

Committee Comments on Constitutional Government and Citizenship Course Standards

September 16, 2026

Introduction				
Section	Current Text	Adjusted Text Suggestion(s)	Feedback or Suggestion	Committee Response
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COURSE DESCRIPTION & PRINCIPLES OF CIVIC EDUCATION				
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.	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.	Add this sentence at the conclusion of the first paragraph.: This course also examines the fundamental role of religion in United States history and the primacy of religious liberty to American constitutional government.	Committee Response: - Recommendation accepted. Committee Recommendation: 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.
Course Description	The Declaration of Independence and The Constitution of the United States are the guiding elements of this course. The course will use these and other important primary sources to cover five 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	The Declaration of Independence and The Constitution of the United States are the guiding elements of this course. The course will use these and other important primary sources to cover four strands that derive from Utah Code 53E-4-205.2: 1. American Founding Principles 2. Structures of American Constitutional Government 3. Development of the American Constitution 4. Practicing Constitutional Citizenship	Technical correction: change “five strands” to “four strands” (only four are listed) and correct the statutory citation from Utah Code 53E-4-205.21 to 53E-4-205.2.	Committee Response: - Corrected accepted. Committee Recommendation: 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-4-205.2:
Course Description	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			Committee Recommendation: Change the sentence that begins: <i>This course nurtures to</i> 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.

	(Strands 1-2) must be taken before the second (Strands 3-4).			
Principles of Civic Preparation	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 develop civic skills, nurture civic virtues, and teach civic knowledge. They are also places to develop attachments to the Constitution and laws, consider current issues, and increase understanding of the world and its peoples. These civic skills, habits of mind, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the freedom secured by the Constitution. To reach these ends, students should have ample opportunities to employ and learn about civic knowledge, skills, dispositions and virtues.			Committee Recommendation: - We suggest making a few minor wording changes. Committee Recommendations: Social studies and history classrooms are an important venue in which to teach civic knowledge, develop civic skills, and nurture civic virtues. To reach these ends, students should have ample opportunities to employ and learn about civic knowledge, skills, dispositions and virtues.
Principles of Civic Preparation - Civic skills	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.			No change.
Principles of Civic Preparation - Civic skills	● 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.			No change.
Principles of Civic Preparation - Civic skills	● Rational thinking skills, including carefully collecting and weighing information; seeking and discerning true principles; crafting evidence-based arguments; and avoiding logical fallacies.			No change.
Principles of Civic Preparation - Civic skills	● Organizational skills, including effectively organizing, networking, and collaborating with others in their neighborhoods, communities,			No change.

	states, and nation; and utilizing civic and political organizations to participate in decision-making processes and solve community problems.			
Principles of Civic Preparation - Civic skills	● 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.			No change.
Principles of Civic Preparation - Civic virtues and dispositions	Civic dispositions and virtues include but are not limited to:			Committee Response: - Based on some concerns from the public feedback, from teachers worried about assessing students’ civic virtues, we think it useful to explain further. - We also incorporated the Board’s suggestions in a “note” below into the text here. - We suggest the following changes: Committee Recommendation: 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:

Principles of Civic Preparation - Civic virtues and dispositions	● Integrity, Truthfulness, and Honor: Demonstrating trustworthiness by keeping one’s promises, telling the truth, and countering falsehoods.			Committee Response: - We also wanted to add quotations from American leaders for each of the civic virtues. See table in the clean copy of the suggested Standards. Committee Recommendation: “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.” - Abigail Adams, Letter to her son, John Quincy Adams, June 10, 1778
Principles of Civic Preparation - Civic virtues and dispositions	● Courage and Willingness to Sacrifice: Standing firm on principles, even when it is unpopular, and taking constructive action in the face of fear, danger, or criticism.			Committee Response: - We also wanted to add quotations from American leaders for each of the civic virtues. Committee Recommendation: “Courage faces fear and thereby masters it; cowardice represses fear and is thereby mastered by it.” - Martin Luther King, Jr., from his sermon, “The Mastery of Fear or Antidotes for Fear”
Principles of Civic Preparation - Civic virtues and dispositions	● Civic Charity: Recognizing the worth of all human beings and responsibly seeking the well-being of one's family, neighbors, fellow citizens, and country.	Civic Charity: Recognizing the inherent worth of all human beings and responsibly seeking the well-being of one’s family, neighbors, fellow citizens, and country.	Add the word “inherent” to emphasize that human worth is innate rather than conferred, consistent with the natural-rights framing used elsewhere in the standards.	Committee Response: - Recommendation accepted. - We also wanted to add quotations from American leaders for each of the civic virtues. Committee Recommendation: ● Civic Charity: Recognizing the inherent worth of all human beings and responsibly seeking the well-being of one’s family, neighbors, fellow citizens, and country. “We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection.” - Abraham Lincoln, First Inaugural Address “With malice toward none, with charity for all...” - Abraham Lincoln, Second Inaugural Address
Principles of Civic Preparation - Civic virtues and dispositions	● Justice: Understanding and upholding what is fair and right; respecting the dignity, liberty, and natural and civil rights of others; seeking laws that establish justice.			Committee Response: - We also wanted to add quotations from American leaders for each of the civic virtues. Committee Recommendation: “Justice is the end of government. It is the end of civil society.” - James Madison, Federalist 51

