

# AMERICAN CONSTITUTIONAL GOVERNMENT & CITIZENSHIP

## Course Description

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

The Declaration of Independence and The Constitution of the United States are the guiding and unifying elements of this course. The course will use these and other important primary sources to cover four strands that derive from Utah Code 53E-4-205.21:

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

Upon completion of this course, students will have gained civic knowledge about the major ideas, institutions, and practices that shape the life of a citizen in the United States. Additionally, students will recognize and practice the civic skills needed to express opinions, work with others to solve problems, navigate commitment to principles while recognizing the place of compromise, weigh evidence, think critically, make informed decisions, and participate in government processes. This course also nurtures the development of civic virtues, or habits of good character necessary for citizens, by offering opportunities for students to understand and practice these habits. This course is **recommended for juniors or seniors** due to their proximity to voting age. The first semester of the course (Strands 1-2) **must be taken before** the second (Strands 3-4).

## Principles of Civic Preparation

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

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

Civic skills include but are not limited to:

- **Decision-making skills** exercised with fellow-citizens, such as expressing an opinion, interacting and recognizing the perspectives of other stakeholders, working with others to solve problems, and navigating commitment to principles while recognizing the place of compromise.
- **Communication skills**, such as writing, speaking, and presenting; language proficiency; the ability to communicate and persuasively defend principles; use of public platforms to share knowledge; and active and respectful listening.
- **Rational thinking skills**, including carefully collecting and weighing information; seeking and discerning true principles; crafting evidence-based arguments; and avoiding logical fallacies.
- **Organizational skills**, including effectively organizing, networking, and collaborating with others in their neighborhoods, communities, states, and nation; and utilizing civic and political organizations to participate in decision-making processes and solve community problems.
- **Source evaluation skills**, including how to thoughtfully read primary sources and interpret media claims, identifying principal arguments and assumptions, analyzing the creator's perspective and reliability, contextualizing, and evaluating the significance and lasting effect of each source.

The civic virtues or dispositions incorporated into this course are drawn directly from key primary source documents of America's civic tradition, from the Declaration of Independence to speeches of the Civil Rights Movement. For the purposes of this course, "civic dispositions" and "civic virtues" share the same meaning. However, the language of civic virtues will be used because it is the language of the primary sources themselves and will thus better connect the students with them.

A virtue is a consistent habit of choosing what is good, just, and right. Civic virtues are those habits necessary for the success of our constitutional republic. Key to understanding the role of civic virtues in the American civic tradition is recognizing that, while we human beings are capable of developing virtuous habits, we often fall short and are equally capable of developing vicious habits. Similarly, the failure of historical figures or peoples to fully practice the virtues does not undermine their importance or relevance. In the classroom, teachers should focus on helping students understand these virtues, including their importance for good citizenship, and offer opportunities to practice them in the classroom. They should not engage in evaluating whether individual students possess these virtues. As defined in Utah law, students may study the role of religion in cultivating civic virtues. See Utah Code 53E-4-205.4 for optional ideas.

Virtues highlighted in this course include, but are not limited to, the following:

|                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● <b>Integrity, Truthfulness, and Honor:</b> Demonstrating trustworthiness by keeping one's promises, telling the truth, and countering falsehoods.</li> </ul>                                        | <p>"Great Learning and superior abilities, should you ever possess them, will be of little value and small Estimation, unless Virtue, Honour, Truth and Integrity are added to them."</p> <p>- Abigail Adams, Letter to her son, John Quincy Adams, June 10, 1778</p>                                       |
| <ul style="list-style-type: none"> <li>● <b>Courage and Willingness to Sacrifice:</b> Standing firm on principles, even when it is unpopular, and taking constructive action in the face of fear, danger, or criticism.</li> </ul>           | <p>"Courage faces fear and thereby masters it; cowardice represses fear and is thereby mastered by it."</p> <p>- Martin Luther King, Jr., from his sermon, "The Mastery of Fear or Antidotes for Fear"</p>                                                                                                  |
| <ul style="list-style-type: none"> <li>● <b>Civic Charity and Friendship:</b> Recognizing the inherent worth of all human beings and responsibly seeking the well-being of one's family, neighbors, fellow citizens, and country.</li> </ul> | <p>"With malice toward none, with charity for all..."</p> <p>- Abraham Lincoln, Second Inaugural Address</p> <p>"We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection."</p> <p>- Abraham Lincoln, First Inaugural Address</p> |
| <ul style="list-style-type: none"> <li>● <b>Justice:</b> Understanding and upholding what is fair and right; respecting the dignity, liberty, and natural and civil rights of others; seeking laws that establish justice.</li> </ul>        | <p>"Justice is the end of government. It is the end of civil society."</p> <p>- James Madison, <i>Federalist</i> 51</p>                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>● <b>Wisdom and Prudence:</b> Good judgment; discerning right; correctly deciding what is most</li> </ul>                                                                                             | <p>"Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes..."</p>                                                                                                                                                                           |

