards 4.3-4.4 and 4.7 do for the Bill of Rights and Reconstruction Amendments. The writing team will review Standard 4.8 to add language requiring students to examine the text, principles, and ratification of the

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19th, 24th, and 26th Amendments -- bringing it into parallel with the treatment of other amendments in the strand.

#6 Std 4.7, 4.8

Comment: *Standards 4.7-4.8 mention incorporation of the Bill of Rights through the 14th Amendment and initial attempts to enforce Reconstruction Amendments, but no specific cases are required. Classic cases that belong here: Plessy v. Ferguson (1896) and Brown v. Board of Education (1954).*

RESPONSE: The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' The writing team acknowledges the concern that specific landmark cases are not named in Strand 4 as they are in Strand 3. Instructional resource materials will provide a recommended list of landmark Supreme Court cases organized by amendment and civil rights topic, giving teachers clear case options for each standard in Strand 4.

#7 Std General

Comment: *The Civil Rights Act of 1964 and Voting Rights Act of 1965. The guiding question asks how 20th-century legislation implemented the 13th-15th and 19th Amendments, but no standard actually requires studying these acts.*

RESPONSE: The Civil Rights Act of 1964 and the Voting Rights Act of 1965 are the primary legislative enforcement tools of the Reconstruction and suffrage amendments, and the guiding question 'How did civil rights legislation in the 20th century further implement the purpose of the 13th, 14th, 15th, and 19th Amendments?' directly invites their study. They will be highlighted in instructional resource materials as essential content for this standard.

#8 Std 4.1

Comment: *The Equal Rights Amendment (ERA) and its ratification process. This is a direct application of Article V (Standard 4.1) and the women's rights thread that runs from Seneca*

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Falls through the 19th Amendment. Its near-success and eventual failure illustrate both the amendment process in action and the ongoing debate over equality.

RESPONSE: The Equal Rights Amendment is an excellent applied example for Standard 4.1's examination of the Article V amendment process -- it illustrates the supermajority requirements, the role of state ratification, the debates over constitutional language, and the limits of constitutional change. It also connects directly to the women's rights thread that runs from the Seneca Falls Declaration through the 19th Amendment. While it is not a required text under Utah Code 53E-4-205.2, the ERA will be noted in instructional resource materials as a strongly recommended contemporary application for Standard 4.1.

#9 Std 4.6

Comment: *Standards like Standard 4.6 should have more direction. If students are reading these 2 required texts, there should be more than students will 'examine' -- WHAT are they examining about the 2 texts? The same thing could be said about 4.2.*

RESPONSE: Standards 4.2 and 4.6 specifically will be reviewed to add direction about what students should be able to do with the required texts.

#10 Std General

Comment: *Are there specific amendments you want to be covered more than others?*

RESPONSE: The amendments are distributed across Strand 4's standards by chronological and thematic logic: Article V and the amendment process (Standard 4.1), the Bill of Rights/Amendments 1-9 (Standards 4.3-4.4), the Civil War and Reconstruction Amendments 13-15 (Standard 4.7), and the suffrage and voting rights amendments 14, 15, 19, 24, and 26 (Standard 4.8). All are required content.

#11 Std General

Comment: *I feel that specific inclusion of key Supreme Court cases that affect the rights and liberties mentioned in the U.S. Constitution should be required.*

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RESPONSE: The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' Instructional resource materials will provide a recommended list of landmark Supreme Court cases organized by amendment and civil rights topic, giving teachers clear case options for each standard in Strand 4.

#12 Std General

Comment: *Again, this is a HUGE amount of standards to cover in a single year. Along with the really heavy reading load in this strand, students will struggle to truly comprehend what they are learning. I believe that the primary sources should be minimized into the absolutely most important sources.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-2-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#13 Std General

Comment: *The word 'constitution' is misspelled.*

RESPONSE: Thank you for this catch. 'Constitution' is misspelled in the Strand 4 introduction. This typographical error will be corrected in the standards document.

#14 Std 4.4 | Change | Wording

Comment: *To avoid appearance of partisanship, the mention of right to bear arms in 4.4 should be spoken of in the context of the first clause of the 2nd Amendment.*

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RESPONSE: Standard 4.4 examines 'the text, principles, and interpretation' of the Second through Ninth Amendments -- which necessarily includes the full text of the Second Amendment, including its prefatory clause ('A well regulated Militia, being necessary to the security of a free State').

#15 Std 4.8

Comment: *I don't think it is fair to put Women's Suffrage and civil rights in the same standard (4.8). They are both important and need their own standards.*

RESPONSE: Standard 4.8 covers significant constitutional ground -- the Women's Suffrage movement, the 20th-century Civil Rights Movement, voting rights amendments, and Utah's role in women's suffrage. The writing team acknowledges that this is the densest single standard in the strand creating an important thematic connection between these two movements and their shared constitutional foundation in the Reconstruction Amendments.

#16 Std General

Comment: *I understand the breaking up of the amendments, but students like learning them all at once.*

RESPONSE: The writing team designed the amendment coverage in Strand 4 to group amendments thematically and chronologically -- the Bill of Rights (Standards 4.3-4.4), the Civil War Amendments (Standard 4.7), and the voting rights amendments (Standard 4.8) -- because each group reflects a distinct moment in constitutional development and carries distinct civic significance. Instructional resource materials will include suggestions for teachers who wish to provide students with an overview of all amendments at the outset of Strand 4, while then examining each group in depth.

#17 Std General

Comment: *I think this strand is the most vague and the most problematic. There's a LOT that the standard is trying to cover. What about the Labor Rights Movement or the Gay Rights Movement? These civil rights movements have struck a chord with my students in 2026.*

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RESPONSE: The writing team acknowledges the concern that Strand 4's primary sources and civil rights content focuses predominantly on African American civil rights and women's suffrage, with limited representation of other groups' constitutional struggles. The required primary sources are mandated by Utah Code 53E-4-205.2 and cannot be changed. However, Standard 4.7's examination of 'the application of naturalization policies over time' and Standard 4.8's examination of the civil rights movement are broad enough to encompass the constitutional struggles of other groups.

#18 Std 4.8

Comment: *Standard 4.8 -- this feels like a LOT to cover all at once. I fear that students will lose interest. Why aren't we including legislation like the Civil Rights Act of 1964 and Voting Rights Act of 1965?*

RESPONSE: Standard 4.8 covers significant constitutional ground -- the Women's Suffrage movement, the 20th-century Civil Rights Movement, voting rights amendments, and Utah's role in women's suffrage. The writing team acknowledges that this is the densest single standard in the strand. There exists an important thematic connection between these two movements and their shared constitutional foundation in the Reconstruction Amendments. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 are the primary legislative implementation of the Reconstruction and suffrage amendments and will be noted in instructional resource materials as essential content for Standard 4.8.

#19 Std 4.2

Comment: *Standard 4.2 -- this feels unnecessary to include in the strand. Students would be confused why we are exploring whether or not something exists when it is well-established in their lives.*

RESPONSE: Standard 4.2 asks students to evaluate the original debate about whether a written bill of rights was necessary -- examining Federalist No. 84 (which argued against it) and Brutus 2 (which argued for it). This is not an exercise in questioning whether a Bill of Rights exists today. It is an exercise in understanding why the Bill of Rights takes the form it does, why Hamilton believed listing rights might actually be dangerous, and why Anti-Federalists insisted on explicit protections. Understanding this founding debate

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deepens students' appreciation for why each specific right was codified and why its limits remain contested.

#20 Std 4.6

Comment: *Standard 4.6 -- where is the modern relevance? Students would immediately write this off as not relevant to their lives.*

RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required because Utah Code 53E-4-205.2 specifies Lincoln and Douglass speeches as required primary sources.

#21 Std 4.9

Comment: *Standard 4.9 -- this standard implies that the strand is about times of political change and social division in the eyes of the Constitution and that's cool and necessary, but it doesn't feel very integrated with the rest of the standards.*

RESPONSE: Standard 4.9 is intentionally structured as an applied performance standard -- it asks students to synthesize the entire strand's content and demonstrate civic skills (petition and persuasion) and civic virtues (prudence, courage, humility, duty, moderation, and civic charity) through a study of Lincoln's 'Gettysburg Address,' 'Second Inaugural Address,' and Frederick Douglass's 'Oration in Memory of Abraham Lincoln.' These virtues are not social-emotional learning objectives -- they are the language Lincoln and Douglass themselves used to describe what constitutional fidelity requires in times of crisis. The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Instructional resource materials will clarify assessment expectations.

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Standard 4.9 is the strand's synthesis standard -- it draws on all of Strand 4's content, asking students to analyze the civic skills and virtues that Lincoln and Douglass demonstrated when navigating the most severe constitutional crisis in American history. The placement of Standard 4.9 after all the strand's content standards is deliberate: students need the full context of Strand 4 to understand what constitutional fidelity and civic friendship meant in Lincoln's and Douglass's moment.

#22 Std General

Comment: *This section should have Supreme Court cases that are studied so it is not just about theory but application of these principles. Kids have covered some of the historical documents in their history classes -- this section should focus on the application of civil rights and liberties.*

RESPONSE: The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' Instructional resource materials will provide a recommended list of landmark Supreme Court cases organized by amendment and civil rights topic, giving teachers clear case options for each standard in Strand 4.

#23 Std General

Comment: *There are too many standards.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#24 Std General

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Comment: *Can we please get some standards that talk about creating, role-playing, defending, and composing rather than just focusing on examining and analyzing? Those skills have their place in this content but should not dominate or be the sole focus of the course.*

RESPONSE: The writing team notes that Standard 4.9 specifically asks students to analyze civic skills and virtues -- a performance-oriented standard rather than a purely analytical one. Teachers may include varied activity formats for Strand 4, including debate, civic argument writing, case study role-play, and analysis of contemporary examples.

#25 Std General

Comment: *Don't forget to spellcheck (Constitution is spelled wrong in the opening paragraph). I am glad to see Douglass and King's writings included. I would also consider speeches by Malcolm X on Life, Liberty, and Land.*

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RESPONSE: Thank you for this catch. 'Constitution' is misspelled in the Strand 4 introduction. This typographical error will be corrected in the standards document. Malcolm X's speeches and writings represent an important and distinctive voice within the civil rights era -- one that challenges students to engage with the full range of constitutional arguments about rights, citizenship, and the limits of constitutional remedies. Malcolm X will be noted in instructional resource materials as a recommended supplemental primary source for Standard 4.8. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by Utah Code 53E-4-205.2.

#26 Std 4.5, 4.7, General

Comment: *Strand 4 would benefit from more emphasis on multiple perspectives. In Standards 4.5 and 4.7, I would suggest more clearly requiring students to examine differing interpretations and critiques, not just how rights were extended.*

RESPONSE: Standard 4.5 already pairs Douglass's two contrasting views of the Constitution -- his earlier view that it was a proslavery document and his later view that it was a 'glorious liberty document.' The writing team will review Standards 4.5 and 4.7 for opportunities to

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add language explicitly inviting students to examine differing and competing interpretations of constitutional provisions and their enforcement

#27 Std General

Comment: *If you're going to look at the constitution you need to look at all of the amendments. This focuses on right-leaning amendments like the right to bear arms. That doesn't seem like the one to harp on in schools with underage kids.*

RESPONSE: The course is designed to develop students' capacity for critical thinking and evidence-based civic argument. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. Standard 4.4 examines the text, principles, and interpretation of the Second through Ninth Amendments -- a full eight amendments, not a selective focus on the Second Amendment alone. The right to bear arms is named as one specific example within a standard that equally requires examination of the rights of the accused (Fourth, Fifth, Sixth, and Eighth Amendments), the Seventh Amendment right to jury trial, and the Ninth Amendment's reservation of unenumerated rights.

#28 Std General

Comment: *They must understand the compromises that were made imperfectly in order to move forward and that's part of the American process.*

RESPONSE: The imperfect compromises of the constitutional founding -- particularly the compromises on slavery that delayed full constitutional equality for nearly a century -- are central to Strand 4's narrative. Standard 4.5 examines how abolitionists wrestled with these compromises in their arguments about the Constitution. Standard 4.7 examines the Civil War Amendments as the constitutional response to those original failures. Standard 4.9 uses Lincoln's 'Second Inaugural Address' to examine how a constitutional leader acknowledged the nation's moral debt while seeking reunion. This strand is specifically designed to present the American constitutional process as ongoing, imperfect, and requiring active civic engagement.

#29 Std 4.8

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Comment: *4.8 is a mushy standard that has too much to be one standard. Consider splitting civil rights movement from women's suffrage, or else include women in the civil rights movement. The required documents only are looking at the black civil rights movement and neglecting AIM, Hispanic movements, and 2nd wave feminism.*

RESPONSE: Standard 4.8 covers significant constitutional ground -- the Women's Suffrage movement, the 20th-century Civil Rights Movement, voting rights amendments, and Utah's role in women's suffrage. The required primary sources are mandated by Utah Code 53E-4-205.2 and cannot be changed. However, Standard 4.7's examination of 'the application of naturalization policies over time' and Standard 4.8's examination of the civil rights movement are broad enough to encompass the constitutional struggles of other groups.

#30 Std General

Comment: *I'm confused why we keep going backward. We already did several of these, now we are going back? I feel like so much of this course doesn't go in chronological order.*

RESPONSE: The strand sequence is intentionally not purely chronological -- it is organized by conceptual depth. Strands 1-3 establish the foundational principles (Strand 1), the constitutional founding (Strand 2), and the constitutional structure (Strand 3). Strand 4 then returns to the constitutional history to examine how those principles and structures were applied, challenged, and extended over time through the amendment process and civil rights struggles. This approach follows a common pattern in constitutional education: establish the framework, then examine how it has been tested and developed.

#31 Std General

Comment: *The Constitution was developed long before Lincoln and his debates. That is not necessary and should not be included in the 'development of the Constitution' strand. It doesn't make sense.*

RESPONSE: The primary sources in Strand 4 -- Lincoln's speeches, the Lincoln-Douglas debates, Frederick Douglass's addresses, and the Seneca Falls Declaration -- are studied in this course because they represent constitutional arguments, not primarily as historical

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narratives. Standard 4.5 examines how abolitionists argued about the meaning of the Constitution; Standard 4.6 examines a constitutional debate about natural rights and popular sovereignty; Standard 4.9 examines how Lincoln and Douglass described what constitutional fidelity and civic friendship require. These are government and constitutional analysis standards, not history standards, even though they engage with historical primary sources. The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable.

#32 Std General

Comment: *The name of this unit is misleading. I thought this unit would be about the constitutional convention etc. I look at this unit as a civil rights and civil liberties unit. But the name is very misleading.*

RESPONSE: The writing team notes that the strand title 'Development of the American Constitution' has caused confusion -- several commenters correctly observe that the strand is primarily about civil rights, civil liberties, and how constitutional protections have been interpreted and extended over time. The writing team will consider whether a revised title such as 'Constitutional Rights, Liberties, and Their Development' better describes the strand's content while retaining the emphasis on constitutional change over time.

#33 Std General

Comment: *Strand 4 should be combined with Standards 3.6-3.8. Required documents -- speeches of Lincoln and Douglass should be studied in history, not a government class.*

RESPONSE: The primary sources in Strand (now) 3 -- Lincoln's speeches, the Lincoln-Douglas debates, Frederick Douglass's addresses, and the Seneca Falls Declaration -- are studied in this course because they represent constitutional arguments, not primarily as historical narratives. As we trimmed and revised the standards, we have addressed your concerns.

#34 Std 4.5

Comment: *4.5 -- abolition is covered in US History, Gov can have some background info but we should be focusing on current issues and topics and applying gov principles to that.*

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RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required because HB 381 specifies Lincoln and Douglass speeches as required primary sources. This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2.