Principles of Civic Preparation - Civic virtues and dispositions	● Wisdom and Prudence: Good judgment; discerning right; correctly deciding what is most just, proper, and useful for a particular situation.			Committee Response: - We also wanted to add quotations from American leaders for each of the civic virtues. Committee Recommendation: “Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes...” - Declaration of Independence
Principles of Civic Preparation - Civic virtues and dispositions	● Moderation and Cooperation: Exercising caution towards extremes; acting temperately, especially in attitudes towards adversaries; working together for a common civic end.			Committee Response: - We also wanted to add quotations from American leaders for each of the civic virtues. Committee Recommendation: “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.” - Alexander Hamilton, Letter to George Washington, 9 September 1792 “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 Nation.” - George Washington, To the Pennsylvania Legislature, 12 September 1789
Note	<i>Note:</i> For the purposes of this course, “civic dispositions” and “civic virtues” share the same meaning. However, the language of civic virtues will be used because it is the language of the Declaration of Independence and other assigned primary sources and will thus better connect the students with them. A virtue is a consistent habit of choosing what is good, just, and right.	Note: For the purposes of this course, “civic dispositions” and “civic virtues” share the same meaning. However, the language of civic virtues will be used because it is the language of the Declaration of Independence and other assigned primary sources and will thus better connect the students with them. A virtue is a consistent habit of choosing what is good, just, and right. Students may study the role of religion in cultivating civic virtues. See Utah Code 53E-4-205.4 for optional ideas.	Add a closing sentence pointing teachers to optional resources on religion’s role in cultivating civic virtue, consistent with SB 268/HB 312’s optional-topics provision.	Committee Response: - Recommendation accepted, but our revisions move this above in the text. Committee Recommendation: <i>Incorporated into the paragraph directly before the listing of virtues.</i>

Note	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.			No change.
SB 268 and HB 312 add a new statutory focus area (Utah Code 53E-4-205.2(e)), effective no later than the 2027–28 school year, requiring the course to “examine the fundamental role of religion in United States history and the primacy of religious liberty to American constitutional government, including the optional topics described in Section 53E-4-205.4.” Staff estimate this affects roughly 20% of the standards; the changes proposed throughout this document are intended to meet that requirement without disturbing the writing committee’s existing work. Separately, Utah Code 53G-10-302 calls for student engagement with political philosophies and economic systems so students can understand the outcomes of different systems — see the proposed revisions to Standards 1.1 and 1.2 in Strand 1. Committee Response: - Not actionable as a standard. There is no legislative mandate for 20% of the standards to focus on religion. That does not match with the weight of the required content components. But more importantly, the intent is to show that religion existed throughout the development of the American nation. It is not about a number of standards to be added. - Religion and religious history has been thoroughly embedded in this course, although this is not a religious history course. In the latest iteration, you will see religion and religious history in: - Overall course description - Special note - Strand 1 description - Strand 1 guiding questions - Standards 1.3, 1.4, 1.7 - Standards 2.9 (2.10) - Strand 3 guiding questions - Standards 3.3 and 3.9 - Strand 4 description - Standards 4.5 and 4.7 Committee Recommendation: No addition recommended.				

Strand 1: AMERICAN FOUNDING PRINCIPLES				
Section	Current Text	Adjusted Text Suggestion(s)	Feedback or Suggestion	Committee Response
Strand 1 description	The Declaration of Independence and the United States Constitution are guided by civic principles essential to the American experiment. In particular, classical		Member proposal: retain the Iroquois Confederation reference in Strand 1 as an example of Native American	Committee Response: - We have incorporated these texts, as appropriate, throughout the standards. Thus no changes recommended here because changes introduced below.

	republicanism, the natural rights tradition, and colonial religious traditions guided the Founders and continue to direct us today. An understanding of how these principles are applied to ordered liberty, constitutional government, and the rule of law is vital for responsible and effective citizenship. The U.S. Constitution became the first complete written national constitution; before its creation, confederal principles were practiced in the Iroquois Constitution, the Articles of Confederation, and separation of powers within state constitutions. Students need to be able to see how the principles and virtues found in the Declaration of Independence and the U.S. Constitution are of continuing relevance to the issues we face in the present and appreciate the use of deliberation in fostering these principles and their vital results.		regional confederal governance (distinct from the direct European intellectual sources of the Constitution), and add Locke, Montesquieu, Blackstone, and biblical texts as those direct intellectual sources — see corresponding addition to the Primary Source Documents list below.	- We have also made some minor edits, which can be seen highlighted green below. Committee Recommendation: 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.
Primary Source Documents	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	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 John Locke, Montesquieu, and William Blackstone • Selected biblical texts	Member proposal: add primary-source excerpts representing the direct intellectual sources of the Constitution.	Committee Response: - We have added John Locke, Montesquieu, and biblical texts (suggested by Board) as well as Cicero (suggested frequently in public feedback). - We do not recommend William Blackstone for students at this level, and to not overwhelm teachers by the already large number of primary texts. Committee Recommendation: 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