|                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| just, proper, and useful for a particular situation.                                                                                                                                                                                      | - Declaration of Independence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>● <b>Moderation and Cooperation:</b><br/>Exercising caution towards extremes; acting temperately, especially in attitudes towards adversaries; working together for a common civic end.</li> </ul> | <p>“The virtue, moderation, and patriotism which marked the steps of the American People in framing, adopting, and thus far carrying into effect our present system of Government, has excited the admiration of Nations.”</p> <p>- George Washington, To the Pennsylvania Legislature, 12 September 1789</p> <p>“And if any prospect shall open of healing or terminating the differences which exist, I shall most cheerfully embrace it... The recommendation of such a spirit is worthy of the moderation and wisdom which dictated it.”</p> <p>- Alexander Hamilton, Letter to George Washington, 9 September 1792</p> |

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

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

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

## Strand 1: AMERICAN FOUNDING PRINCIPLES

The Declaration of Independence and the United States Constitution are guided by civic principles essential to the American experiment. In particular, classical republicanism, the natural rights tradition, and colonial religious traditions guided the Founders and continue to direct us today. An understanding of how these principles are applied to ordered liberty, constitutional government, and the rule of law is vital for responsible and effective citizenship. The U.S. Constitution became America’s first complete written national constitution; before its creation, confederal principles were practiced in the Iroquois Constitution, the Articles of Confederation, and within state constitutions. Students need to be able to see how the principles 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 understanding and implementing these principles.

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

- The Mayflower Compact
- Iroquois Confederation
- Articles of Confederation
- The Declaration of Independence
- Selected writings of Cicero, John Locke, and Montesquieu
- Selected biblical texts

***Guiding Questions to Consider:***

- What does the natural rights theory and colonial religious tradition teach about the inherent worth of each human being? How do natural rights theory and religious traditions continue to shape current political and social issues?
- How did the diversity of colonial religious traditions lead to the development of religious liberty? Why is religious liberty foundational to American constitutional government?
- What is a civic virtue, what civic virtues are referenced in the Declaration of Independence, and what does it mean to be a virtuous citizen?
- In what ways does the idea of the “common good” influence laws and policies today? How should we navigate potential tensions between the common good and individual rights?
- How does adherence to the rule of law uphold liberty, justice, and equality? How does it produce freedom and safety?
- How do the Mayflower Compact and Declaration of Independence show the ability of individuals to come together and, through courage, prudence, and cooperation, make an impact in their own lives, their communities, and the course of history?
- In what ways does the Declaration of Independence continue to shape American identity and political practices?

**STANDARDS**

**Standard 1.1:** Students will evaluate the meaning of a republic and how it differs from other forms of government, including monarchy, aristocracy, tyranny, oligarchy, and direct democracy.

**Standard 1.2:** Students will understand the classical republican tradition (civic virtue, participation, representation, republican government, common good, the rule of law) and the natural rights tradition (natural law, natural rights, consent of the governed, property rights, social compact). Students will do this by analyzing excerpts from primary source documents, such as Cicero, Locke, and Montesquieu, and will apply core arguments to current issues and defend their claims.