#35 Std 4.6

Comment: 4.6 -- Gov students do not need to study the Lincoln-Douglas debates.

RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required because HB 381 specifies Lincoln and Douglass speeches as required primary sources. This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by HB 381. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. The course's focus is specifically on American constitutional government and citizenship -- not a general social studies survey. The Lincoln-Douglas 'Ottawa Debate' is specifically required by HB 381. Standard 4.6 uses it to examine a foundational constitutional argument about natural rights versus popular sovereignty -- an argument that shapes American constitutional debates to this day.

#36 Std 4.7

Comment: 4.7 -- constitutional fidelity and civic friendship? What is meant by these? Gettysburg, Second Inaugural Address and oration -- history not government.

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RESPONSE: Constitutional fidelity refers to commitment to upholding and acting within the framework of the Constitution even when it is politically inconvenient -- the civic disposition Lincoln models in his 'Second Inaugural Address.' Civic friendship refers to the capacity to maintain civic bonds with fellow citizens across sharp political and moral disagreements -- a disposition essential to constitutional self-governance. These concepts appear in Standard 4.9, not Standard 4.7.

#37 Std General

Comment: *Stress that we are a constitutional republic.*

RESPONSE: The course consistently uses 'constitutional republic' to describe the American system of government -- this distinction is one of the central and explicit themes established in Standard 1.1 and carried through every strand. Strand 4's examination of how constitutional rights and liberties have been extended over time reinforces rather than contradicts this framework, demonstrating the constitutional mechanisms through which a republic can expand its circle of citizenship.

#38 Std General

Comment: *Strand 4 includes many important topics that focus on civil rights, civil liberties, and how constitutional principles have developed over time. The inclusion of key documents and movements is valuable. However, similar to the previous strands, the main concern is not the importance of the content but the volume.*

RESPONSE: Thank you for this affirming and balanced feedback. The writing team is pleased that the core content of Strand 4 resonates with reviewers. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

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#39 Std General

Comment: *Minor grammatical suggestion: 'AF papers' changed to 'Anti-Federalist papers' to clearly identify what it is without the use of acronyms.*

RESPONSE: Thank you for this specific observation. The abbreviation 'AF papers' in the Strand 4 primary sources list should read 'Anti-Federalist papers' for clarity and consistency with the usage throughout the rest of the standards document. This correction will be made.

#40 Std 4.8

Comment: *I was wondering how the Letter from Birmingham Jail fits with Standard 4.8 and Women's Suffrage. It seems out of place there.*

RESPONSE: Standard 4.8 addresses both the Women's Suffrage movement and the 20th-century Civil Rights Movement together because both movements were fundamentally about enforcing and extending the constitutional protections of the Reconstruction Amendments and, in the case of the Civil Rights Movement, the promises of the 14th and 15th Amendments. The 'Letter from Birmingham Jail' belongs in Standard 4.8 because it is King's most direct constitutional argument -- invoking natural law, the Declaration of Independence, and the constitutional tradition examined throughout this strand -- for why civil rights legislation was constitutionally necessary.

#41 Std General

Comment: *Should be renamed to 'Civil Rights and Liberties.' 4.1 fine.*

RESPONSE: The writing team notes that the strand title 'Development of the American Constitution' has caused confusion -- several commenters correctly observe that the strand is primarily about civil rights, civil liberties, and how constitutional protections have been interpreted and extended over time. The writing team will consider whether a revised title such as 'Constitutional Rights, Liberties, and Their Development' better describes the strand's content while retaining the emphasis on constitutional change over time.

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#42 Std 4.2

Comment: 4.2 -- cut. These documents do not need to be read by general education students to have an understanding of government.

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

#43 Std 4.5

Comment: 4.5 can be cut. Seems to be better placed in a class for advanced students, not general education.

RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required because Utah Code 53#-4-205.2 specifies Lincoln and Douglass speeches as required primary sources.

#44 Std 4.6

Comment: 4.6 can be cut and should be in US History curriculum.

RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required

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because Utah Code 53E-4-205.2 specifies Lincoln and Douglass speeches as required primary sources.

#45 Std 4.9 | Delete | *Concepts or Ideas*

Comment: *4.9 seems to be an option for an assessment and should not be a standard.*

RESPONSE: Standard 4.9 is intentionally structured as an applied performance standard -- it asks students to synthesize the entire strand's content and demonstrate civic skills (petition and persuasion) and civic virtues (prudence, courage, humility, duty, moderation, and civic charity) through a study of Lincoln's 'Gettysburg Address,' 'Second Inaugural Address,' and Frederick Douglass's 'Oration in Memory of Abraham Lincoln.' These virtues are not social-emotional learning objectives -- they are the language Lincoln and Douglass themselves used to describe what constitutional fidelity requires in times of crisis. The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents.

#46 Std General

Comment: *Include increased emphasis on women's suffrage including writings of women; increased emphasis on the civil rights movement and Jim Crow laws as pertaining to the Bill of Rights. Also include more writings of US Natives and other minorities as pertaining to their fight for the rights included in the Bill of Rights.*

RESPONSE: The writing team acknowledges the concern that Strand 4's primary sources and civil rights content focuses predominantly on African American civil rights and women's suffrage, with limited representation of other groups' constitutional struggles. The required primary sources are mandated by HB 381 and cannot be changed. However, Standard 4.7's examination of 'the application of naturalization policies over time' and Standard 4.8's examination of the civil rights movement are broad enough to encompass the constitutional struggles of other groups.

#47 Std General

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Comment: *Not a lot of direction on the speeches -- are there certain Douglass speeches that should be covered? Also, this unit screams the use of Landmark Supreme Court Cases that have impacted Liberties and Rights over our history, even current cases.*

RESPONSE: The specific Douglass speeches required in this strand are named in the individual standards: 'What to the Slave Is the Fourth of July?' and 'The American Constitution and the Slave' (Standard 4.5), and 'Oration in Memory of Abraham Lincoln' (Standard 4.9). Instructional resource materials will clarify which speech is required for which standard and provide suggested excerpts. The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' Instructional resource materials will provide a recommended list of landmark Supreme Court cases organized by amendment and civil rights topic, giving teachers clear case options for each standard in Strand 4.

#48 Std 4.4

Comment: *I like the question 'How have amendments changed who is included in We The People?' Why in 4.4 is the 2nd Amendment called out specifically? Is this because people in Utah tend to support it?*

RESPONSE: The writing team will review whether the standard's language can be revised to more clearly convey that all Second through Ninth Amendment protections receive attention.

#49 Std General

Comment: *More specific as to which documents.*

RESPONSE: The primary source documents required in Strand 4 are listed in the strand's primary sources section and, where applicable, named in individual standards. Instructional resource materials will provide a clear mapping of which specific document (or excerpt thereof) is required for which standard, along with suggested passages and scaffolding for each.

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#50 Std 4.5

Comment: *Strand 4, Standard 4.5: Language should be added to discuss how religious thought influenced the abolitionist movement.*

RESPONSE: The role of religious thought and moral conviction in the abolitionist movement -- including the influence of evangelical Christianity, Quaker testimony, and religious natural law arguments on Douglass and other abolitionists -- is valuable context for Standard 4.5.

#51 Std 4.8

Comment: *Strand 4, Standard 4.8: Language should be added to emphasize how religious thought and rhetoric at the time influenced the push for Women's Suffrage and the 20th-century Civil Rights Movements.*

RESPONSE: The influence of religious thought on both the Women's Suffrage movement and the 20th-century Civil Rights Movement is historically significant and constitutionally relevant -- King's 'Letter from Birmingham Jail' itself draws extensively on religious and natural law arguments. The writing team will consider whether acknowledging the religious dimensions of these movements can be incorporated in Standard 4.8 or its guiding materials. This will also be noted for instructional resource development.

#52 Std General | Change | *Concepts or Ideas*

Comment: *This is supposed to be the beginning of a second half year class. Why can't it be taught before the other 3 strands? Once again another 10 documents. Students are going to fail this class in record numbers because it looks like a master's level course on reading primary source documents.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. The strand

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sequence follows a deliberate pedagogical progression -- students must understand the constitutional framework (Strands 1-3) before they can meaningfully analyze how constitutional rights and protections have been developed and extended (Strand 4). Placing Strand 4 before Strands 1-3 would ask students to evaluate constitutional amendments and civil rights arguments without the foundational knowledge of what the Constitution establishes and why. Instructional resource materials will include extensive scaffolding for Strand 4's primary sources.

#53 Std General

Comment: *Way too many standards. Is this a college class? Feels like it.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#54 Std General | Add | Concepts or Ideas

Comment: *Major Concern: The section covers civil rights movements, but there may be insufficient discussion of why constitutional promises repeatedly failed marginalized groups absent activism and conflict. This strand should more directly address the gap between constitutional ideals and historical practice.*

RESPONSE: This is a substantive and important concern. The gap between constitutional ideals and historical practice -- the fact that formal constitutional guarantees did not automatically produce equal treatment -- is one of the most important lessons of Strand 4. Standard 4.7 examines 'initial attempts to enforce' the Reconstruction Amendments, which implicitly addresses this gap, and Standard 4.8 examines why 'a civil rights movement was still needed' after the Reconstruction Amendments -- this guiding question directly addresses it.

#55 Std 4.2

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Comment: *Standard 4.2: An entire standard of the required class doesn't need to be devoted to these documents.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in instructional resource materials. Standard 4.2's examination of the debate over a written bill of rights is foundational to Strand 4 -- it explains why the Bill of Rights exists in the form it does and why each right required explicit constitutional protection. This context is essential for students to understand what they study in Standards 4.3 and 4.4.

#56 Std 4.5

Comment: *Standard 4.5: An entire standard of the required class doesn't need to be devoted to these documents.*

RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required because Utah Code 53E-4-205.2 specifies Lincoln and Douglass speeches as required primary sources. The course's focus is specifically on American constitutional government and citizenship -- not a general social studies survey.

#57 Std 4.6

Comment: *Standard 4.6: These concepts are not prerequisites for citizenship participation. Standard 4.9 also flagged.*

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RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required because Utah Code 53E-4-205.2 specifies Lincoln and Douglass speeches as required primary sources. This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. The course's focus is specifically on American constitutional government and citizenship -- not a general social studies survey. Standard 4.9 is intentionally structured as an applied performance standard -- it asks students to synthesize the entire strand's content and demonstrate civic skills (petition and persuasion) and civic virtues (prudence, courage, humility, duty, moderation, and civic charity) through a study of Lincoln's 'Gettysburg Address,' 'Second Inaugural Address,' and Frederick Douglass's 'Oration in Memory of Abraham Lincoln.' These virtues are not social-emotional learning objectives -- they are the language Lincoln and Douglass themselves used to describe what constitutional fidelity requires in times of crisis. The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Instructional resource materials will clarify assessment expectations.

#58 Std General

Comment: *Overall, the standards are NOT WRITTEN AT A 12th-grade level -- these are university-level classes. The skills should encourage students to interact as active citizens in their community as much as possible. This should be an ACTIVE strand.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be

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studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#59 Std 4.1

Comment: *Here is an example of what it could look like: Standard 1: The Constitutional 'Edit' Mode. You'll analyze the Article V amendment process and the high-stakes debate between Federalist No. 84 and Brutus 2 over whether we even needed a Bill of Rights.*

RESPONSE: The student-friendly framing suggested here -- 'The Constitutional Edit Mode' -- is an excellent model for how instructional resource materials can translate the standards into engaging, accessible language for students. While the standards themselves use more formal language appropriate to a board document, instructional resource materials will include student-facing descriptions and unit framings of this kind. We appreciate the detailed and creative engagement with the course design.

#60 Std 4.2

Comment: *Standard 2: The Civil Liberties Scorecard. You'll examine the 1st through 9th Amendments, covering everything from free speech and religious freedom to the rights of the accused and the right to bear arms. The Move: Take modern-day scenarios -- like social media censorship or privacy in the digital age -- and apply the Bill of Rights.*

RESPONSE: The 'Civil Liberties Scorecard' framing and the suggestion to apply the Bill of Rights to modern scenarios -- social media censorship, digital privacy -- are excellent models for instructional resource development.

#61 Std 4.3

Comment: *Standard 3: The Moral Trial (Lincoln vs. Douglass). You'll compare the arguments of Frederick Douglass, Abraham Lincoln, and Stephen Douglas regarding slavery, natural law, and the Ottawa Debate. The Move: Analyze their thought evolution -- how Douglass and Lincoln moved from seeing the Constitution as a flawed compromise to a 'glorious liberty document' that demanded equal rights for all.*

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RESPONSE: The 'thought evolution' framing for the Lincoln and Douglass arguments -- tracing how both men's constitutional views developed over time -- is an excellent pedagogical approach for Standards 4.5 and 4.6. This kind of intellectual biography approach makes the primary source analysis concrete and narrative for students. These suggestions will be noted for instructional resource development. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by Utah Code 53E-4-205.2.

#62 Std 4.4

Comment: *Standard 4: The 'Second Founding' Investigation. You'll study the 13th, 14th, and 15th Amendments to see how the Civil War changed the definition of 'We the People' and established national citizenship. The Move: Investigate how the 14th Amendment changed everything.*

RESPONSE: The 'Second Founding' framing -- which describes the Civil War Amendments as a fundamental reconstruction of American constitutional identity -- is a widely recognized and pedagogically powerful framework for Standard 4.7's content.

#63 Std 4.5

Comment: *Standard 5: The Protest and Virtue Playbook. You'll analyze the Suffrage and Civil Rights Movements through the Declaration of Sentiments, Letter from Birmingham Jail, and the history of Utah's own voting rights pioneers. The Move: Analyze the 'receipts' left by history's most effective activists, identifying the specific civic virtues needed to fix a broken system without breaking the country.*

RESPONSE: The 'Protest and Virtue Playbook' framing is an engaging and accurate description of Standard 4.8's and 4.9's intent -- connecting the civic virtues examined throughout the course to the specific qualities that made historical activists constitutionally effective. The emphasis on Utah's own voting rights pioneers in particular helps connect the national constitutional narrative to students' own state and community. These suggestions will be noted for instructional resource development.

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#64 Std General

Comment: *Should be named something different. 'Development' sounds like it's how the constitution was created. A better word would be 'evolution.' Also, is this strand about civil rights, or is it about how the constitution changed interpretations over time?*

RESPONSE: The writing team will consider whether a revised title such as 'Constitutional Rights, Liberties, and Their Development' better describes the strand's content while retaining the emphasis on constitutional change over time.

#65 Std General

Comment: *The draft for Standards 4.1 through 4.9 provides a strong historical narrative of how rights have evolved, but the language should be updated to move beyond a 'story of progress' that often hides the complexity of social change. The standards should emphasize that constitutional change is driven as much by grassroots protest and social movements as it is by legislative votes.*

RESPONSE: This is a substantive and valuable concern. The writing team acknowledges that framing constitutional development as a progressive 'story of progress' can obscure the role of grassroots activism, persistent resistance, and social conflict in producing constitutional change. Standard 4.8's examination of the Women's Suffrage and Civil Rights Movements already requires examining these movements -- but the writing team will review the strand's introduction and Standards 4.7 and 4.8 to ensure that the role of civic activism and social struggle in producing constitutional change is explicitly recognized alongside formal legislative and judicial processes.

#66 Std 4.9

Comment: *The 'Civic Virtues' in Standard 4.9 should be broadened to include a more diverse range of actions. While 'moderation' and 'humility' are valuable, the standards should also recognize that courageous dissent and persistent protest are fundamental American virtues.*

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RESPONSE: The writing team notes that 'courage' is already one of the named civic virtues in Standard 4.9 -- and in the context of Lincoln's 'Second Inaugural Address' and Douglass's

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'Oration in Memory of Abraham Lincoln,' this courage specifically includes the courage of principled dissent and persistent advocacy for constitutional equality.