Strand 1 - Guiding Questions 1		What does it mean that all people are “created equal” and endowed by their Creator with certain “unalienable Rights”? How did these “self-evident” truths shape the American Founding? How was the American Founding unique from other political origins?	Suggestion (Member Earl), SB 268: new guiding question.	Committee Response: - This question is exactly what Standard 1.4 means. All teachers will ask this question when they teach the Declaration of Independence. The emphasis on colonial religious tradition is already in Standards 1.3 and 1.3. Committee Recommendation: No changes recommended. Keep as is, with Standards 1.3 and 1.4 covering this content.
Strand 1 - Guiding Questions 2	What does the natural rights tradition argue about the value of each human being? How do debates about natural rights shape current political and social issues?	What 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?	Suggestion (Member Earl), SB 268: broaden the question to include colonial religious tradition alongside natural rights theory.	Committee Response: - Suggestion accepted. Committee Recommendation: 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?
Strand 1 - Guiding Questions 3		How did covenantal concepts in the Mayflower Compact influence American concepts of consent of the governed?	Suggestion (Member Earl), SB 268: new guiding question.	Committee Response: - We’ve added the Mayflower Compact and its concepts to Standard 1.3. Committee Recommendation: Adding a new guided question is not recommended.
Strand 1 - Guiding Questions 4		How were the British North American colonies distinct from other European colonies in the Americas, and how did those differences influence the American Founding?	Suggestion (Member Earl), SB 268: new guiding question.	Committee Response: - The comparison of British and non-British colonies would fit better in the USH1 course than a government course. - The answer to this question is also likely too complicated for the purpose of this question or for a high school level course. Committee Recommendation: No additions recommended.
Strand 1 - Guiding Questions 5		How did the extraordinary diversity of colonial religious traditions lead to the development of religious liberty? Why is religious liberty foundational to American constitutional government?	Suggestion (Member Earl), SB 268: new guiding question.	Committee Response: - Accept recommendation without word “extraordinary.” Religious diversity is not unique to the American colonies. (See Istanbul and Ottoman Empire, or Jerusalem, for example..) Committee Recommendation: How did the diversity of colonial religious traditions lead to the development of religious liberty? Why is religious liberty foundational to American constitutional government?
Strand 1 - Guiding Questions	What is a civic virtue, what does it mean to be a virtuous citizen, and why does civic virtue matter?			Committee Response: - Board member recommendations included an added focus on the Declaration of Independence in the guiding

6				questions. This update is meant to incorporate that feedback. Committee Recommendation: 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?
Strand 1 - Guiding Questions 7	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?			No change.
Strand 1 - Guiding Questions 8	How does adherence to the rule of law uphold the civic virtues of justice and equality? How does it produce freedom and safety?			Committee Response: - We have also made some minor edits, which can be seen highlighted green below. Committee Recommendation: How does adherence to the rule of law uphold liberty, justice, and equality? How does it produce freedom and safety?
Strand 1 - Guiding Questions 9	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?			No change.
Strand 1 - Guiding Questions 10	In what ways does the Declaration of Independence continue to shape American identity and political practices?			No change.
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.	Suggestion (Member Earl), per HB 312 / Utah Code 53G-10-302: “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. Students will compare how political philosophies and economic systems affect inherent human rights, private property, individual liberty, and limited government.” Alternate member proposal: “Students will evaluate the meaning of a constitutional republic and how it differs from other forms of government and political ideologies, including monarchy, aristocracy, tyranny, oligarchy, direct democracy, socialism, communism, and totalitarianism.”	Two separate proposals target this standard. HB 312/Utah Code 53G-10-302 requires student engagement with political philosophies and economic systems to understand their outcomes. The committee should reconcile the two versions into a single standard before adoption.	Committee Response: - This standard is focused on “forms of government” which are distinct from economic systems like free-market capitalism, socialism, communism, etc. - There is also a historical dimension that makes a study of economic systems more appropriate for later in the course: socialism and communism (at least as we typically think of them) are ideologies of the 19th and 20th centuries. - We have incorporated a study of economic systems into a new Standard 4.1. Committee Recommendation: No addition recommended here, but see new Standard 4.1.