**Standard 1.3:** Students will analyze how politically relevant principles from diverse colonial religious traditions and religious movements (such as the First Great Awakening) influenced the American Founding and sparked debates about political authority, dignity and moral equality, religious liberty, non-establishment of religion, religious pluralism, and toleration. Students will do this by analyzing excerpts from primary source documents, such as the Mayflower Compact,

## UTAH CORE STATE STANDARDS for SOCIAL STUDIES

relevant biblical passages, and colonial sermons and pamphlets, and will apply core arguments to current issues and defend their claims.

**Standard 1.4:** Students will analyze the Declaration of Independence and identify where the text refers to, or implies, the classical republican, natural rights, and colonial religious traditions. Students will also discuss the similarities and potential tensions between these traditions (such as between an emphasis on the common good and individual natural rights).

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

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

**Standard 1.7:** Students will explore how ordinary citizens during the American independence movement applied the **civic skills** of working through local government, civic and religious associations, and the petition of representatives to effect political change.

### Strand 2: STRUCTURE OF AMERICAN CONSTITUTIONAL GOVERNMENT

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

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

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

- Lincoln's critique of the Dred Scott decision

**Guiding Questions to Consider:**

- What forms of government protect life, liberty, and the pursuit of happiness? How?
- What are the strengths and weaknesses of a small republic versus a large republic?
- How did issues such as representation and executive power shape the final Constitution? How did debates over the morality of slavery shape the final Constitution?
- What were the core arguments for and against ratifying the U.S. Constitution? Which, if any of these questions and arguments are still prevalent in the United States today?
- What is federalism, and how did the Constitution create a balance between state and federal authority? How is *e pluribus unum* related to the concept of federalism? What are current events or issues that illustrate the relationship between national and state governments?
- In Federalist No. 51, Madison argues that a constitution "must first enable the government to control the governed; and in the next place oblige it to control itself." What does it mean for the government to "control itself" and why is that important? How can one keep governments from becoming tyrannical?
- What is the separation of powers and why did the Framers of the U.S. Constitution think it essential for good government? What are some examples of *checks and balances* and the separation of powers at work in current events and issues?
- Are there circumstances in which the government might get better results when it is slow and deliberate? Are there circumstances when quick immediate and decisive action might be better?
- Is the will of the majority the only criterion of a good law? How are the rights of the minority protected against the will of the majority in a constitutional republic?
- What are the benefits and dangers of giving the executive power to a single person? How have presidential powers changed over time?
- Does the U.S. Constitution make one branch of government stronger than the others? Which is the least dangerous branch to liberty and which is the most?
- What impact does the role of the Supreme Court have on the powers of the executive and legislative branches?

**STANDARDS**

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

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

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

## UTAH CORE STATE STANDARDS for SOCIAL STUDIES

impeachment of government officials, and the development of how political parties and committees shape Congress.

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

**Standard 2.5:** Students will determine how the text of Article III and the Supremacy Clause of Article VI structure the federal court system, secure judicial independence, and empower the judiciary to interpret the Constitution, drawing on the arguments about the judiciary in *Federalist* No. 78 and Brutus 15.

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

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

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

**Standard 2.9:** Students will examine how the principles of the Declaration of Independence, including natural rights, relate to the Constitution. Students will do this by analyzing excerpts from primary source documents, including Abraham Lincoln's "Fragment on the Constitution" and his 1861 "Speech at Independence Hall."

**Standard 2.10:** Students will study and reflect upon the **civic skills and virtues** displayed in Washington's "Farewell Address," including those required for Constitutional fidelity and leadership, civic friendship and unity, the role of religion in developing civic virtues, the peaceful transfer of power, and citizenship.

### Strand 3: DEVELOPMENT OF THE AMERICAN CONSTITUTION

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

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

- Selected passages from the Federalist and Antifederalist papers, including *Federalist* No. 84 and Brutus 2.
- The Bill of Rights (Amendments 1 – 10 of the U.S. Constitution)
- Speeches of Abraham Lincoln
- Speeches of Frederick Douglass
- Seneca Falls Declaration of Sentiments
- Lincoln-Douglas Debates
- Civil War and Reconstruction Amendments (13, 14, 15)
- Letter from Birmingham Jail

***Guiding Questions to Consider:***

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

**STANDARDS**

**Standard 3.1:** Students will understand the text of Article V of the Constitution, including the roles of Congress, state legislatures, state conventions, and the people in enacting constitutional change.