#67 Std General

Comment: *I find it appalling that an entire strand on civil liberties and civil rights only includes discussions and issues relating to two groups: women and African Americans. There are many other racial and ethnic minority groups that have made gains in civil rights, in addition to gains for LGBTQ+ individuals and those with disabilities.*

RESPONSE: The writing team acknowledges the concern that Strand 4's primary sources and civil rights content focuses predominantly on African American civil rights and women's suffrage, with limited representation of other groups' constitutional struggles. The required primary sources are mandated by Utah Code 53E-4-205.2 and cannot be changed. However, Standard 4.7's examination of 'the application of naturalization policies over time' and Standard 4.8's examination of the civil rights movement are broad enough to encompass the constitutional struggles of other groups.

#68 Std General

Comment: *I currently teach a very in-depth unit on Civil Rights and Civil Liberties. We cover all of the Bill of Rights and the Civil War Amendments and between 15 and 20 Supreme Court decisions. The reading list included in this Strand is fantastic -- for college students. I loved all of those readings -- when I read them for my Master's Degree.*

RESPONSE: Thank you for this affirming and candid feedback from an experienced teacher. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#69 Std General

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Comment: *It jumps around history too much and skips over big sections of time. Also, this is the only standard that mentions women's rights and their contribution to the government.*

RESPONSE: Strand 4 is not designed as a comprehensive chronological survey of American history -- it examines specific moments when constitutional principles were most directly tested and developed. Women's constitutional contributions appear in Standard 4.8 (Women's Suffrage Movement, 19th Amendment, Utah women's suffrage) and in the Seneca Falls Declaration of Sentiments, which is a required primary source throughout the strand.

#70 Std General

Comment: *This standard skips over large chunks of time and important parts of government. This is the only standard that mentions women's rights and their contribution to the government.*

RESPONSE: Strand 4 examines specific constitutional moments rather than providing a comprehensive chronological survey. Women's contributions to constitutional development are addressed in Standard 4.8 (Women's Suffrage, 19th Amendment, Utah women's suffrage) and in the Seneca Falls Declaration of Sentiments, which is a required primary source listed at the strand level. The guiding questions also explicitly reference 'how the arguments made by Lincoln, Douglass, Stanton, King, and others draw upon the natural rights tradition,' naming Elizabeth Cady Stanton alongside the other figures.

#71 Std General

Comment: *Introduction: Someone spelled Constitution incorrectly.*

RESPONSE: Thank you for this catch. 'Constitution' is misspelled in the Strand 4 introduction. This typographical error will be corrected in the standards document.

#72 Std General

Comment: *'Those rights and liberties have been...' Many of these rights are shaped by actions of the Supreme Court; here, too, they are not listed.*

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RESPONSE: The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' The writing team acknowledges the concern that specific landmark cases are not named in Strand 4. Instructional resource materials will provide a recommended list of landmark Supreme Court cases organized by amendment and civil rights topic, giving teachers clear case options for each standard in Strand 4.

#73 Std General

Comment: *List all of the Federalist and Anti-Federalist papers to be used.*

RESPONSE: The required Federalist and Anti-Federalist papers for Strand 4 are listed in the primary sources section: Federalist No. 84 and Brutus 2.

#74 Std General

Comment: *Speeches of... Which speeches of Lincoln? Douglass? Where is Purvis or Garrison? While Douglass is 'popular,' there are others who might serve this section better.*

RESPONSE: The specific Lincoln and Douglass speeches required in Strand 4 are named in individual standards: Standard 4.5 requires Douglass's 'What to the Slave Is the Fourth of July?' and 'The American Constitution and the Slave'; Standard 4.6 requires Lincoln's arguments in the 'Ottawa Debate'; and Standard 4.9 requires Lincoln's 'Gettysburg Address' and 'Second Inaugural Address' and Douglass's 'Oration in Memory of Abraham Lincoln.' These are mandated by Utah Code 53E-4-205.2. Robert Purvis and William Lloyd Garrison are important abolitionist voices who may be noted in instructional resource materials. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials.

#75 Std General

Comment: *Guiding questions: Several of these need to include information from Supreme Court cases.*

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RESPONSE: The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' Instructional resource materials will provide a recommended list of landmark Supreme Court cases organized by amendment and civil rights topic, giving teachers clear case options for each standard in Strand 4.

#76 Std 4.4

Comment: *Standard 4.4 -- Will time be set for the 3rd Amendment?*

RESPONSE: Standard 4.4 requires students to examine the text, principles, and interpretation of the Second through Ninth Amendments -- this explicitly includes the Third Amendment (prohibition of quartering soldiers). This amendment will most likely not require lengthy discussion.

#77 Std 4.9

Comment: *Standard 4.9 -- Find another voice other than Frederick Douglass.*

RESPONSE: The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing. Additional suggested readings may be developed in instructional resource materials. Frederick Douglass's 'Oration in Memory of Abraham Lincoln' is specifically required for Standard 4.9 by Utah Code 53E-4-205.2. However, the writing team notes that teachers may incorporate additional voices alongside Douglass.

| Change | *Concepts or Ideas*

Comment: *I believe the bulk of this strand works better in a US History II class. It was my understanding that adding in an extra semester of Civics instruction would provide more class time for students to engage in Civic activity rather than linger in theory. Strand 5 is large enough that it would provide the needed guidance for the 2nd Semester Course.*

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RESPONSE: The primary sources in Strand 4 -- Lincoln's speeches, the Lincoln-Douglas debates, Frederick Douglass's addresses, and the Seneca Falls Declaration -- are studied in this course because they represent constitutional arguments, not primarily as historical narratives. Standard 4.5 examines how abolitionists argued about the meaning of the Constitution; Standard 4.6 examines a constitutional debate about natural rights and popular sovereignty; Standard 4.9 examines how Lincoln and Douglass described what constitutional fidelity and civic friendship require. These are government and constitutional analysis standards, not history standards, even though they engage with historical primary sources. The specific primary source documents required in this strand are mandated by Utah Code 53E-4-205.2 and are therefore non-negotiable. These sources are intended to be studied as excerpts appropriate to the course level. Teachers retain significant discretion in selecting specific passages, scaffolding materials, and pacing.

#79 Std General

Comment: *In the primary sources section the Anti-Federalist papers are for the first time referred to as 'AF'. For consistency they should be referred to as 'Anti-Federalist' throughout. In various parts of Strand 4 specific primary sources are referenced outside of the general list. Should these be listed just in the Primary Source section as in the other Strands?*

RESPONSE: Thank you for this specific and careful observation. The abbreviation 'AF' will be replaced with 'Anti-Federalist' throughout Strand 4 for consistency with the rest of the document.

#80 Std 4.9

Comment: *4.9 could be a spot to more explicitly have students look to current events of disagreement similar to what 1.2 and 1.3 might be attempting.*

RESPONSE: Standard 4.9's examination of the civic skills and virtues required for constitutional fidelity in times of political change and social division lends itself directly to contemporary application -- asking students to identify current examples of these virtues in practice, or their absence.

#81 Std General

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Comment: *I guess I am wondering why this isn't just labeled as 'Civil Rights and Liberties' versus 'Development of the American Constitution' because that is the focus.*

RESPONSE: The writing team notes that the strand title 'Development of the American Constitution' has caused confusion -- several commenters correctly observe that the strand is primarily about civil rights, civil liberties, and how constitutional protections have been interpreted and extended over time. The writing team will consider whether a revised title such as 'Constitutional Rights, Liberties, and Their Development' better describes the strand's content while retaining the emphasis on constitutional change over time.

#82 Std General

Comment: *I feel like this is VERY repetitive. Strand 2-4 could easily be combined into 1-2 rather than three. I haven't seen anything about foreign policy and fiscal policy.*

RESPONSE: Strands 2, 3, and 4 address related but distinct constitutional content: Strand 2 examines the constitutional founding, Strand 3 examines constitutional structure, and Strand 4 examines the development of constitutional rights and liberties over time. These are complementary, not redundant. Foreign policy and fiscal policy are outside the scope of this course as mandated by HB 381, which focuses specifically on constitutional government and citizenship. Teachers may address these topics at their discretion through curricular decisions at the local level.

#83 Std General

Comment: *The titles of Strand 4 does not match its content and is especially awkward after Strand 3 has already covered Articles I, II, and III. It seems that the focus of Strand 4 is on the Constitution in practice rather than its development. Perhaps a nod to the nation's interpretation over time.*

RESPONSE: The writing team will consider whether a revised title such as 'Constitutional Rights, Liberties, and Their Development' better describes the strand's content while retaining the emphasis on constitutional change over time.

#84 Std General

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Comment: *It is good to see the primary sources listed in this section, but many principal sources of founding philosophy are missing. For instance, the works of Locke and Hobbes provided critical context to discussions about the overarching purpose of government.*

RESPONSE: Enlightenment philosophical sources -- including Locke's influence on natural rights theory -- are addressed in Strand 1, Standard 1.3. Strand 4 builds on that foundation by examining how natural rights arguments were applied in specific constitutional debates (Standards 4.5-4.6) and how the Constitution's protections have been interpreted and extended over time (Standards 4.3-4.4, 4.7-4.8). Supplemental philosophical sources may be noted in instructional resource materials for teachers who wish to reinforce connections to Strand 1 content.

#85 Std General

Comment: *Highlight and underscore the crucial importance of Native American contributions.*

RESPONSE: The writing team acknowledges the concern that Strand 4's primary sources and civil rights content focuses predominantly on African American civil rights and women's suffrage, with limited representation of other groups' constitutional struggles. The required primary sources are mandated by Utah Code 53E-4-205.2 and cannot be changed. However, Standard 4.7's examination of 'the application of naturalization policies over time' and Standard 4.8's examination of the civil rights movement are broad enough to encompass the constitutional struggles of other groups.

#86 Std General | Change | Wording

Comment: *This strand uses an overabundance of the verb 'examine.' What is the purpose of this examination? It would be more beneficial to use academic vocabulary such as: analyze, evaluate, interpret, assess, synthesize, formulate, identify, distinguish, infer, critique, justify.*

RESPONSE: The writing team acknowledges that 'examine' appears frequently throughout these standards and agrees that greater specificity in action verbs can strengthen the clarity of expected student performance. We will review Strand 4 standards for opportunities to

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replace 'examine' with more precise verbs -- such as 'analyze,' 'evaluate,' 'compare,' or 'construct a claim' -- where doing so increases clarity.

#87 Std 4.8

Comment: *4.8 is an extremely dense standard and needs to be separated into the Women's Suffrage Movement and then an additional standard on the Civil Rights Movement.*

RESPONSE: Standard 4.8 covers significant constitutional ground -- the Women's Suffrage movement, the 20th-century Civil Rights Movement, voting rights amendments, and Utah's role in women's suffrage. The writing team acknowledges that this is the densest single standard in the strand. However, together they create an important thematic connection.

#88 Std 4.9

Comment: *4.9 is another example of a task rather than a standard and the general idea of it could be captured by including a standard in the skill strand that discusses examining historical documents for civic virtues.*

RESPONSE: Standard 4.9 is intentionally structured as an applied performance standard -- it asks students to synthesize the entire strand's content and demonstrate civic skills (petition and persuasion) and civic virtues (prudence, courage, humility, duty, moderation, and civic charity) through a study of Lincoln's 'Gettysburg Address,' 'Second Inaugural Address,' and Frederick Douglass's 'Oration in Memory of Abraham Lincoln.' These virtues are not social-emotional learning objectives -- they are the language Lincoln and Douglass themselves used to describe what constitutional fidelity requires in times of crisis. The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually.

#89 Std General

Comment: *There seems to be no place in the current standards for discussion of the Native American influence on the development of our constitution.*

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RESPONSE: The writing team acknowledges the concern that Strand 4's primary sources and civil rights content focuses predominantly on African American civil rights and women's suffrage, with limited representation of other groups' constitutional struggles. The required primary sources are mandated by Utah Code 53E-4-205.2 and cannot be changed. However, Standard 4.7's examination of 'the application of naturalization policies over time' and Standard 4.8's examination of the civil rights movement are broad enough to encompass the constitutional struggles of other groups.

#90 Std General

Comment: *Again, these standards are redundant. Students are going to disengage, they already know.*

RESPONSE: This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. The course's focus is specifically on American constitutional government and citizenship -- not a general social studies survey. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#91 Std General

Comment: *All of those required documents are used in U.S. History the year prior. This is more of a review again of what has already been taught.*

RESPONSE: This course is not a repetition of prior coursework. It is a new, full-year course replacing the current Government course as mandated by Utah Code 53E-4-205.2. While some foundational content may overlap with prior courses, the depth of constitutional analysis, primary source engagement, and civic skills application represents a substantial expansion. The course's focus is specifically on American constitutional government and citizenship -- not a general social studies survey. Strand 4 engages the Lincoln speeches, Douglass addresses, and Seneca Falls Declaration as constitutional analysis -- examining their natural rights arguments, their constitutional claims, and their role in shaping amendments and civil rights legislation.

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#92 Std General

Comment: *How are liberties 'codified' in the declaration? Why are we going backwards to the Declaration? This feels asynchronous, as does continued use of Federalist papers and Brutus.*

RESPONSE: The Strand 4 introduction states that 'civil rights and liberties are codified in the Declaration of Independence and the U.S. Constitution' -- this refers to the Declaration's articulation of natural rights (life, liberty, and the pursuit of happiness) as foundational to the constitutional framework, not to the Declaration as a legal document with enforceable provisions. The Declaration's natural rights language is the philosophical foundation that the Founders drew upon when drafting the Constitution and Bill of Rights. Strand 4's return to these principles is intentional -- students examine how civil rights advocates, from abolitionists to civil rights leaders, appealed to these founding principles to argue for constitutional change.

#93 Std 4.2

Comment: *Standard 4.2 is interesting, but feels like a university discussion rather than a high school content standard.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. Required primary source readings are intended to be studied as excerpts, not complete texts. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Standard 4.2's examination of the debate over a written bill of rights is foundational to students' understanding of their own rights. The writing team acknowledges that the depth of analysis expected by Standard 4.2 may need scaffolding for many students.

#94 Std 4.5, 4.6

Comment: *4.5 and 4.6 are unnecessary, and again feel too detailed for this course.*

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RESPONSE: Standards 4.5 and 4.6 are included in this course because they address constitutional arguments -- not primarily historical events. Standard 4.5 examines how abolitionists' changing views of the Declaration and Constitution represent the most powerful natural rights argument against slavery, directly connecting Strand 1's natural rights tradition to the question of who is included in 'We the People.' Standard 4.6 examines Lincoln's natural law and natural rights response to popular sovereignty -- an argument about constitutional principles, not merely historical debate. Both standards are required because Utah Code 53E-4-205.2 specifies Lincoln and Douglass speeches as required primary sources.

#95 Std 4.8

Comment: *4.8 is HUGE and covers far too much. How can it be rewritten to communicate the same sentiment about constitutional change, without jumping between women's rights and suffrage, the civil rights movement, 'Letter from a Birmingham Jail,' AND the Utah state constitution? (I think the state constitution would work much better in a unit that is specifically focused on Federalism OR the role of state governments.)*

RESPONSE: Standard 4.8 covers significant constitutional ground -- the Women's Suffrage movement, the 20th-century Civil Rights Movement, voting rights amendments, and Utah's role in women's suffrage. The writing team acknowledges that this is the densest single standard in the strand. However pairing them together creates an important thematic connection between these two movements and their shared constitutional foundation in the Reconstruction Amendments.