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 apply core arguments to current issues and defend their claims.	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 apply core arguments to current issues and defend their claims, including an explicit comparison between the natural right to private property and free enterprise in a constitutional republic and state ownership and command economies under communist and socialist regimes.	Member proposal, Utah Code 53G-10-302: add explicit comparison between constitutional-republic property rights and state-controlled economic systems, complementing the Standard 1.1 revisions above.	Committee Response: - To help ensure each standard gets enough time and focus, we need to limit the number of standards to 7-10 total per strand. - This standard is focused on intellectual ideas that influenced the Founding. - We included Locke and property rights in this section. - Broader discussion of communism, economic systems, would fit better in a World History/World Civilizations course. - - We made a few minor edits. Committee Recommendation: 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 influenced the American Founding and sparked debates about religious liberty, non-establishment of religion, religious pluralism, and toleration.		Reaffirmed as originally drafted; already addresses the SB 268/HB 312 requirement to examine colonial religious traditions.	Committee Response: - We are unsure what “reaffirmed as originally drafted” means. - We incorporated applicable primary source text analysis directly into the standard. We also highlighted the First Great Awakening as an example of a relevant later religious movement, as suggested elsewhere by the committee. - We added “dignity and moral equality.” Committee Recommendation: 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, 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).			No change.

Standard 1.5 (proposed new)		Students will analyze the Mayflower Compact and identify how it influenced the American Founding by examining how its covenantal concept of self-governing community bound by mutual consent laid the groundwork for constitutional rule of law.	Suggestion (Member Earl), SB 268. Note: this numbering overlaps existing Standard 1.5; the committee will need to renumber the standards below if adopted.	Committee Response: - To help ensure each standard gets enough time and focus, we need to limit the number of standards to 7-10 total per strand. - The Mayflower Compact is now explicitly included in standard 1.3. It also covers the impact of colonial religious beliefs that impacted the Founding, which would include the concept of covenant. Committee Recommendation: Because we incorporated this into a previous standard, no additional standard is needed.
Standard 1.6 (proposed new)		Students will explore the democratizing effects of the First Great Awakening and their influence on the Founding, including increased literacy and education, inter-colonial travel and unity, spiritual equality, and challenges to traditional authority.	Suggestion (Member Earl), SB 268. Note: this numbering overlaps existing Standard 1.6 (see the separate proposal on that standard below); renumbering will be required if both are adopted.	Committee Response: - To help ensure each standard gets enough time and focus, we need to limit the number of standards to 7-10 total per strand. - We have incorporated the core of these suggestions in the newly revised 1.3. Committee Recommendation: Because we incorporated this into a previous standard, no additional standard is needed.
Standard 1.7 (proposed new)		Students will understand how natural law theory and colonial religious traditions shaped the Founders' belief in the dignity and moral equality of each human being and how those teachings influenced the American Founding.	Suggestion (Member Earl), SB 268. Note: this numbering overlaps existing Standard 1.7; the committee will need to renumber the standards below if adopted.	Committee Response: - To help ensure each standard gets enough time and focus, we need to limit the number of standards to 7-10 total. - Natural law theory and its impact on the Founding is already covered in Standard 1.2. - The impact of colonial religious traditions is already covered in Standard 1.3. Committee Recommendation: Because we incorporated this into a previous standard, no additional standard is needed.
Standard 1.8 (proposed new)		Students will define and analyze the seven core constitutional principles: Popular Sovereignty, Limited Government, Separation of Powers, Checks and Balances, Federalism, Individual Rights, and Republicanism.	Separate member proposal (not part of the SB 268/HB 312 suggestion). Numbering will also need to be resolved by the committee alongside the proposals above.	Committee Response: - These principles are foundational to the American constitutional tradition and are already covered in detail in Standards 1.2 (Republicanism, Individual Rights, Popular Sovereignty, Limited Government), 2.2 (limited government in the form separation of powers and of checks and balances), 2.8 (Federalism), as well as in other standards in Strand 2. Committee Recommendation: Because we incorporate these concepts between Strands 1 (American Founding Principles) and 2 (Structure of American Constitutional Government), no additional standard is needed.