**Standard 3.2:** Students will identify and evaluate arguments for and against a written bill of rights through an examination of *Federalist* No. 84 and Brutus 2.

**Standard 3.3:** Students will examine the text, principles, and interpretation of the First Amendment’s protection of the freedoms of religion, speech, press, assembly, and petition, and discuss the relationship between rights and responsibilities of citizens.

## UTAH CORE STATE STANDARDS for SOCIAL STUDIES

**Standard 3.4:** Students will examine the text, principles, and interpretation of the Second through Ninth Amendments, as well as Habeas Corpus in Article I, Section 9.

**Standard 3.5:** Students will articulate differing views on the meaning of the principles in the Declaration of Independence, the U.S. Constitution, and issues of natural law and natural rights during the debates over slavery, through a study of the Lincoln-Douglas “Ottawa Debate” and Frederick Douglass’ speeches “What to the Slave Is the Fourth of July?” and “The American Constitution and the Slave: An Address Delivered in Glasgow, Scotland.”

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

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

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

**Standard 3.9:** Students will analyze how religious faith and religious institutions influenced debates about the abolition of slavery and the Civil Rights Movement; in doing so, they will utilize primary sources, including the primary sources required in this course.

**Standard 3.10:** Students will determine the **civic skills and virtues** required for constitutional fidelity and civic friendship in times of political change and social division, through a study of Lincoln’s “Gettysburg Address” and “Second Inaugural Address;” Frederick Douglass’ “Oration in Memory of Abraham Lincoln,” and Martin Luther King’s “Letter from Birmingham Jail,” including the **civic skills** of petition and persuasion, and the **civic virtues** of prudence, justice, courage, humility, duty, moderation, and civic charity.

### Strand 4: PRACTICING CONSTITUTIONAL CITIZENSHIP

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

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

- The Utah State Constitution
- UT Legislature website (<https://le.utah.gov/>)
- The U.S. Constitution

## ***Guiding Questions to Consider:***

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

## **STANDARDS**

**Standard 4.1:** Students will analyze the relationship between economic systems and government in our federal system (national, state, and local), including a study of free market capitalism, socialism, and communism.

**Standard 4.2:** Students will examine the practice of self-government and the responsibilities of citizenship, including obeying laws, paying taxes, registering for the selective service, serving on juries, voting in local, state, and federal elections, staying informed, and otherwise participating in political processes.

**Standard 4.3:** Students will examine the practice of self-government at the state and local levels, including town, county, municipality, and tribal government decisions on budgeting, taxation, debt, and other government responsibilities.

**Standard 4.4:** Students will identify elements of the Utah Constitution, including the form of state government it created and the rights and principles it protects, and examine the process through which state and local laws are created, enforced, and interpreted.

**Standard 4.5:** Students will understand the qualifications, roles, and oaths of office of local elected officers such as mayors, council members, school board members, auditors, treasurers, clerks, sheriffs, county commissioners, district or county attorneys, and tribal leaders.

## UTAH CORE STATE STANDARDS for SOCIAL STUDIES

**Standard 4.6:** Students will investigate the local, state, and federal election processes, including party platforms, caucuses, conventions, primaries, districting, funding, and campaigns and understand how individual citizens may participate in these processes.

**Standard 4.7:** Students will describe the influence of families, community groups, religious and educational organizations, and other civic associations in developing the social capital, civic skills, and civic virtues necessary to perpetuate constitutional self-government and the pursuit of happiness.

**Standard 4.8:** Students will analyze how the media informs citizens and influences public opinion. Students will also demonstrate the civic responsibility and **skills** needed to critically evaluate media sources for accuracy, credibility, bias, evidence, and logical reasoning.

**Standard 4.9:** 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.