#96 Std 4.9

Comment: *In Standard 4.9 I am wondering how am I, a high school teacher with two degrees in international politics, supposed to teach 'prudence,' 'humility,' and 'moderation.' This sounds like a class on social emotional learning.*

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RESPONSE: The civic virtues listed in this course are drawn directly from the Founders' own language in the required primary sources. These virtues are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these terms in required primary source documents. Instructional resource materials will clarify assessment expectations. In Standard 4.9 specifically, these virtues are the analytical vocabulary Lincoln and Douglass themselves use in the required primary sources. Students are not asked to demonstrate personal humility or moderation -- they are asked to identify where Lincoln and Douglass use these concepts in their texts and explain what role these virtues played in navigating constitutional crisis. The standard is met through primary source analysis, not character assessment.

#97 Std 4.9

Comment: *I want clarity on what is meant by 'constitutional fidelity.' Please include if it is meant to mean strict adherence to original intent or rather commitment to evolving constitutional principles.*

RESPONSE: 'Constitutional fidelity' as used in Standard 4.9 refers to commitment to upholding, working within, and acting in accordance with the constitutional framework -- even when one believes the Constitution is imperfect or when the political stakes are high. This concept is studied specifically through Lincoln's 'Second Inaugural Address' and Douglass's 'Oration in Memory of Abraham Lincoln,' where both figures grapple with what loyalty to constitutional principles requires in the aftermath of the Civil War. The debate between originalism and living constitutionalism -- strict original intent versus evolving constitutional principles -- is itself an important topic that teachers may address within Standard 4.7 and Standard 3.6. Instructional resource materials will define 'constitutional fidelity' and distinguish it from interpretive approaches to constitutional meaning.

#98 Std 4.3, 4.4, 4.7

Comment: *It seems like the Supreme Court's interpretation of the amendments is vital in understanding how they apply today but I don't see any mention of the Supreme Court in this strand. I suggest integrating relevant Supreme Court decisions in Standards 4.3, 4.4, and 4.7 or having a standalone strand highlighting the role of the Supreme Court.*

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RESPONSE: The role of Supreme Court interpretation in developing and enforcing constitutional rights is addressed throughout Strand 4 -- Standard 4.3 requires students to examine 'the text, principles, and interpretation of the First Amendment,' and Standard 4.7 addresses 'incorporation of the Bill of Rights through the 14th Amendment.' The writing team acknowledges the concern that specific landmark cases are not named in Strand 4 as they are in Strand 3. Instructional resource materials will provide a recommended list of landmark Supreme Court cases organized by amendment and civil rights topic, giving teachers clear case options for each standard in Strand 4. The writing team will also consider whether a note should be added to the Strand 4 primary sources section indicating that teachers should incorporate relevant Supreme Court decisions throughout this strand.

#99 Std General

Comment: *Overall I really like this strand. If you can cut it down, though, you will have a lot more time in semester 2 for 21st-century skills like online civic reasoning, civil dialogue, engaging with elected officials, and students could actually do a civic action project.*

RESPONSE: Thank you for this affirming feedback and for the constructive suggestion. The writing team has carefully considered concerns about the volume of standards and level of rigor. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#100 Std 4.2, 4.3

Comment: *4.2 and 4.3 both discuss 'interpretation' of the First Amendment and amendments 2-9. A plethora of interpretations exist for these amendments, particularly 1 and 2. Which interpretations will be discussed, and how will these topics be handled to maintain a distinction between particular interpretations and more concrete rulings?*

RESPONSE: The standards ask students to examine the 'text, principles, and interpretation' of these amendments, which is an analytical task: students examine what the text says, what principles it reflects, and how it has been interpreted, rather than being directed to adopt any particular interpretation.

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Strand 5: Practicing Constitutional Citizenship

#1 Std General

Comment: *All questions should ask students to cite original writings, examples, or individuals, not measure or determine their own opinion. This course should not measure the opinions of teens, it should teach teens according to original sources.*

RESPONSE: The civic virtues referenced in this strand are drawn from the constitutional and founding documents studied throughout the course. They are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these concepts in primary source documents and applying them to civic contexts. Standard 5.8 in particular asks students to draw on the Declaration of Independence, the U.S. Constitution, and the principles studied throughout the course -- grounding their reflection in the primary sources of the course rather than in unconstrained personal opinion.

#2 Std General

Comment: *This is definitely the strand that will be short-changed in the year. It is good in principle but it is disconnected from the meat of Strands 3 and 4 and it will be post spring break. Also, really strange that there isn't a greater emphasis on the multicultural nature of our nation.*

RESPONSE: Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants. The writing team acknowledges that eleven standards is a substantial scope for a single strand. Instructional resource materials will include pacing guidance and will identify which standards can be addressed through integrated, project-based instruction rather than sequential standalone lessons. Standards 5.11 in particular is designed as a capstone civic project that can synthesize multiple preceding standards. The multicultural dimensions of civic participation are addressed in Standards 5.3 (tribal government), 5.7 (inclusive participation), 5.8 (diverse understandings of American identity), and 5.9 (community organizations).

#3 Std General

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Comment: *This strand is probably the most important when it comes to trying to help students become more civically minded and engaged. However, because of how many standards there currently are, these will be the ones that end up not being taught or skimmed over. Teachers will start with Strand 1 and move through chronologically in most cases. So the last month of the year when seniors are least engaged and often absent for activities, they will be gettin...*

RESPONSE: Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants. The writing team acknowledges that eleven standards is a substantial scope for a single strand and are working to streamline without losing important content. Standards 5.11 in particular is designed as a capstone civic project that can synthesize multiple preceding standards. Instructional resource materials will encourage teachers to introduce Strand 5 themes and projects earlier in the year, embedding civic participation activities throughout all strands rather than treating them as a capstone-only topic.

#4 Std General

Comment: *In my opinion, this strand represents the real purpose and goal of the course. This core as a whole reads a lot more like a college syllabus than a core set of standards. I would recommend reviewing the standards as a committee and eliminating those that are not truly core standards.*

RESPONSE: Thank you for this affirming feedback -- the writing team agrees that Strand 5 represents one of the course's most important outcomes. The writing team has carefully considered concerns about the volume of standards and level of rigor. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants.

#5 Std General

Comment: *You basically have nothing about how government and businesses/billionaires interact with regard to taxation. How the economy is regulated by the government. Or about foreign policy decisions like war. Or propaganda and the government, or the budget of the government.*

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RESPONSE: Government budgeting, taxation, and debt are explicitly addressed in Standard 5.4. The role of economic stakeholders and private interests in shaping policy is within the scope of Standard 5.3's examination of how citizens engage with government at multiple levels, and Standard 5.11's civic action project may address local economic policy issues. Foreign policy and international relations are outside the scope of this course as mandated by HB 381, which focuses specifically on constitutional government and citizenship. Teachers may address these topics at their discretion.

#6 Std 5.2, 5.1 | Add | *Concepts or Ideas*

Comment: *Utah's direct-democracy tools (initiative, referendum, and recall). Standard 5.1 requires analysis of the Utah Constitution's structure, and 5.2 covers how a bill becomes law at state/local levels. However, there is no explicit requirement to examine Utah's initiative and referendum process or recall provisions. These are among the most powerful ways ordinary citizens practice constitutional citizenship in Utah.*

RESPONSE: This is a substantive and well-grounded suggestion. Utah's initiative and referendum process -- allowing citizens to propose and vote on legislation directly -- is one of the most significant forms of direct civic participation available to Utahns and is directly relevant to Standard 5.1's examination of the Utah Constitution's structure and Standard 5.7's examination of how citizens participate in elections and campaigns. This will be noted for instructional resource development as essential Utah-specific civic content.

#7 Std 5.6, 5.7

Comment: *Jury service and other core civic obligations. Standard 5.6 covers oaths and 5.7 covers voting, but there is no mention of jury duty. Most civics standards pair voting with jury service as the two universal adult responsibilities of citizenship.*

RESPONSE: This is a well-grounded and commonly made observation. Jury service -- guaranteed by the Sixth and Seventh Amendments to the U.S. Constitution and by Article I, Section 10 of the Utah Constitution -- is one of the most direct forms of civic participation available to citizens and is routinely paired with voting as a core civic obligation. This will also be noted for instructional resource development.

#8 Std 5.7, 5.9

Comment: *Role of interest groups, PACs, and lobbying in the political process. Standards 5.7 and 5.9 touch related ideas, but there is no requirement to examine how organized interest*

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groups, political action committees (PACs), and lobbying actually influence legislation, elections, and public policy at the state and local levels.

RESPONSE: Political parties, interest groups, the media, and other linkage institutions are addressed throughout Strand 5. Political parties and the candidate nomination process are in Standard 5.7. Media is addressed in Standard 5.10. Civic and community organizations are addressed in Standard 5.9.

#9 Std 5.7

Comment: *Campaign finance rules and their impact on elections. Standard 5.7 requires analysis of candidate nomination, campaigns, and voting, but nothing addresses how campaigns are funded, disclosure requirements, contribution limits, or the effects of money in politics.*

RESPONSE: Campaign finance -- including contribution limits, disclosure requirements, and the role of money in elections -- is an important dimension of understanding how campaigns and elections actually function. Standard 5.7's examination of campaigns and the candidate nomination process provides the appropriate framework for addressing campaign finance.

#10 Std 5.2 | Delete | Concepts or Ideas

Comment: *Standard 5.2: Students will analyze how a bill becomes a law, how that law is enforced, and how it is applied and interpreted, at the state and local levels. This is already covered in several classes prior to this class.*

RESPONSE: Standard 5.2 and Standard 3.9 both examine how a bill becomes a law, how it is enforced, and how it is interpreted -- but they are distinct in scope. Standard 3.9 addresses these processes at the federal level; Standard 5.2 addresses them at the state and local levels. Understanding how the same civic process functions differently at different levels of government is itself an important learning objective for this course and for Standard 5.1's examination of federalism. The standards are not redundant -- they are parallel applications of the same framework at different governmental levels.

#11 Std 5.4

Comment: *How do you specifically want teachers to teach Standard 5.4: Students will analyze how budgeting, taxation, and debt relate to government? What is the scale?*

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RESPONSE: Standard 5.4's examination of budgeting, taxation, and debt is intentionally flexible in scope -- it encompasses federal, state, and local government finance, with teachers having discretion in selecting which level(s) to examine in depth. The standard's analytical goal is for students to understand how government finances connect to public services and civic priorities.

#12 Std 5.5, General

Comment: *Are students using required texts for these standards? Many of them do not have an attached reading. For example, Standard 5.5 about qualifications and roles of local elected officers.*

RESPONSE: The Utah State Constitution and the U.S. Constitution are the required primary source documents for all of Strand 5 -- they are listed in the strand's primary sources section and apply to all standards in the strand. For standards like Standard 5.5 that address specific local elected offices, the relevant primary sources are the constitutional provisions governing those offices (particularly the Utah Constitution, Article IV, and relevant local government statutes). Instructional resource materials will be important for this strand.

#13 Std General

Comment: *Again, 11 standards seems EXCESSIVE.*

RESPONSE: The expanded scope reflects the expanded time. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Standards 5.11 in particular is designed as a capstone civic project that can synthesize multiple preceding standards.

#14 Std General

Comment: *This strand might be the most egregious in terms of what needs to be taught in a school year. Each standard here will require multiple class periods, and with a combined 47 standards throughout the class, this has 12 more standards than the next social studies class, and 28 more than the current half-year course. It is NOT POSSIBLE to teach all of these standards in a single year.*

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RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants.

#15 Std 5.1

Comment: *Standard 5.1 -- this should not be the first time federalism is mentioned or taught. It may be helpful to integrate federalism into the Constitutional Convention-related standards in Strand 2 so that we can revisit it in Strand 5.*

RESPONSE: Federalism is not introduced for the first time in Standard 5.1 -- it is foundational content in Standard 2.6 (principles and practice of federalism, examined through Federalist Nos. 39 and 45 and the Tenth Amendment) and is referenced throughout Strand 3's examination of constitutional structure. Standard 5.1 returns to federalism in the context of the Utah Constitution and applied citizenship -- asking students to analyze how divided authority functions in practice at the state and local levels.

#16 Std 5.7

Comment: *Standard 5.7 -- Should the Electoral College also be included in this, or are we covering it in Strand 3 when we cover Article II?*

RESPONSE: The Electoral College is examined in Standard 3.4's study of Article II and the presidential selection system. Standard 5.7 focuses on civic participation at the state and local levels -- political parties, caucuses, conventions, candidate nomination, voter registration, and elections. The two standards are complementary: Standard 3.4 addresses the constitutional design of presidential elections, while Standard 5.7 addresses how citizens actually participate in the electoral process in Utah.

#17 Std 5.9

Comment: *Standard 5.9 -- Instead of saying 'community groups, religious organizations, and other civic associations' you could instead use the sociology term 'third place' to allow for the flexibility of change in our society of what places of community could be and become for our students.*

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RESPONSE: The concept of 'third places' -- community spaces outside home and work where civic social bonds are formed -- is a useful contemporary framing for the types of associations Standard 5.9 addresses.

#18 Std General

Comment: *It seems too vague and big. Too much to cover.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants.

#19 Std General

Comment: *Linkage Institutions should have their own standard -- political parties, interest groups, voting, and the media. Linkage institutions are embedded throughout other standards but it can be confusing to students when they don't know the difference between Republicans and Democrats or where interest groups come into play. I would have a clear standard on linkage institutions, preferably earlier in the curriculum.*

RESPONSE: Political parties, interest groups, the media, and other linkage institutions are addressed throughout Strand 5. Political parties and the candidate nomination process are in Standard 5.7. Media is addressed in Standard 5.10. Civic and community organizations are addressed in Standard 5.9.

#20 Std General

Comment: *There should be a civic engagement requirement -- attend a legislative session (bus provided), attend a school district meeting, attend a city council meeting, etc.*

RESPONSE: Civic engagement experiences -- attending a legislative session, school board meeting, city council meeting, or community event -- are exactly the kinds of applied

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citizenship activities Standard 5.11 and Standard 5.3 are designed to support. Standards describe what students should know and be able to do; whether and how to arrange specific civic participation experiences are curricular decisions made at the local education agency level.

#21 Std General | Delete | *Concepts or Ideas*

Comment: *There are too many standards.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by HB 381. The expanded scope reflects the expanded time. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants.

#22 Std 5.9, 5.8

Comment: *Strand 5 is strong, but Standards 5.8 and 5.9 may come across as promoting a single view of citizenship. It would be helpful to more clearly include space for different perspectives and individual viewpoints.*

RESPONSE: Standard 5.8 asks students to reflect on and write about what it means to be an American by drawing on the Declaration of Independence, the U.S. Constitution, and the principles studied throughout the course. The standard's intent is to be a culminating synthesis, not a loyalty test. Standard 5.9's examination of families, community groups, religious organizations, and other civic associations is intended to be descriptive and analytical -- examining the role these institutions play in developing civic capacity -- not prescriptive.

#23 Std General

Comment: *The word 'virtues' should not be used in this context. It feels overreaching on what a government lesson should teach. Analyzing virtues is not measurable and makes no sense in this context. It's facts. Facts only.*

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RESPONSE: The civic virtues referenced in this strand are drawn from the constitutional and founding documents studied throughout the course. They are presented as historical and political concepts for analysis, not as personal moral requirements to be assessed individually. Students demonstrate understanding by identifying and analyzing these concepts in primary source documents and applying them to civic contexts.