Standard 1.9 (proposed new)		Students will analyze the declarations of rights found in many early state constitutions to understand how the Declaration of Independence and the United States Constitution complement one another, with the Constitution providing the frame of government that guarantees the rights proclaimed in the Declaration of Independence.	Suggestion (Member Earl), SB 268: new standard.	Committee Response: - We appreciate this recommendation and thought the most appropriate place for it was after students have studied both the principles of the Declaration and the 1787 Constitution. We have proposed it as a new standard 2.9. While the connection with state constitutions is interesting, we decided it would have the greatest impact if we focused on the Declaration and Constitution and pointed to Abraham Lincoln’s writings on this connection. - See also Standard 1.5 for discussion of the state constitutions, which contain bills of rights. Committee Recommendation: Because we recommend this as a new standard 2.9, we suggest no new standard here.
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.			No change.
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.	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. Students will analyze quotations from George Washington, James Madison, John Adams, and Benjamin Franklin regarding why personal virtue, morality, and self-restraint are essential for sustaining a self-governing constitutional republic.	Separate member proposal: amend Standard 1.6 to require analysis of quotations from Washington, Madison, Adams, and Franklin on personal virtue and self-restraint. Note potential overlap/numbering conflict with the proposed new Standard 1.6 (First Great Awakening) above — the committee should determine which belongs at 1.6.	Committee Response: - We appreciate the recommendation to focus on the writings of these Founders on the development of civic virtue. However, these suggestions are more like curricular recommendations than standards. Committee Recommendation: No changes recommended.
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.	Students will explore how ordinary citizens during the American independence movement applied the civic skills of working through local government, civic and religious associations, freedom of speech through sermons and pamphlets, and the petition of representatives to effect political change.	Suggestion (Member Earl): retain this standard as revised; renumber as needed based on the new standards proposed above.	Committee Response: - We incorporated religious sermons and pamphlets into standard 1.3, where we thought they were most relevant. Committee Recommendation: No changes recommended.
Numbering conflicts among the several new-standard proposals above (competing uses of 1.5–1.9) will need to be resolved by the writing committee before adoption. The Standard 1.1 and 1.6 proposals likewise each have two competing versions that should be reconciled into single standards. Committee Response: We renumbered where appropriate. See our responses to proposed additional standards above.				

Strand 2: STRUCTURE OF AMERICAN CONSTITUTIONAL GOVERNMENT

Section	Current Text	Adjusted Text Suggestion(s)	Feedback or Suggestion	Committee Response
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Strand 2 description	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.			No change.
Primary Source Documents	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 ◦ <i>Federalist</i> No. 1 ◦ <i>Federalist</i> No. 10, Brutus 1 ◦ <i>Federalist</i> Nos. 39, 45 ◦ <i>Federalist</i> No. 51 ◦ <i>Federalist</i> Nos. 57, 62 ◦ <i>Federalist</i> Nos. 68, 70 ◦ <i>Federalist</i> No. 78, Brutus 15 • Washington’s Farewell Address • Lincoln’s critique of the Dred Scott decision	The following required primary source documents (or excerpts thereof) should be examined in this strand: • The U.S. Constitution • James Madison’s Notes on the Debates in the Federal Convention of 1787 • 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	Suggestion (Member Earl): add Madison’s convention notes as a primary source to support Standards 2.1/2.2 on the Convention debates.	Committee Response: - This is not one of the legislated primary sources. - While this is an important primary source text, it is a massive one and would unduly overwhelm teachers. We recommend including excerpts in the model curriculum instead. Committee Recommendation: No change recommended.
Strand 2 - Guiding Questions	What forms of government protect life, liberty, and the pursuit of happiness? How?			No change.
Strand 2 - Guiding Questions	What are the strengths and weaknesses of a small republic versus a large republic?			No change.
Strand 2 - Guiding Questions	How did issues such as representation, executive power, and slavery shape the final Constitution?	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?	Suggestion (Member Earl), SB 268: split the existing question and add a question on the moral debate over slavery at the Convention.	Committee Response: - Suggestion accepted. Committee Recommendation: 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?
Strand 2 - Guiding Questions	What were the core arguments for and against ratifying the U.S. Constitution? Which, if any of these			No change.

	questions and arguments are still prevalent in the United States today?			
Strand 2 - Guiding Questions	What is federalism, and how did the Constitution create a balance between state and federal authority? How is <i>e pluribus unum</i> related to the concept of federalism? What are current events or issues that illustrate the relationship between national and state governments?			No change.
Strand 2 - Guiding Questions	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 <i>checks and balances</i> and the separation of powers at work in current events and issues?			No change.
Strand 2 - Guiding Questions	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?			No change.
Strand 2 - Guiding Questions	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?			No change.
Strand 2 - Guiding Questions	What are the benefits and dangers of giving the executive power to a single person? How have presidential powers changed over time?			No change.
Strand 2 - Guiding Questions	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?			No change.
Strand 2 - Guiding Questions	What impact does the role of the Supreme Court have on the powers of the executive and legislative branches?			No change.
Standard 2.1	Students will analyze the processes and principal debates at the Constitutional Convention, including the insufficiencies of the Articles of Confederation, problems of representation (the Virginia and New Jersey plans), executive power and election, state versus federal authority, and the question of slavery.		Reaffirmed as originally drafted.	Committee Response: - We don't know what the feedback "reaffirmed as originally drafted" means. - Minor change of one word, from "question" to "topic." Committee Recommendation: 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 (proposed new)		Students will analyze the debates at the Constitutional Convention over slavery, including the different	Suggestion (Member Earl), SB 268: new standard. Existing Standards 2.2–2.9	Committee Response: - This is a curricular suggestion interpreting Standard 2.1, which already mandates the discussion of slavery.