#24 Std General

Comment: *Again, isn't 5.2 already addressed in others? Several of the standards here are identical to other areas of this course. It feels like Strand 5 is the old Government course just in a single strand. Did I also miss responsibilities of citizenship, such as serving on a jury?*

RESPONSE: Standard 5.2 and Standard 3.9 both examine how a bill becomes a law, how it is enforced, and how it is interpreted -- but they are distinct in scope. Standard 3.9 addresses these processes at the federal level; Standard 5.2 addresses them at the state and local levels. Understanding how the same civic process functions differently at different levels of government is itself an important learning objective for this course and for Standard 5.1's examination of federalism.

#25 Std General

Comment: *Political socialization should be added.*

RESPONSE: Political socialization -- the process by which individuals develop their political beliefs, values, and civic identity through family, peers, schools, media, and community -- is an important political science concept for this strand. Standard 5.9's examination of families, community groups, and civic associations directly engages the agents of political socialization, and Standard 5.10's examination of media literacy addresses how media shapes political attitudes.

#26 Std General | Change | Guiding Questions

Comment: *2nd guiding question -- change 'political process' to 'political participation.'*

RESPONSE: Thank you for this specific and well-grounded suggestion.

#27 Std 5.2

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Comment: 5.2 -- should be covered when we discuss branches, not here.

RESPONSE: Standard 5.2 and Standard 3.9 both examine how a bill becomes a law, how it is enforced, and how it is interpreted -- but they are distinct in scope. Standard 3.9 addresses these processes at the federal level; Standard 5.2 addresses them at the state and local levels.

#28 Std General

Comment: Importance of voting and seeing your will expressed through elected officials.

RESPONSE: Voting -- including how to register, how to become an informed voter, and how elected officials represent citizens' interests -- is the central focus of Standard 5.7. The connection between voting and civic expression is also addressed in the strand's guiding questions, which explicitly ask 'What does it mean to be an active and informed voter?'

#29 Std General

Comment: Strand 5 includes many meaningful and important goals, particularly in its focus on civic participation, media literacy, and helping students connect what they are learning to their lives outside the classroom. However, the main concern is not the value of the content, but the amount of it and how it is structured.

RESPONSE: Thank you for this affirming and balanced feedback. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#30 Std 5.7

Comment: Standard 5.7 (or as a standard on its own) should include instruction on Utah's Caucus/Convention system. With the passage of HB312 School Curriculum and Standards Modification (line 458) that adds the study of 'the caucus and convention system,' these standards would be the perfect place to add it.

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RESPONSE: Utah's caucus and convention system is explicitly required content in Standard 5.7, which requires students to analyze 'the candidate nomination and selection processes in caucuses and conventions.' This is already in the standard.

#31 Std General

Comment: *This standard is good. It is what I thought the class was going to be. Standard 5 could take a whole 12 weeks to teach as you move into Standards 5.8, 5.9, and 5.10. 5.11 seems like an assessment option but with how much is being taught in the class it might not get covered.*

RESPONSE: Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants. The writing team acknowledges that eleven standards is a substantial scope for a single strand. Standard 5.11 is intentionally designed as a capstone civic project -- not a traditional content standard that requires standalone instructional time. It is most effectively implemented as an ongoing thread throughout Strand 5, with students identifying their local problem early and developing their proposal over multiple weeks as they study the relevant standards. Instructional resource materials will provide guidance on how to implement Standard 5.11 as a semester-long project rather than a final-week exercise.

#32 Std General

Comment: *A lot of the standards in this strand are the state/local version of things we've already discussed at the federal level. I would lean toward teaching those concepts close together so we can compare and contrast those systems, but the introduction clearly separates them into separate semesters.*

RESPONSE: The parallel structure -- federal-level constitutional framework in Strands 1-3 (first semester) and state/local application in Strand 5 (second semester) -- is intentional. Students first understand the federal constitutional design before examining how it is mirrored, extended, and differentiated at the state and local levels. This sequence reflects the logic of federalism itself: the federal framework establishes the floor of constitutional rights and structures; state and local governments operate within that framework while having their own distinct constitutional identities.

#33 Std 5.7

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Comment: *Standard 5.7 should include instruction on issues facing participation like gerrymandering and voter suppression. As well as the impact of social media on civic participation.*

RESPONSE: Gerrymandering, voter suppression, and the impact of social media on civic participation are important contemporary dimensions of the civic participation examined in Standard 5.7. The standard's focus on 'becoming informed voters' and the democratic process implicitly encompasses these challenges. These topics will be highlighted in instructional resource materials as important applied content for Standard 5.7.

#34 Std General

Comment: *Really good with federalism and a dedicated place to discuss local, state, and federal government. I feel like Linkage Institutions are missing -- political parties, media, and interest groups. Money in elections and campaign finance are referenced but wondering if it would make sense to have a 6th strand to really focus on a few of these things.*

RESPONSE: Political parties, interest groups, the media, and other linkage institutions are addressed throughout Strand 5. Political parties and the candidate nomination process are in Standard 5.7. Media is addressed in Standard 5.10. Civic and community organizations are addressed in Standard 5.9. The writing team notes the suggestion that linkage institutions -- political parties, interest groups, and media -- merit dedicated treatment. Whether this is best addressed by strengthening existing Strand 5 standards or by adding content is a question the writing team will consider for future revision cycles.

#35 Std General

Comment: *I feel like this is pushing a religious agenda, specifically mentioning 'faith groups.' Should we also include other groups of people, such as tribes?*

RESPONSE: The writing team has grounded the language of these standards in the historical record and the primary sources required by HB 381. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. Standard 5.9 examines the role of 'families, community groups, religious organizations, and other civic associations' -- religious organizations are named as one type of civic association among several, not as uniquely privileged. The

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standard's purpose is to examine how all these associations contribute to civic capacity and social capital. Standard 5.3 explicitly includes tribal governments as a form of self-government students must examine.

#36 Std 5.1

Comment: *Strand 5, Standard 5.1: Language should be added to analyze the role of religious history and the concept of religious liberty at both the national and Utah state levels.*

RESPONSE: Utah's unique religious history and the role of religious liberty in the state's constitutional development are important context for Standard 5.1's comparison of the Utah and U.S. Constitutions. The Utah Constitution's religious liberty provisions -- and their relationship to Utah's particular history -- provide a meaningful point of comparison with the First Amendment. This will be noted for instructional resource development.

#37 Std 5.10

Comment: *Standard 5.10 misses a key aspect of understanding media and its role in politics. Perhaps you could include another strand regarding the political influence of media on the public, and address the idea that news sources and social media are businesses selling a product and how that affects the information being fed to citizens.*

RESPONSE: Standard 5.10 addresses media literacy -- students analyze the role of media in educating citizens and influencing their views, and the responsibility of citizens to evaluate media sources for accuracy, bias, and logical fallacies. The writing team acknowledges that the current scope of Standard 5.10 may not fully address the contemporary media environment, including social media, algorithmic content curation, AI-generated information, and propaganda. Instructional resource materials will address these modern dimensions of media literacy in depth.

#38 Std General

Comment: *It may be nice to have something about serving on a jury and how to be a good juror.*

RESPONSE: Jury service is one of the most direct forms of civic participation available to adult citizens -- guaranteed by the Sixth and Seventh Amendments and by the Utah

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Constitution. Instructional resource materials will address how to be an informed and effective juror as part of the civic participation skills this standard develops.

#39 Std General

Comment: *More discussion on local government, the convention and caucus system in Utah, and how to participate in city councils, etc., could be beneficial.*

RESPONSE: Local government participation -- including understanding city councils, school boards, and local elected offices -- is addressed in Standard 5.5's examination of local elected officers and Standard 5.3's examination of self-government at the town, county, and municipal levels. Utah's caucus and convention system is specifically required in Standard 5.7.

#40 Std General

Comment: *More emphasis on political science principles.*

RESPONSE: Political science concepts -- including political socialization, social capital, linkage institutions, and electoral analysis -- are embedded throughout Strand 5. Standard 5.7 draws on electoral political science, Standard 5.9 engages social capital theory, and Standard 5.10 addresses media influence on political attitudes. Instructional resource materials will explicitly identify the political science frameworks underlying each standard, helping teachers with political science backgrounds connect the standards to the field's core concepts. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by HB 381.

#41 Std General

Comment: *Way too many standards. Is this a college class? Feels like it.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-502.5. The expanded

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scope reflects the expanded time. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate.

#42 Std General

Comment: *Again, this strand has a lot in it. Too much to cover effectively. Also, what materials are out there to support teachers in helping their students learn about local government?*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by HB 381. The expanded scope reflects the expanded time. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. The writing team acknowledges that teacher support materials for local government content are particularly important -- many teachers are more familiar with federal government than with Utah's specific governmental structures. Instructional resource materials will include resources on Utah local government, links to the Utah Legislature's website, the Utah League of Cities and Towns, and other state-specific civic resources to support teachers in teaching Standards 5.1 through 5.5.

#43 Std General

Comment: *Major Concern #1: The standards strongly emphasize constitutional loyalty/oaths/reflection. This could risk becoming civic nationalism rather than civic education. Standards should ensure students are encouraged to critically evaluate constitutional systems and institutions rather than merely affirm loyalty to them.*

RESPONSE: The writing team has grounded the language of these standards in the historical record and the primary sources required by Utah Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for critical thinking and evidence-based civic argument. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry. Standard 5.6's examination of constitutional oaths is an analytical exercise -- students examine what these oaths commit public officials and citizens to, what civic virtues they require, and what it means to uphold them. The standard is not designed to require personal loyalty affirmation but to develop students' understanding of constitutional obligation as a civic concept.

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#44 Std 5.8

Comment: *Major Concern #2: Standard 5.8 asks students to reflect on 'what it means to be an American.' This standard should clarify that students may critically explore diverse understandings of American identity rather than be guided toward any singular prescribed conception.*

RESPONSE: Standard 5.8 asks students to reflect on and write about what it means to be an American by drawing on the Declaration of Independence, the U.S. Constitution, and the principles studied throughout the course. We will review Standard 5.8 to ensure its language clearly invites students to develop their own evidence-based understanding of American identity -- grounded in the constitutional documents -- rather than to arrive at any predetermined answer. The standard's intent is to be a culminating synthesis, not a loyalty test.

#45 Std General

Comment: *Major Concern #3: Media literacy section should be expanded. Suggested Addition: Include analysis of misinformation, propaganda, algorithmic bias, disinformation campaigns, and the psychological mechanisms influencing political/media consumption.*

RESPONSE: Standard 5.10 addresses media literacy -- students analyze the role of media in educating citizens and influencing their views, and the responsibility of citizens to evaluate media sources for accuracy, bias, and logical fallacies. Instructional resource materials will address these modern dimensions of media literacy in depth.

#46 Std General

Comment: *This strand is the MEAT of the course. There are WAY too many standards. This really should be simplified and made more active for the students.*

RESPONSE: The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Utah Code 53E-4-205.2. The expanded scope reflects the expanded time. The writing team has reviewed standards for opportunities to streamline language and has made revisions where appropriate. Strand 5 is

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the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants

#47 Std 5.1, 5.3

Comment: *It should be more like this: The Federalism Power-Map. Map Your Government. Identify a specific local issue and 'map' exactly which level of government has the power to fix it. You'll draft a recommendation to the correct office.*

RESPONSE: The 'Federalism Power-Map' activity described here -- identifying a local issue and determining which level of government has authority to address it, then drafting a recommendation -- is an excellent model for implementing Standard 5.1 and Standard 5.3 in an applied, active citizenship format. This is precisely the kind of instructional approach these standards are designed to support. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by Utah Code 53E-4-205.2.

#48 Std 5.2, 5.4, 5.5

Comment: *The Local 'Law and Money' Audit. Trace a real piece of legislation currently moving through the Utah State Legislature or your City Council. You will attend (or watch) a public meeting, analyze how the proposed budget affects your community.*

RESPONSE: The 'Law and Money Audit' activity -- tracing real legislation, attending a public meeting, and analyzing budget impacts -- is an excellent applied implementation of Standards 5.2, 5.4, and 5.5. These are exactly the kinds of civic participation experiences Standards 5.2 through 5.5 are designed to develop. Standards describe what students should know and be able to do -- they do not prescribe specific instructional activities, lesson formats, or supplemental materials beyond what is required by Utah Code 53E-4-205.2. Instructional resource materials will include suggested activities of this format.

#49 Std 5.6, 5.8

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Comment: *The Oath and Identity Project. After studying these, you will write your own 'Personal Civic Statement' or digital essay that defines your individual responsibility to the Constitution.*

RESPONSE: The 'Personal Civic Statement' activity -- drawing on the oaths examined in Standard 5.6 and the reflection on American identity in Standard 5.8 -- is an excellent applied implementation of these standards. Instructional resource materials will include suggested activity formats of this kind.

#50 Std 5.7, 5.10

Comment: *The Political Playbook: Elections and Media. Research the candidate nomination process in Utah (from caucuses to the primary). Create a 'Voter's Guide' for your peers that explains how to register, how to evaluate media sources for accuracy and bias, and how to navigate the election process.*

RESPONSE: The 'Voter's Guide' project -- synthesizing knowledge of Utah's caucus system, candidate nomination, and media evaluation to produce a practical civic resource -- is an excellent applied implementation of Standards 5.7 and 5.10. This type of civic artifact production directly develops the informed voter skills that Standard 5.7 requires. Instructional resource materials will include this and similar civic production activities.

#51 Std 5.9, 5.11

Comment: *The Social Capital Challenge. Identify a real-world problem in your town. Collaborate with local stakeholders -- a business, a non-profit, or a city board -- to design a formal proposal. Show how 'social capital' (working through community groups) strengthens civic problem-solving.*

RESPONSE: The 'Social Capital Challenge' -- identifying a local problem, collaborating with community stakeholders, and designing a formal proposal -- is an excellent model for implementing Standard 5.11's capstone civic project. The integration of social capital theory from Standard 5.9 with the civic problem-solving of Standard 5.11 is precisely the kind of synthesis this strand is designed to produce. Instructional resource materials will use this and similar project frameworks as models for Standard 5.11 implementation.

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#52 Std General

Comment: *The draft for Standards 5.1 through 5.11 provides a useful transition from national theory to local application, but the language should be updated to move beyond a purely administrative view of state government.*

RESPONSE: The writing team acknowledges that Strand 5's language can sometimes read as administrative rather than civic -- describing how government functions rather than how citizens shape it. This will be considered for resource material.

#53 Std 5.3

Comment: *While Standard 5.3 mentions tribal governments, the standards should more clearly define tribal sovereignty as a distinct form of political authority that coexists with state and federal power, rather than treating it as a subset of local government.*

RESPONSE: Standard 5.3 explicitly includes tribal government alongside town, county, and municipal self-government. We will review the language of Standard 5.3 to more clearly signal that tribal governments operate under a distinct legal framework -- including treaties, federal Indian law, and tribal constitutions -- that coexists with but is not subordinate to state and local governmental authority. Instructional resource materials will address tribal sovereignty specifically.

#54 Std 5.2, 5.4

Comment: *When analyzing state and local budgets (Standard 5.4) and the 'bill to law' process (Standard 5.2), the language should be adjusted to include the influence of private interests and economic stakeholders. This ensures students understand that local policy is shaped not just by official procedures, but by the competing needs of different community groups and industries.*

RESPONSE: The influence of private interests, economic stakeholders, and advocacy groups on the legislative and budgetary process is an important dimension of how government actually functions and is within the scope of both Standard 5.2 and Standard 5.4. The writing team will consider whether language acknowledging the role of competing community interests in shaping local law and budgets can be added to these standards.

#55 Std 5.8, 5.9

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Comment: *The standards on citizenship and civic virtue (5.8 and 5.9) should be broadened to reflect a more inclusive, modern American identity. Instead of framing 'what it means to be an American' solely through the lens of historical documents, the language should encourage students to examine how diverse lived experiences and cultural backgrounds contribute to our national fabric.*

RESPONSE: Standard 5.8 asks students to reflect on and write about what it means to be an American by drawing on the Declaration of Independence, the U.S. Constitution, and the principles studied throughout the course. 5.8 invites students to develop their own evidence-based understanding of American identity -- grounded in the constitutional documents -- rather than to arrive at any predetermined answer. The standard's intent is to be a culminating synthesis, not a loyalty test. Standard 5.9's examination of families, community groups, and civic associations is already designed to encompass the full diversity of civic community in Utah -- including Indigenous, religious, cultural, and neighborhood organizations of all kinds.

#56 Std 5.11

Comment: *In Standard 5.11, the 'skills of everyday citizenship' should be updated to include critical media literacy as a primary tool for problem-solving. Students need to navigate the complex digital environment where local political debates and social movements now primarily take place.*

RESPONSE: Standard 5.10 specifically addresses media literacy -- evaluating sources for accuracy, bias, and logical fallacies. Standard 5.11's civic problem-solving capstone can naturally draw on Standard 5.10's media literacy skills, as identifying a local problem and proposing solutions in the contemporary environment requires navigating digital information.

#57 Std General

Comment: *I was so excited about this course mostly because of the perception that it would be adding a half a credit of applied citizenship. This strand is what gets close to that vision in my mind. But even then the language feels more about writing arguments for a teacher or reflecting on their own. The language doesn't feel 'Applied.'*

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RESPONSE: Standard 5.11 is specifically designed as an applied civic action standard -- identifying a real local problem and proposing real solutions to real civic and governmental bodies. The writing team will review Standard 5.8 in particular to consider whether its language can be revised to offer a broader range of civic expression formats beyond writing, and whether standards throughout Strand 5 can be strengthened to emphasize civic action alongside civic reflection.

#58 Std General

Comment: *I do already have a unit on participation and being a good citizen. I see things proposed here that would improve my unit. I don't believe that Strands 4 and 5 should occupy the same amount of time that Strands 1, 2, and 3 do. The balance is nowhere close. This should be a year-long class where the strands can be given the weight and time that allow justice to be done to the topics.*

RESPONSE: Thank you for this affirming feedback and for the constructive engagement with the strand's structure. Strand 5 is the applied citizenship strand -- it is the strand most directly connected to students' lives as current and future civic participants.

#59 Std General

Comment: *This does not mention how government was built for change and improvement. There's too many subjects attempting to be covered in this strand.*

RESPONSE: The idea that government is built for change and improvement -- through constitutional amendment (Standard 4.1), the legislative process (Standard 5.2), and civic participation (Standard 5.11) -- is foundational to this strand's approach. Standard 5.11's capstone civic project asks students to identify a real problem and propose solutions through the appropriate civic channels, directly embodying the principle that citizens can and should work to improve their government. The guiding question 'What civic skills and virtues are needed for both effective self-government and for limited, responsible governance?' also invites this reflection.

#60 Std 5.8

Comment: *Standard 5.8 -- The Declaration of Independence was mainly a breakup letter, so other documents need to be here.*

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RESPONSE: Standard 5.8 asks students to draw on 'the Declaration of Independence, the U.S. Constitution, and other principles from this course' -- the phrase 'other principles from this course' is intentionally broad, allowing students to draw on any of the primary sources and constitutional principles they have studied across all five strands. The Declaration of Independence is included because it articulates the natural rights and constitutional principles foundational to American identity, not because it is the only relevant document.

#61 Std General

Comment: *If you take my suggestion in removing Strand 4 you could add in the Bill of Rights to the suggested Primary Source reading for this strand.*

RESPONSE: The Bill of Rights is a required primary source examined in Standards 4.3 and 4.4 and remains relevant throughout Strand 5.

#62 Std General

Comment: *We need to have it more clearly laid out for what we expect teachers to cover as far as voting, lobbying, protest, etc. The standards are very broad and don't cover specifics.*

RESPONSE: The writing team acknowledges that Strand 5's standards are intentionally broader than those in Strands 1-4, to allow teachers flexibility in connecting constitutional principles to the specific civic context of their community and students. Instructional resource materials will provide some guidance.

#63 Std General

Comment: *Suggested text for the beginning of this section or a place like standard...
[comment appears incomplete]*

RESPONSE: Thank you for your engagement with these standards.

#64 Std 5.5

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Comment: *5.5: Teachers are encouraged to invite local leaders to visit their classrooms to support the application/learning of this Strand and share real-world experiences of local governance.*

RESPONSE: Inviting local elected officials and civic leaders to visit classrooms is an excellent strategy for making Standard 5.5's content on local elected offices immediately real and relevant to students.

#65 Std 5.6

Comment: *Could 5.6 be shortened? Also, the reflection piece could be removed as that is a task and not a standard.*

RESPONSE: The writing team acknowledges that Standard 5.6 is the longest single standard in Strand 5 and that its language could be streamlined. We will review Standard 5.6 for opportunities to consolidate its content.

#66 Std General

Comment: *Strand 5 should contain the severity and seriousness of the need for Americans to maintain their republic. Reagan's warning that 'freedom is never more than a generation from extinction' is a powerful lesson. How could you incorporate his warning into Strand 5?*

RESPONSE: Reagan's observation -- echoing the Founders' own warnings about the fragility of republican self-government -- captures an important theme of this strand and of the course as a whole. His speeches on civic responsibility and the perpetuation of constitutional government may be noted in instructional resource materials as recommended supplemental sources for Standard 5.8's reflection on American identity and constitutional citizenship.

#67 Std General

Comment: *Specifically should mention that voting is a right, not just a privilege.*

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RESPONSE: The distinction between voting as a constitutional right -- protected by the 15th, 19th, 24th, and 26th Amendments, and by Article I of the Utah Constitution -- and the older view of voting as a privilege extended by government is constitutionally important and historically significant.

#68 Std General

Comment: *I am seriously concerned that the current U.S. Gov strand on the U.S. and our relationship to the world is completely omitted from this curriculum. I am also concerned that the current U.S. Gov Strand on fiscal policies and decisions is also largely omitted.*

RESPONSE: Government budgeting, taxation, and debt -- the core of fiscal policy -- are addressed in Standard 5.4. The writing team acknowledges that fiscal policy receives less depth in this course than in the prior Government course's dedicated strand. Foreign policy and international relations are outside the scope of this course as mandated by Utah Code 53E-4-205.2, which focuses on constitutional government and citizenship. Teachers may address both topics at their discretion within the curricular flexibility these standards allow.

#69 Std General

Comment: *While I recognize the intent behind these standards, I have significant concerns regarding the repeated use of the term 'common good' throughout the document, particularly in Strand 5. As written, the term is undefined, inherently subjective, and open to widely varying interpretation.*

RESPONSE: The phrase 'common good' is drawn from the classical republican tradition foundational to this course -- used by Aristotle, Cicero, and the American Founders. Its appearance in Strand 5 invites students to engage with the enduring civic question of how citizens balance individual rights with shared responsibilities. Rather than providing a single definition, the course treats the common good as a concept that requires civic deliberation -- students examine competing understandings of the common good through the course's primary sources and guiding questions.

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#70 Std General

Comment: *Highlight and underscore the crucial importance of Native American contributions; it takes a village to give our children exactly what they need to flourish.*

RESPONSE: Standard 5.3 explicitly includes tribal government alongside town, county, and municipal self-government. The writing team acknowledges the concern that tribal sovereignty should be treated as a distinct and co-equal form of political authority rather than as a subset of local government. We will review the language of Standard 5.3 to more clearly signal that tribal governments operate under a distinct legal framework -- including treaties, federal Indian law, and tribal constitutions -- that coexists with but is not subordinate to state and local governmental authority. Instructional resource materials will address tribal sovereignty specifically. Instructional resource materials will ensure that Native American contributions to civic life -- including tribal governance, tribal civic organizations, and Indigenous perspectives on civic participation -- are addressed alongside other forms of civic community throughout Strand 5.

#71 Std 5.8

Comment: *5.8 is another task standard and should be removed. If kept, it needs to be modified. By stating that students have to 'write,' you limit the way students can choose to express their understanding. Why can't students create a painting, compose a song, or make a video?*

RESPONSE: This is a valuable observation. The requirement that students 'reflect on and write about what it means to be an American' in Standard 5.8 unnecessarily restricts the modes of expression through which students can demonstrate this understanding. The writing team will revise Standard 5.8 to replace 'write about' with broader language.

#72 Std 5.9

Comment: *5.9 should include schools or educational institutions as a group that plays a role in helping students develop the skills and dispositions necessary to be good citizens.*

RESPONSE: Schools and educational institutions are indeed among the most significant institutions through which civic skills and dispositions are developed -- they are themselves a form of civic community and an agent of political socialization. The writing team will

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consider adding schools and educational institutions to Standard 5.9's list of civic associations.

#73 Std 5.6

Comment: *Is analyzing all the oaths of the different state offices really needed?*

RESPONSE: Standard 5.6 uses constitutional oaths as a lens for examining what constitutional commitment means in practice -- for elected officials, military members, and naturalized citizens alike. The oaths are not studied for their own sake but because they crystallize in specific language what each role-holder commits to uphold. Students who understand what public officials are constitutionally obligated to do are better equipped to hold those officials accountable.

#74 Std General

Comment: *Now this would be the time to introduce the Utah State Constitution! Overall it is difficult to use sources across so many standards and to have to introduce so many different sources, authors, and historical contexts every time they are used.*

RESPONSE: The Utah State Constitution is introduced at the beginning of Strand 5 -- it is one of two required primary sources for the strand. The writing team acknowledges that managing multiple primary sources across the course can be challenging for both teachers and students. Instructional resource materials will include a consolidated guide to all required primary sources, organized by strand.

#75 Std 5.1

Comment: *The second part of 5.1 is unnecessary and should instead be incorporated into Strand 2.*

RESPONSE: Standard 5.1's examination of federalism and divided authority is not a repetition of Strand 2's foundational treatment of federalism -- it is federalism applied to the Utah constitutional context. After students have studied federalism as a founding principle (Standard 2.6) and as a constitutional structure (Standard 3.2), Standard 5.1 asks them to analyze how that federal-state relationship plays out in the specific case of Utah's

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constitution and governmental structure. This applied dimension is an important component of Strand 5's purpose.

#76 Std 5.3, 5.5

Comment: *Standards 5.3 and 5.5 could be combined.*

RESPONSE: Standard 5.3 examines how self-government is practiced across multiple levels of government -- town, county, municipality, and tribal -- asking students to analyze which level of government is best suited to address different issues. Standard 5.5 examines the specific qualifications and roles of local elected officers. They are related but distinct: Standard 5.3 is about governmental levels and authority; Standard 5.5 is about specific offices and the people who fill them. The writing team will review whether these two standards can be more clearly differentiated or more efficiently structured.

#77 Std 5.6 | Delete | Concepts or Ideas

Comment: *Why do students need to know about the oaths of offices? That seems irrelevant to their study of government.*

RESPONSE: Constitutional oaths represent the specific, formal commitments public officials and citizens make to the constitutional order -- they are among the most direct expressions of what constitutional fidelity means in practice. Standard 5.6 also asks students to reflect on their own relationship and responsibilities to the Constitution -- connecting the abstract concept of constitutional obligation to their own identity as citizens. Far from being irrelevant, oaths embody the constitutional principles at the heart of this course and help students understand what accountability to those principles looks like.

#78 Std 5.8

Comment: *5.8 is redundant.*

RESPONSE: Standard 5.8 is the strand's synthesis standard -- it asks students to draw on everything they have studied across the entire course to articulate their own grounded understanding of American constitutional identity

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#79 Std 5.9

Comment: *5.9 is too flowery. Can we focus on strong, government-focused vocabulary terms like 'political socialization' rather than long-winded standards that emphasize idealistic social-emotional learning targets?*

RESPONSE: The writing team appreciates this direct observation. 'Political socialization' is indeed the precise political science term for the process Standard 5.9 describes -- how families, schools, community groups, and media shape citizens' civic knowledge, skills, and dispositions.

#80 Std 5.2

Comment: *3.9 and 5.2 are similar. Is the purpose of 3.9 to talk federal and 5.2 state? Offer clarity of wording.*

RESPONSE: Standard 5.2 and Standard 3.9 both examine how a bill becomes a law, how it is enforced, and how it is interpreted -- but they are distinct in scope. Standard 3.9 addresses these processes at the federal level; Standard 5.2 addresses them at the state and local levels. Understanding how the same civic process functions differently at different levels of government is itself an important learning objective for this course and for Standard 5.1's examination of federalism. The standards are not redundant -- they are parallel applications of the same framework at different governmental levels.

#81 Std 5.10 | Change | Wording

Comment: *In Standard 5.10 I suggest starting with 'Students will value accuracy, and exhibit a willingness to do the work needed to ascertain the validity of information they access.'*

RESPONSE: The suggested opening -- emphasizing students' disposition toward accuracy and the active work of verification -- is a strong framing for Standard 5.10 and shifts the standard from a descriptive stance (analyzing media) to a dispositional and action-oriented one (valuing accuracy). The writing team will consider incorporating this language into a revised Standard 5.10. T

#82 Std General

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Comment: *I also suggest elaborating on media to include social media, online sources, propaganda, AI-generated information, as well as more established news outlets.*

RESPONSE: Standard 5.10 addresses media literacy -- students analyze the role of media in educating citizens and influencing their views, and the responsibility of citizens to evaluate media sources for accuracy, bias, and logical fallacies. We will review Standard 5.10 to consider whether its language can be expanded to more explicitly specifically include social media and AI-generated information.

#83 Std General

Comment: *This is the most important standard. I deeply appreciate Standards 5.10 and 5.11. I wish 5.10 was embedded throughout the whole course. Perhaps nothing is more pivotal to understanding modern American government than understanding how to select and evaluate sources.*

RESPONSE: Thank you for this affirming and thoughtful feedback. The writing team agrees that media literacy -- evaluating sources for accuracy, bias, and logical fallacies -- is foundational to all civic inquiry and ideally should be embedded throughout the course, not treated as a single late-strand standard. We will note this suggestion for instructional resource development, where media literacy skills can be integrated as a cross-strand competency beginning in Strand 1's primary source analysis (Standard 1.7) and continuing through all strands.

#84 Std General

Comment: *I think it looks pretty good. One addition I would make is to Standard 5 on state government. Students would benefit to learn about local government like the function/responsibilities of city councils, mayor, governor, state legislatures, the caucus system, etc. Many of my students tell me they wish they understood how the convention system, caucus, city councils, etc., all work.*

RESPONSE: Thank you for this affirming feedback. Local government -- city councils, school boards, county offices, the Utah State Legislature, and the caucus/convention system -- is

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the core content of Standards 5.3, 5.5, and 5.7. The Utah caucus and convention system is explicitly required in Standard 5.7. Utah's caucus and convention system is explicitly required content in Standard 5.7, which requires students to analyze 'the candidate nomination and selection processes in caucuses and conventions.' This is already in the standard.

#85 Std General

Comment: *The fifth unit feels like a hodge podge of standards put together. Some of them really belong in the second or third unit. 5.1 makes sense to go into Unit 2. 5.2 makes sense to go in Unit 3. 5.3 also makes sense to go with Unit 2 or Unit 3. Standard 5.4 used to have its own unit. Standard 5.5 should go with structure of government.*

RESPONSE: The writing team acknowledges that Strand 5's content -- including federalism (5.1), lawmaking (5.2), local self-government (5.3), budgeting (5.4), and local elected offices (5.5) -- could theoretically be distributed across earlier strands. The decision to group them in Strand 5 reflects a pedagogical choice: these standards are not primarily about constitutional theory but about applied citizenship at the state and local level.