		opinions over the role of religion and morality in deciding issues over slavery.	would renumber to 2.3–2.10 if adopted.	Committee Recommendation: A new standard is not necessary.
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 <i>Federalist</i> No. 51.			No change.
Standard 2.3	Through the study of Article I and <i>Federalist</i> Nos. 57 and 62, students will examine the distinct design and character of the House and Senate, the enumerated powers of Congress, the processes for how budgets and other bills become law, the appointment and impeachment of government officials, and the development of how political parties and committees shape Congress.			No change.
Standard 2.4	Through the study of Article II, <i>Federalist</i> 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.			No change.
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 <i>Federalist</i> No. 78 and Brutus 15.			No change.
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 <i>Dred Scott</i> decision.			No change.
Standard 2.7	Students will explain the core arguments of the debates over ratification of the U.S. Constitution, including the proper extent of a republic’s power			Committee Response: - Minor edit Committee Recommendations:

	through the study of <i>Federalist</i> Nos. 1 and 10, Brutus 1, and the need for a Bill of Rights.			Students will explain the core arguments of the Constitution’s ratification debates , including the proper extent . . .
Standard 2.8	Students will examine the principles and practice of federalism through a study of <i>Federalist</i> Nos. 39 and 45, and the Tenth Amendment.			No change.
Standard 2.9 (new)				Committee Response: - We decided that the proper place for this new standard would be as a closing discussion once the students have studied both Founding principles and the structure of the Constitution. We reworded to include recommended primary sources. State Constitutions are also covered in Standard 1.5, Standard 2.9, and (focusing on the Utah State Constitution) 4.1. Committee Recommendation: 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 2.9 (amended to be 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 peaceful transfer of power, and citizenship.	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.	Suggestion (Member Earl), SB 268: add religion’s role in developing civic virtue to the themes studied in Washington’s Farewell Address.	Committee Response: - Suggestion accepted. - Standard now 2.10 Committee Recommendation: 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.
If new Standard 2.2 (above) is adopted, existing Standards 2.2 through 2.9 should be renumbered 2.3 through 2.10. Committee Response: We renumbered where appropriate.				

Strand 3: DEVELOPMENT OF THE AMERICAN CONSTITUTION				
Section	Current Text	Adjusted Text Suggestion(s)	Feedback or Suggestion	Committee Response
Strand 3 description	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			No change.

	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.			
Primary Source Documents	The following required primary source documents (or excerpts thereof) should be examined in this strand: - Selected passages from the Federalist and Antifederalist papers, including <i>Federalist</i> No. 84 and Brutus 2. - The Bill of Rights (Amendments 1 – 10 in 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	The following required primary source documents (or excerpts thereof) should be examined in this strand: Selected passages from the Federalist and Antifederalist papers, including Federalist No. 84 and Brutus 2. The Bill of Rights (Amendments 1 – 10 in the U.S. Constitution) Speeches of Abraham Lincoln Speeches of Frederick Douglass Seneca Falls Declaration of Sentiments Lincoln-Douglas Debates Civil War and Reconstruction Amendments (13, 14, 15) Letter from Birmingham Jail Excerpts from Frédéric Bastiat’s The Law	Member proposal: add Bastiat’s The Law as a 19th-century primary source on natural law, individual liberty, legal limits on government, and private property rights.	Committee Response: - Teachers are unlikely to know this source. - We will stick with the already legislatively required sources. - Small wording change Committee Recommendation: - The Bill of Rights (Amendments 1 – 10 of the U.S. Constitution)
Strand 3 - Guiding Questions	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”?			No change.
Strand 3 - Guiding Questions	What civic responsibilities and duties come with First Amendment rights?			Committee Recommendation We suggest deleting this question but adding a similar one after the “How does” question.
Strand 3 - Guiding Questions	What limits exist on citizens’ exercise of the freedoms of religion, speech, press, and petition? How are these rights protected in practice?			Committee Recommendation <i>Edits to clarify this sentence:</i> 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?
Strand 3 - Guiding Questions				Committee Recommendation <i>We suggest this guiding question:</i> What civic responsibilities and duties come with First Amendment rights?

Strand 3 - Guiding Questions	How do the Second through Ninth Amendments protect citizens' rights? Why are rights of the accused fundamental in a free society?			No change.
Strand 3 - Guiding Questions	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?	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?	Suggestion (Member Earl): broaden the question to connect these figures' arguments back to the Founding's civic principles and virtues.	Committee Response: - Addition accepted. Committee Recommendation: 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?
Strand 3 - Guiding Questions		How did religious faith and religious institutions influence the movement to abolish slavery and the Civil Rights Movement?	Suggestion (Member Earl), SB 268: new guiding question, tied to proposed Standard 3.7 below.	Committee Response: - Addition accepted. Committee Recommendation: How did religious faith and religious institutions influence the movement to abolish slavery and the Civil Rights Movement?
Strand 3 - Guiding Questions	After advances, such as the Reconstruction Amendments, why was the Civil Rights Movement still needed?			No change.
Strand 4 – Guiding Questions	How did civil rights legislation in the 20th century further implement the purpose of the 13th, 14th, 15th, and 19th Amendments?			No change.
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.			No change.
Standard 3.2	Students will identify and evaluate arguments for and against a written bill of rights through an examination of <i>Federalist</i> No. 84 and Brutus 2.			No change.
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.	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, explicitly distinguishing between mandatory civic duties (obeying laws, paying taxes, jury service, and Selective Service registration) and voluntary civic responsibilities (voting, staying informed, petitioning representatives, and attending public meetings), and evaluating the consequences to the republic if citizens fail to fulfill them.	Member proposal: make explicit the distinction between mandatory civic duties and voluntary civic responsibilities, and require students to evaluate the consequences to the republic when citizens fail to fulfill them.	Committee Response: - This standard needs to focus on the First Amendment. - Instead, we added a new standard in Strand 4. See new Standard 4.3. Committee Recommendation: No addition recommended.