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Semester Split Comments

Survey Prompt: Please provide any feedback regarding the proposal to include Strands 1-3 in one 0.5 credit and Strands 4-5 in another 0.5 credit.

#1

Comment: *This is fine. I think it actually is more effective to break strand 5 into thematic parts that are used as parts of projects in strands 1-4.*

RESPONSE: This is an interesting suggestion and teachers do have the right to do thusly in their classes. We now have 4 (not 5) strands, so it does make sense for Strand 4 to be taught during the final quarter of the year.

#2

Comment: *To make these goals reachable, the language should be updated to prioritize quality over quantity. Instead of requiring every single document, the standards could offer a list of "case studies" to choose from. This would give teachers the flexibility to slow down and ensure students truly understand the material. Simplifying the content would allow more space for practical activities, such as local problem-solving and civil discourse, that prepare students for life after graduation.*

RESPONSE: Great suggestions. We have reduced the number of standards substantially. This will allow teachers to slow down. Teachers may also opt to teach specific selections of various Federalist papers, for example, not the entire document.

#3

Comment: *There may be content retention issues if a student takes Strands 1-3 first semester junior year, and then strands 4-5 2nd semester senior year. Most likely LEAs may just opt to have seniors take the course concurrently.*

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RESPONSE: Yes. We suggest this too.

#4

Comment: *In smaller LEAs especially rural/charter allowing for the courses to be taken as non-concurrent semesters may be difficult for scheduling as you don't have as many teachers to cover schedules that have students taking a government class junior and senior year. And there is the issue of students with parent/work release that may be difficult to schedule. There should at least be language to allow for LEAs to be flexible on when these courses are taught, while still maintaining that strands 1-3 have to be taken before 4-5.*

RESPONSE: We think it is wisest for the two semesters to be taken consecutively (as did the public commentor just before this!). However, the requirement is that Strands 1-2 (now) be taken before 3-4.

#5

Comment: *Just need more about Bill of Rights and separation of the 3 branches.*

RESPONSE: Those topics are included in the standards. These are very important, and we hope teachers do spend good time on both the Bill of Rights and the separation of branches.

#6

Comment: *The organization of these strands matters less to me than their content, though I would say it's odd that Strand 3 comes after 2.*

RESPONSE: Strand 2 and 3 are now mostly combined (a few things from Strand 2 have been moved into Strand 1).

#7

Comment: *I feel like the existing course was already too much content to reasonably get through. I question whether making this a full year class is really necessary or appropriate. I*

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also noticed that you removed the section on foreign policy/diplomacy which is critical to understanding our modern global world.

RESPONSE: Code 53E-4-205.2 requires that this year-long course be taught. Foreign affairs will be included in standards about the Legislative and Executive branches

#8

Comment: *1-3 there should be more of a mix between contemporary government connections to the founding era. Students need to see how the past impacts our government today; without these connections being explicitly taught to students relevance and interest will wane.*

RESPONSE: Yes, teachers should definitely include connections to our government today. But it is also critical that students understand our constitutional government so that they can properly evaluate our government today.

#9

Comment: *Highlight and underscore the crucial importance of Native American contributions; it takes a village, talking circles, be a blessing, care for our children and our elders.*

RESPONSE: The Iroquois Constitution is one of the required primary sources. Additional resource materials may be provided by the writing team.

#10

Comment: *Since I recommended creating a skill stand, I would have that strand apply to both semesters. Strand 2 should also be eliminated as the important historical elements mentioned in these standards can be mentioned as teachers work through the standards in Strand 3. This would better balance out the number of standards for each quarter.*

RESPONSE: Strand 2 and 3 are now mostly combined (a few things from Strand 2 have been moved into Strand 1).

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#11

Comment: *Could a Strand 6 be added to the second block that focuses on practical elements of civics--how to register to vote, how the process of serving on a jury works, how to become involved in a political party, etc.?*

RESPONSE: Such topics should be taught in Strand 4, Practicing Constitutional Citizenship.

#12

Comment: *And is there a place for current events in each of the standards? I think at the least a question could be added that prompts teachers to look for current events that involve constitutional principles.*

RESPONSE: Throughout the course, teachers should definitely include connections to current events

#13

Comment: *Finally, is there a place to teach students explicitly strategies for discussing controversial topics in productive ways? Could this be integrated somewhere into the standards (maybe in a 6th standard that focuses on practical civics).*

RESPONSE: This is very important. It's actually one reason we've included civic skills and virtues – because being able to talk civilly with those we disagree with is a civic skill. Being able to react in moderation to such ideas is a civic virtue. PLEASE include such strategies in your lesson planning, and help your students understand why civic skills and virtues are important in our society.

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Any Additional Comments

Survey Prompt: Please share any additional feedback regarding the draft standards for the proposed American Constitutional Government and Citizenship standards.

#	Public Comment	Final Response
2	Some of this new material seems to be too oriented in US History content, seems like token topics and content have been added and that these things are not as relevant to government as it is to US History	The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards.
3	There are WAY too many standards and so much content for a single core set of standards for a high school senior. I think it is overly ambitious to expect high school seniors to learn all of this background knowledge in a single course. I believe there is a need to return to the draft and edit this down to a very intentional, meaningful set of core standards that are measurable and action	The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third. Required primary source readings are intended to be studied as excerpts, not complete texts. Instructional resource materials will include pacing guidance, scaffolding, and differentiation strategies to help teachers manage the course's scope.

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	oriented, and where the "So what" factor is embedded all along the way.	The writing team also takes seriously the call for standards where the "So what?" factor is embedded throughout. The "So what?" element is definitely apparent in the Guiding Questions, too. Teachers should be sure to make the "So what?" apparent to their students through curriculum choices.
4	This proposal contains 47 individual standards, which is far more than any other year long social studies class. It is too many to effectively teach all of the required standards to a level where students are truly competent and understand what they have learned and how they apply to modern civic virtues. The class should contain a similar number of standards to other year long courses, 34 or 35 at most.	The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third (and even less than your suggested 34 or 35).
5	There could be a little more focus on the Supreme Court and individual cases.	The role of Supreme Court interpretation in developing constitutional law is addressed throughout the course — multiple standards require examination of the interpretation of the First Amendment, the Bill of Rights, and the Reconstruction Amendments; other standards address the judiciary's interpretive authority. The writing team acknowledges that few specific landmark cases have been named as required content. Instructional resource materials will provide a recommended case list organized by amendment and civil rights topic, giving teachers clear options for each relevant standard.
6	In the mention of the 10th Amendment, it would be nice to see some discussion there of the balance with the powers granted in the First and Second articles of the Constitution.	The relationship between the Tenth Amendment's reservation of powers to the states and the powers enumerated in Articles I and II of the Constitution is foundational to the course's examination of federalism. This tension is addressed in Standard 2.6 (principles and practice of federalism, using Federalist Nos. 39 and 45 and the Tenth Amendment), Standard 3.2 (Congress's enumerated and implied powers), and Standard 3.4 (the president's enumerated powers). Instructional resource materials will ensure that the Tenth Amendment's relationship to the enumerated powers of both

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		Congress and the President is explicitly addressed as a central federalism question.
7	I think the last Unit needs some work.	The writing team has received extensive and specific feedback on this strand (formerly 5, now 4) from reviewers across the public comment period and has made a number of revisions. These include strengthening standards, broadening expression formats, and expanding the scope of media literacy. Instructional resource materials will give this strand particular attention, including pacing guidance, local government resources, and active citizenship activity formats.
8	I like this. The required readings are crucial for students to interact with. There are too many standards, but ultimately this is a great idea and written well. I think it will be invaluable for students to have this course.	Thank you for this affirming feedback. The writing team is pleased that the overall vision and structure of the course resonates with reviewers. The writing team has carefully considered concerns about the volume of standards and level of rigor. We have reduced the number of standards by one-third. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. Instructional resource materials will include pacing guidance, scaffolding, and differentiation strategies to help teachers manage the course's scope.
9	I think I have provided enough feedback for the State Board to consider. I do like using primary sources, and I do like giving the students the vision of why this is a two-part class rather than a one and done type of credit. Again, I feel like a lot of the standards would be more worthwhile if they didn't stress so much analysis and examination, but instead application, creation, reflection, and practice.	The writing team shares the concern that the standards, as written, lean heavily toward primary source analysis and written argumentation, and that more active civic engagement — attending public meetings, contacting officials, civic action projects — should be more explicitly embedded in the course. Standard 4.7 capstone civic project is specifically designed as applied civic action. Instructional resource materials will include a range of active learning formats for all strands, including civic simulations, community interviews, deliberative discussions, and civic production activities. The writing team has also reviewed standards throughout the document to include more varied skills language. The writing team acknowledges that “examine” appears

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		frequently throughout the standards and agrees that greater specificity in action verbs strengthens clarity of expected student performance. We have replaced “examine” with more precise verbs — such as 'analyze,' 'evaluate,' 'compare,' 'construct a claim,' 'describe,' and 'identify' — where doing so increases clarity. This is a confirmed revision across all strands.
10	Im concerned that the standards lean toward a single perspective rather than clearly encouraging open inquiry. I would like to see more emphasis on multiple viewpoints, critical thinking, and ensuring all students—regardless of background or learning style, can engage meaningfully with the material. Making the standards more neutral, measurable, and inclusive would strengthen them and better support all students.	The writing team acknowledges this important concern. The course is designed to develop students' capacity for the civic skills of critical thinking and evidence-based civic argument — not to transmit a single authorized interpretation of constitutional principles. The Anti-Federalist Papers (required throughout Strand 2), Frederick Douglass's critique of the Constitution (Standard 3.5), and the open-ended guiding questions throughout each stand are all specifically designed to ensure that students encounter competing perspectives and develop their own evidence-based civic views. Instructional resource materials will support teachers in facilitating genuine inquiry rather than directed conclusions. The writing team has grounded the language of these standards in the historical record and the primary sources required by Code 53E-4-205.2. Where language has been perceived as reflecting a particular viewpoint, we have reviewed it for clarity, precision, and balance. The course is designed to develop students' capacity for the civic skills of critical thinking and evidence-based civic argument — not to advocate for particular political conclusions. The guiding questions throughout each strand are intentionally open-ended to support genuine civic inquiry.
11	There are far too many repeating standards that aren't in chronological order. It focuses too much on the Constitution (which previously was a handful of standards inside a single strand) instead of actual application in life. There are also WAY too many standards. This has to be	The writing team has carefully considered concerns about the volume of standards. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third. More importantly, the course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the

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	reduced down. There are several gaps from the current course to this course. I also think the average citizen doesn't need to know most of this: this course is a collegiate level course trying to get juniors involved. It reads like an AP Gov course, not a traditional core course. Kids will find it so boring. There are so many gaps. Because they shoved all the old standards into Strand 5, it abandons a lot. Tribal government is again thrown to the wayside. Presidential cabinet is abandoned. The word "election" doesn't even come up in the course. Nothing on political ideology that I can find. Nothing on budgeting, appropriations, etc. Nothing on foreign policy, economic dependence, etc. This course is essentially a solely Constitutional Gov course. The goal of the law was a .5 constitutional government course. This course is awful. I would be miserable teaching it.	Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2. This course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. This should be an aspect of curriculum teaching these standards. Strand 5, for example, was in no way a place to “shove all the old standards” — it was where we tried to include learning and action that prepare students for applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. Teachers, as professionals, will have curricular freedom to bring the issues of constitutional government alive for their students.
12	This course is mostly focused on historical aspects. We should be connecting them to current events/issues.	The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern

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		concerns throughout each strand. Strand 4 (previously5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards.
13	Overall, the proposed standards reflect a thoughtful and well-intentioned vision for civic education. The emphasis on foundational documents, constitutional principles, and civic engagement aligns strongly with the goals of preparing students to be informed and active participants in a democratic society. That said, from a curriculum and instructional design perspective, the primary concern is not the quality of the content, but the lack of prioritization, coherence, and feasibility across the standards as a whole. As currently written, the standards attempt to accomplish too many outcomes simultaneously, deep content knowledge, advanced analytical skills, historical application, and real-world civic engagement. Each of these is valuable, but when layered together across all strands without clear prioritization, the result is a	Thank you for this affirming and balanced assessment. The writing team is pleased that the overall vision of the course is resonating with reviewers. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by CODE 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Required primary source readings are intended to be studied as excerpts, not complete texts. Instructional resource materials will include pacing guidance, scaffolding, and differentiation strategies to help teachers manage the course's scope. The writing team will use the public comment period's feedback to develop instructional resource materials that provide the prioritization and coherence guidance that teachers need to implement these standards effectively and feasibly.

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curriculum that is difficult to implement with depth and consistency. In practice, this often leads to uneven coverage, where some standards are emphasized while others are necessarily minimized. There is also a coherence issue across strands. Many of the same skills, such as analyzing sources, constructing arguments, and applying constitutional principles, are repeated in multiple places without clear differentiation in purpose or progression. This creates redundancy and can make it difficult for teachers to determine how skills should develop over time. A more vertically aligned approach, where skills are introduced, reinforced, and then applied at increasing levels of complexity, would strengthen the overall design. Additionally, the separation of content and application-based strands does not fully align with how students learn. Civic understanding is most effectively developed when knowledge and skills are integrated. For example, students build stronger analytical and civic reasoning skills when they are	
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consistently applying those skills while learning about foundational documents, institutions, and historical developments, not when those skills are isolated into separate expectations. Another important consideration is instructional depth. Many of the topics included, such as the Federalist and Anti-Federalist debates, the structure and function of each branch, and the development of civil rights and liberties, require sustained engagement in order for students to truly understand their significance. These are not topics that lend themselves to brief coverage. Without a more focused set of priorities, there is a risk that these essential concepts will be addressed at a surface level. The foundation of these standards is strong, but refining the structure to improve coherence, reduce overload, and prioritize key learning outcomes would make them significantly more effective and more realistic to implement in the classroom. Ultimately, a more focused and aligned set of standards would better support teachers in	
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	delivering high-quality instruction and would lead to deeper, more meaningful learning for students.	
14	Please include current issues standards in both semesters strands. Please ensure citizenship topics or the bill of rights are included in both semesters, as that is what students are more interested in. Please remove standards which are more about learning history than learning about our constitution, our government, or how to participate in it. And last, please move standards with similar topics near each other. Part of 3.5 should be in strand 5 and 3.10 should be in strand 1. And 5.2 should be near 3.3. Also, I didn't notice anything about redistricting or the electoral college. Those should be in some standards.	The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (new numbering), for example, focuses entirely on applied citizenship in the Utah context. Both gerrymandering and (re)districting are applicable to Standard 4.4. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards. But other standards call upon students not only to gain civic knowledge but also civic skills, virtues, and dispositions. Teachers have professional freedom to teach the standards in the order that makes sense to them. We created our outline and order based on the categories specified in Code 53E-4-205.2
15	The amount of standards for a school year is unrealistic. There is no way a teacher could complete this amount of instruction effectively. Strand 5 is the best strand but there is so much information. There is a large focus on the history of the creation of the constitution but not enough focus on how it is applied. It's	The writing team has carefully considered concerns about the volume of standards and level of rigor. We have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third. The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding

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	important to know both, but our students should be learning how to engage with the government in modern times. As written this has made a senior level class super boring and noneffective.	documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards.
16	Overall the course is pretty good, it is broken down well. There does seem to be a few religion based things early that are interesting to me and there really should be a focus on Landmark Supreme Court Cases, especially with the amount of documents that are listed and not to have any cases listed seems a little weird to me.	You are correct. Standard (now) 1.3 examines diverse colonial religious traditions that influenced the American Founding. The role of Supreme Court interpretation in developing constitutional law is addressed throughout the course — multiple standards require examination of the interpretation of the First Amendment, the Bill of Rights, and the Reconstruction Amendments; other standards address the judiciary's interpretive authority. The writing team acknowledges that few specific landmark cases have been named as required content. Instructional resource materials will provide a recommended case list organized by amendment and civil rights topic, giving teachers clear options for each relevant standard.
17	Our district already requires 3.5 social studies credits, so this is going to be difficult for us to incorporate, but we will work that out. But these expectations are WAY extrememe. There are TOO many standards for this course as it is currently written.	The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third (and even less than your suggested 34 or 35).
18	The proposed standards contain many valuable elements and commendably	The writing team notes the call for a more explicit emphasis on democratic inquiry, analysis, and critical engagement. The course is designed to develop students' capacity for the civic skills of critical

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	emphasize constitutional literacy and civic engagement. However, the standards would be strengthened by more consistently framing civic education around democratic inquiry, balanced analysis, and critical engagement rather than moral prescription or ideological affirmation. Civic education is most effective when students are taught not merely what to think about democracy and constitutionalism, but how to think critically, independently, and responsibly within a democratic society. Furthermore, students should examine threats to constitutional democracy from multiple directions, including authoritarian movements and anti-democratic tendencies across ideological contexts (e.g., fascism, communism, populist right-wing and left-wing authoritarianism, political extremism, and democratic backsliding), so that civic education remains balanced and historically comprehensive.	thinking and evidence-based civic argument — not to transmit a single authorized interpretation of constitutional principles. The Anti-Federalist Papers (required throughout Strands 2 and 3), Frederick Douglass's critique of the Constitution (Standard 4.5), and the open-ended guiding questions throughout each strand are all specifically designed to ensure that students encounter competing perspectives and develop their own evidence-based civic views. Instructional resource materials will also support teachers in facilitating genuine inquiry rather than directed conclusions. We agree with the core principle articulated here: civic education is most effective when it develops students' capacity to think critically and independently, not when it transmits a prescribed civic worldview. The writing team will review language throughout the document that may read as prescriptive rather than inquiry-oriented, and will make revisions where appropriate.
19	I appreciate the intent behind these standards and the focus on strengthening civic knowledge through foundational documents and	Thank you for your positive feedback on the draft of the standards, as well as your suggestions. The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is

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constitutional principles. There are definitely some strengths here, especially the clearer structure and the emphasis on argumentation and primary sources. I also think there is real value in helping students understand how and why our government was formed, since that foundation matters. At the same time, compared to the current standards, this feels much more focused on the history and foundations of government rather than how it actually works today. While there is some attention to how the Constitution has developed over time and what it means to participate as a citizen, those ideas are mostly in the later strands and are not as central or consistently required (the two-semester breakdown is addressed separately). As a result, students may leave with an understanding of how government was formed, but less clarity on how it functions in practice or how they can participate in it. The current standards do a really good job supporting inquiry, project-based learning, and connections to current issues, which helps students see how government affects their lives and how they can be part of it, and that piece feels much less present here. In my experience,	included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards.
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	students are far more engaged when they can connect what they're learning to current events and their own communities, not just historical documents. The goal of a government course should be to help students understand how government was formed, how it works today, and how they are a part of it. I'm also concerned about accessibility. The heavy use of complex primary sources and abstract ideas will be a challenge for many students, especially struggling readers (who make up a large portion of our students) and English learners, without clear guidance for scaffolding. Given the requirements of the law, these standards would be stronger if they more intentionally built in opportunities for students to connect foundational content to current issues and real-world civic participation at the same time they are learning it. As it's currently written, this feels like incomplete civics for what students need today. We still need to make sure students leave understanding how government works today and how they can participate in it.	
20	In general, less historical and more current and practical	The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the

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	approach make sense. The proposal seems lacking on understanding the practical application and workings of our current government.	Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards.
21	There are too many to have student learn any of them well, despite it being a year long course. Foundation work should be laid in 8th grade US History 1 (Skills such as perspective, sourcing, observation/inference are all needed for quality analysis and can be "played with" with exposure to them 8th grade. These are developmental skills and some will learn them faster than others but this early exposure and practice with the foundational skills will help them do better for this capstone type of class.	The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third (and even less than your suggested 34 or 35). This course will continue to emphasize the civic skills of understanding various perspectives, sourcing, making observations and inferences.
22	My biggest concerns: 1. This class is written at a university course level. It is not written with 12th-grade students in mind. Students	The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and

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need theory and practice. It needs to be able to apply to them. It should be AN ACTIVE Class! 2. Standards are way too wordy, and complex. Give me a concept, and a skill. Have there be a variety of skills- and not just students aruging all the time. 3. The writers should go through and try to break these standards down- it is really hard. It is very overwhelming for a teacher. It needs to be simplified. 4. I am going to stress this again- if we want students to be active citizens- we need to have them go out and be doing it. They should be registering to vote, understanding the caucus and convention system, attending public meetings, help solving community problems and doing community serve. This is a GOLDEN opportunity for the students to do service learning. The standards rely heavily on "examining" historical documents, but lack Applied Civics. The language should be adjusted to encourage students to engage in active participation, such as working with local government or investigating community issues. Furthermore, the curriculum must address Digital	seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third (and even less than your suggested 34 or 35). Additionally, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Please see Strand 4, espeically Standard 4.7, which is about applied civics. It now reads: " 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." Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards.
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	Citizenship, specifically how algorithms and data privacy impact constitutional rights today. While "civic virtue" is important, it should be balanced with critical inquiry; students need to learn to advocate for systemic reform and to practice courageous dissent when the government fails to uphold its ideals.	
23	I think that there is too much of an emphasis on historical documents. This is intended to foster better citizenship within Utah's students, not to supplement an already-existing U.S. History curriculum. Nearly every historical document students are being asked to analyze was written by white men whose perspectives don't feel relevant to today's generation. I would find it burdensome to foster engagement and excitement with students when most standards require them to analyze a document that was written decades (if not centuries) ago.	The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events and concerns throughout the course. This should be an aspect of curriculum teaching these standards.
24	I don't know if our feedback comes through question by question or if you see all of my feedback as a whole, so I am going to reiterate—This curriculum is well above a High	Current and previous high school teachers have been involved in this process at every step of the way. The combined social studies teaching experience of these teachers is over 60 years. We have appreciated their input.

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School level. Many of these readings and the type of analysis that is being asked of students were encountered in my Master's Degree program. It is well above the level that AP/CE requires for the Undergrad level course as well. I do not think it is realistic and believe that the Board should have High School teachers create the standards. I am happy to help with that effort. There is a LOT of crossover in what these standards require and what I already teach—and I already use primary source documents, many of which are listed in these standards—but the analysis and amount of reading that I provide already stretches my students. To try to get them to dive into sources that I didn't encounter until my post-graduate work seems more a disservice and the analysis being asked of them will not happen—it would have to be spoon fed to them. This is college or post-grad level content and I have SPED and ML students mixed in with my regular students. AP and CE students are in other classes where the content is already more challenging—but still not to the level of some of what is being proposed here. I have the highest regard for the Center for Constitutional	The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third. Required primary source readings are intended to be studied as excerpts, not complete texts. Instructional resource materials will include pacing guidance, scaffolding, and differentiation strategies to help teachers manage the course's scope.
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	Studies, but they have overshot their audience. These are excellent sources and questions for older and more developed students, but not appropriate or attainable for my regular Ed High School students.	
25	This course is failing to teach students about the current government and how it works only focusing on previous government workings and documents. The US government course should teach children how to participate respectfully in civic discourse. This is doing the children a disservice by focusing only on the history of US documents.	The course's foundational content — the Founders' primary sources, the debates of the Constitutional Convention, the Federalist and Anti-Federalist papers, the Lincoln-Douglas debates, the civil rights primary sources — is included because these documents are required by Code 53E-4-205.2 and because constitutional literacy requires engaging with the founding documents directly, not only with contemporary commentary about them. At the same time, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards. Finally, civic discourse is a civic skill that expresses the civic virtues of civic charity, prudence, moderation, and cooperation. Yes, this course should teach children how to participate respectfully in civic discourse.
26	There are a lot of standards. As a government teacher who teaches in trimesters I am slightly concerned I won't be able to get to all of them. It would be nice to combine or condense some of the standards in each strand into like 5 or 6 essential standards.	The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third.

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	Several of the strands have 11-12 standards.	Required primary source readings are intended to be studied as excerpts, not complete texts. Instructional resource materials will include pacing guidance, scaffolding, and differentiation strategies to help teachers manage the course's scope
27	Honestly, strand 1 feels overtly political.	This comment gives us no specifics. Strand 1 should not be considered overtly political. Strand 1 shows students 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.
28	I would like to see a section of critical thinking about a constitutional government compared to other governments. This would include current events from around the world. Then placing the event in different forms of government to analyze the pros, cons and benefits for the people.	Through the emphasis on civic skills, the course is designed to develop students' capacity for the civic skills of critical thinking and evidence-based civic argument — not to transmit a single authorized interpretation of constitutional principles. The Anti-Federalist Papers (required throughout Strands 2 and 3), Frederick Douglass's critique of the Constitution (Standard 4.5), and the open-ended guiding questions throughout each strand are all specifically designed to ensure that students encounter competing perspectives and develop their own evidence-based civic views. Instructional resource materials will also support teachers in facilitating genuine inquiry rather than directed conclusions. We agree with the core principle articulated here: civic education is most effective when it develops students' capacity to think critically and independently, not when it transmits a prescribed civic worldview. The writing team will review language throughout the document that may read as prescriptive rather than inquiry-oriented, and will make revisions where appropriate. Additionally, the course is specifically designed so that students apply these foundational principles to modern concerns throughout each strand. Strand 4 (previously 5), for example, focuses entirely on applied citizenship in the Utah context. Instructional resource materials will support teachers in connecting historical primary sources to current events throughout the course. This should be an aspect of curriculum teaching these standards.

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29	In general, a tremendous amount is left open to interpretation in these standards. That can be good, if the goal is Socratic discourse, but the goal seems to be that the teacher will discuss some of these topics from a position of authority. Different classes with different teachers could end up with dramatically polarized, opposing understandings of these topics and underlying civic ethics. The document itself shows its own bias, as egregiously demonstrated by Standard 1.1.	
30	Not sure where, but would be nice to directly discuss money and its involvement in the election process.	Money's involvement in the election process is a significant aspect of modern-day elections. This falls under the purview of Standard 4.4.
31	Overall, the reliance on so many difficult foundational documents can lead to student burnout, disinterest, and make students less interested in our democracy. I do like the fact that the course will be spread over a year and more in depth. I would highly encourage Strand 5 of the current standards to be reinstated!!!	Money's involvement in the election process is a significant aspect of modern-day elections. This falls under the purview of Standard 4.4.
32	I am concerned about the repeated use of the term "common good" or "the	The phrase "common good" is drawn from the classical republican tradition foundational to this course — used by Aristotle, Cicero, and the American Founders themselves. Classical republicanism

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	common good” without clear definition. The concept is inherently subjective and, in a pluralistic society, can be interpreted in conflicting ways. Its use, (particularly in Strand 5, where students are expected to “protect rights and seek the common good”) presents these goals as inherently aligned, without acknowledging the potential tension between majority interests and individual rights. I recommend either clearly defining the term or explicitly requiring students to critically examine its meaning and its relationship to constitutional protections of individual liberty.	guided the Founding Fathers and continues to direct us today. This tradition purports that citizens must prioritize common good over individual needs. The inclusion of the phrase “the common good” in the standards is intentional: the relationship between individual rights and the common good is one of the central tensions the course invites students to examine, not a settled conclusion the course imposes. Rather than resolving this tension for students, the standards treat it as a key topic of civic inquiry. Instructional resource materials will clarify how teachers can facilitate productive inquiry into competing understandings of the common good.
33	My biggest recommendation is to remember that standards should guide curriculum not write it. There are standards that are task driven which fall into the category of writing curriculum. These standards are usually the most challenging for teacher to implement, because they lack flexibility which is needed when trying to meet the needs of students. By removing the specific task and just listing the skill desired in a skill strand, teachers can refer to the required documents and determine the best way to help their students engage with	Yes, we are preparing a guiding document to accompany the standards, in addition to a primary source reader. Your suggestions are useful and the writing team will consider incorporation.

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	those texts and build the identified skills and civic virtues. The specific examples could be shared in a guiding document that accompanies the standards.	
34	Overall, these standards are far too detailed and poorly organized. With all due respect for the effort that has been put in so far, they seem to be written by someone who has not spent much time in a mainstream high school classroom with high school seniors. I am worried student's understanding of the structures, powers and function of government will get lost in historical analysis. Many of the standards action words are "examine" or "analyze." They should also include terms like "describe" and "identify" to create stronger foundation for students vocabulary and basic understandings of the constitution. I'm also concerned that there is no section on political parties, political participation and political analysis.	We are changing many of the verbs, as we agree that “analyze” is not the only important task. Current and previous high school teachers have been involved in this process at every step of the way. The combined social studies teaching experience of these teachers is over 60 years. We have appreciated their input. The writing team has carefully considered concerns about the volume of standards and level of rigor. This course is a full-year replacement for the current one-semester Government course, as mandated by Code 53E-4-205.2. The expanded scope reflects the expanded time. The course is recommended for juniors and seniors approaching voting age, and the depth reflects that expectation. Even so, we have significantly reduced the quantity, from 47 standards to 31, a reduction by over one-third. The organization of the class comes in part from the structure mandated by Code 53E-4-205.2
35	I think it would be beneficial to include standards similar to the 2017 standards that also include economic philosophy, right of property, taxation and	Our choices were directed by what was legislated by required by Code 53E-4-205.2, so the 2017 standards would not quite fit. However, many of the topics you mention are included in the standards.

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	budgeting, as well as a standard dealing with foreign policy and civilian control of the military, checks and balances and US role in the world.	
36	These topics are missing in the new standards: foreign policy, economic systems, cabinets, and party influence in elections / political behavior. In addition, there could be a much more explicit emphasis on inquiry methods, although I do see fundamentals in argument making. What about teaching students to ask questions? I am not sure if I will have the opportunity to add this on the next screen , so I will share it here: I teach a class at West High School called Civics & Communication. It is a civic communication class wherein students complete a Civic Action Project. I would like this course to be added to the list of acceptable courses for LEAs to sub semester 2 of the American Constitutional Government & Citizenship course.	Some of the topics you mention are include in the standards. Additionally Standard 4.7 could be filled by curriculum much like your Civic Action Project by thoughtful teachers. The writing team notes the call for a more explicit emphasis on democratic inquiry, analysis, and critical engagement. The course is designed to develop students' capacity for the civic skills of critical thinking and evidence-based civic argument — not to transmit a single authorized interpretation of constitutional principles. The Anti-Federalist Papers (required throughout Strands 2 and 3), Frederick Douglass's critique of the Constitution (Standard 4.5), and the open-ended guiding questions throughout each strand are all specifically designed to ensure that students encounter competing perspectives and develop their own evidence-based civic views. Instructional resource materials will also support teachers in facilitating genuine inquiry rather than directed conclusions. We agree with the core principle articulated here: civic education is most effective when it develops students' capacity to think critically and independently, not when it transmits a prescribed civic worldview. The writing team will review language throughout the document that may read as prescriptive rather than inquiry-oriented, and will make revisions where appropriate.

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