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.			No change.
Standard 3.5	Students will articulate differing views of the principles in the Declaration of Independence, the U.S. Constitution, and issues of natural law and natural rights, through a study of the Lincoln-Douglas “Ottawa Debate” and Frederick Douglass’ speeches “What to the Slave Is the Fourth of July?” and “The American Constitution and the Slave: An Address Delivered in Glasgow, Scotland.”	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.”	Minor wording cleanup suggested (“the principles in the meaning of” → “the meaning of the principles in”) and explicit framing around the slavery debates.	Committee Response: - We accept this correction; thank you for improving this. Committee Recommendation: 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.			No change.
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.			No change.
Standards 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.		Committee Recommendation <i>Minor edit, adding a comma.</i> ... and the 14th, 15th, 19th, 24th and 26th Amendments, as well as the ongoing debates over voting rights.	No change.
Standard 3.9 (proposed new)		Students will analyze how religious faith and religious institutions influenced the movement to abolish slavery and the civil rights movement, including by studying the politically relevant references to religion in the writings and speeches of leaders such as Abraham Lincoln, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, Angela Grimke, Martin Luther King, Jr., Fannie Lou Hamer, John Lewis, and Rosa Parks.	Suggestion (Member Earl), SB 268: new standard. If adopted, existing Standards 3.7–3.9 would renumber to 3.8–3.10.	Committee Response: - We agree that a sound understanding of the abolition and civil rights movements require an understanding of the influence of faith and religious institutions. We reworded this to focus on the contribution to debates about these topics (while many religious organizations were pro-abolition, for example, others were not). - We have tried to keep the primary sources to those required by legislation, so as to keep the course focused not

				overwhelming for teachers/students. We strongly recommend USBE use this list of primary sources (Harriet Beecher Stowe, Sojourner Truth, Angelina Grimke, Fannie Lou Hamer, John Lewis, Rosa Parks, etc.) in its model curriculum for this course. Committee Recommendation: 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.
Standards 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;" Fredrick Douglass' "Oration in Memory of Abraham Lincoln," and Martin Luther King's "Letter from Birmingham Jail," including the civic skills of petition and persuasion, and the civic virtues of prudence, justice, courage, humility, duty, moderation, and civic charity.			Committee Response: - We corrected the spelling of Frederick Douglass' name. - This is now Standard 3.10. Committee Recommendation: 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.
If new Standard 3.7 (above) is adopted, existing Standards 3.7 through 3.9 should be renumbered 3.8 through 3.10. Committee Response: We renumbered where appropriate.				

Strand 4: PRACTICING CONSTITUTIONAL CITIZENSHIP				
Section	Current Text	Adjusted Text Suggestion(s)	Feedback or Suggestion	Committee Response
Strand 4 description	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.	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. Throughout the history of the United States, religion has had a fundamental role in shaping the civic principles and virtues of the American experiment. Civic leadership and participation are available through political office and affiliation; non-governmental and civic organizations; religious groups, clubs, local organizations, schools, and more.	Suggestion (Member Earl), SB 268: add a sentence on religion's historical role in shaping civic principles and virtue within the strand description.	Committee Response: - This concept about the role of religion has been covered in Strands 1 and 3, and throughout the course. Hitting it again feels heavy-handed instead of natural for the content. Committee Recommendation: No change recommended.

Primary Source Documents	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			No change.
Strand 4 - Guiding Questions	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?			No change.
Strand 4 - Guiding Questions	What does it mean to be an active and informed voter? How can citizens participate in the political process?			No change.
Strand 4 - Guiding Questions	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?			No change.
Strand 4 - Guiding Questions	What does it mean to be an American? What are key elements of American political culture? How do the rights and responsibilities in our founding documents influence our political culture and identity today, including in Utah?	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?	Suggestion (Member Earl): broaden “rights and responsibilities” to also include “virtues.”	Committee Response: - Addition accepted. Committee Recommendation: 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?
Strand 4 - Guiding Questions (new question)		What does the inclusion of an expression of gratitude to “Almighty God” for “life and Liberty” teach about how the framers of Utah’s 1895 constitution understood the origin of natural rights?	Suggestion (Member Earl), SB 268: new guiding question, tied to proposed Standard 4.6 below.	Committee Response: - We appreciate the focus of the Preamble as laying out fundamental principles behind the Utah Constitution. - We recommend broadening the language and including “the purpose of government.” Committee Recommendation: What does the Preamble to the Utah Constitution say about the source of rights and the purpose of Utah’s government?
Strand 4 - Guiding Questions	Among all our differences and diversity, in what ways do the Declaration of Independence and our Constitution unite us as Americans?			Committee Response: This and the following question about the Utah constitution are quite similar. By adding “and Utahns” to this guiding question, we can simplify the guiding questions. Committee Recommendation:

				Among all our differences and diversity, in what ways do the Declaration of Independence and our Constitution unite us as Americans and Utahns?
Strand 4 - Guiding Questions	How can the ideas and principles of the Utah Constitution connect us as Utahns?			Committee Response: - Because this guiding question is quite similar to the previous one (how core documents can unite Americans), we recommend adding “and Utahns” to the previous question and eliminating this question. Committee Recommendation: Cut this question.
Strand 4 - Guiding Questions	What similarities and differences exist between the structure of government and institutions contained in the Utah Constitution and the U.S. Constitution?			No change.
Strand 4 - Guiding Questions	What similarities and differences exist between the U.S. Bill of Rights and the Utah Constitution?			No change.
NEW 4.1				Committee Response: - This incorporates concepts that the Board wanted inserted into Standard 1.1, where the focus on political ideologies did not accommodate economic systems - New Standard 4.1 Committee Recommendation: 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 identify elements of the Utah Constitution, including the state government that it created, the rights and principles it protected, and examine the process through which state and local laws are created, enforced, and interpreted.		Reaffirmed as originally drafted.	Committee Response: - We are not sure what “reaffirmed as originally drafted means.” Committee Recommendation: New standard 4.2 proposed (and current 2.2 will become 2.4: 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.			No change except Standard numbering updated.

Standard 4.4 (proposed new)				Committee Response: - We appreciate the idea of having a standard focused on the duties and responsibilities of citizenship, as the committee suggested in an addition to Standard 3.3. We propose rewording the standard for clarity and simplicity. - Much of this strand focuses on participation in key civic institutions that are not explicitly political, so having a standard focused on the political obligations helps round out this strand. Committee Recommendation: The previous standard 2.2 will now become 2.4: Students will identify elements of the Utah Constitution, including the state government that it created, the rights and principles it protected, 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.			No change except Standard numbering updated.
Standard 4.6	Students will investigate the election process, including party platforms, caucuses, conventions, primaries, districting, funding, and campaigns while also understanding how individual citizens may participate.	Students will investigate the election process, including party platforms, caucuses, conventions, primaries, districting, funding, and campaigns while also understanding how individual citizens may participate, including the precinct-level mechanics of Utah’s caucus and convention candidate-nomination system and how individual citizens participate in local party delegate selection and candidate nomination processes.	Member proposal: make explicit the precinct-level mechanics of Utah’s caucus and convention system and how individuals participate in delegate selection.	Committee Response: - While we think this level of detail for just one election is out of balance with the other important election processes. - We appreciate the need to clarify that students should focus on local and state elections, not just federal ones. Committee Recommendation: 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.			Committee Response: - As stated in SB 268 Alignment document, Standard 4.6 directly fulfills the mandate to include the role of religion in U.S. history by extending the concept to modern citizenship, highlighting the role of “religious and educational organizations” in civil society. Committee Recommendation: No change except Standard numbering updated.
Standard 4.8 (proposed new)		Students will understand the fundamental role of religion over the course of United States history and	Suggestion (Member Earl), SB 268: new capstone standard directly addressing	Committee Response: We have incorporated religion and religious liberty into this course. Making it a single standard in this strand (focused on

		the primacy of religious liberty to American constitutional government.	the statutory requirement (Utah Code 53E-4-205.2(e)). If adopted, existing Standards 4.6–4.7 would renumber to 4.7–4.8.	Utah state and local law, as well as citizenship) detracts from this. Religion and religious liberty are in: - Overall course description - Special note - Strand 1 description - Strand 1 guiding questions - Standards 1.3, 1.4, 1.7 - Standards 2.9 (2.10) - Strand 3 guiding questions - Standards 3.3 and 3.9 - Strand 4 description - Standards 4.5 and 4.7 Committee Recommendation: No change recommended except standard numbering updated.
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.			No change recommended except standard numbering updated.
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.			Committee Response: - As stated in SB 268 Alignment document, Standard 4.9 directly fulfills the mandate to include the role of religion in U.S. history by extending the concept to modern citizenship, highlighting the role of “faith communities” in civil society. Committee Recommendation: No change recommended except Standard numbering updated.
If new Standard 4.6 (above) is adopted, existing Standards 4.6 and 4.7 should be renumbered 4.7 and 4.8. Committee Response: We have updated numbering of standards.				