

HOUSE REPUBLICAN STAFF ANALYSIS

Bill: HF 2510/HSB 714	House Committee: PASSED on 2/11 (14-9)
Committee: Education	House Floor:
Floor Manager Representative Boden	Senate Floor:
Date: March 3, 2026	Governor:
Staff: Kristin Rozeboom (1-3015)	

Social Studies Standards

- Prescribes specific social studies standards by grade level with specific people, events, documents, etc.

Section by Section Analysis

Section 1. Section 256.11(3) & (4)

For grades 1-6 the social studies curriculum shall include instruction on all of the following:

- The workings of the federal, state, and local levels of government.
- The rights and responsibilities of citizens of the United States and the state of Iowa.
- The history of the secular and religious ideals and institutions of liberty including political, religious, economic, social, and cultural liberty, in western civilization, the U.S., and the state of Iowa, which emphasizes the good, worthwhile, and best achievements of these ideals and institutions of liberty.
- Exemplary figures in western civilization, the U.S., and the state of Iowa who have fought to secure liberty.
- The cultural heritage of western civilization, the U.S., and the state of Iowa.
- The geography of the U.S. and the state of Iowa.
- The history and meaning of the U.S. flag and the National Anthem.
- Admirable Americans including Benjamin Franklin, George Washington, Frederick Douglass, Elizabeth Cady Stanton, and Abraham Lincoln.

Section 2. Section 256.11(3) New Paragraph

During grades five and six, the instruction provided as part of the social studies curriculum shall incorporate the study of important historical documents including the following:

- The Mayflower Compact
- Common Sense, written by Thomas Paine
- The Declaration of Independence
- The Articles of Confederation
- The Pennsylvania Act for the Gradual Abolition of Slavery
- The Virginia Statute for Religious Freedom
- The Northwest Ordinance
- The Constitution of the U.S.
- The Federalist Papers, including Federalist Number 10 and Federalist Number 51
- A transcript of George Washington's farewell address.

- Relevant excerpts from Democracy in America written by Alexis de Tocqueville.
- A transcript of the first debate between Abraham Lincoln and Stephen A. Douglas.
- The Emancipation Proclamation
- The writings of the Founding Fathers.

Section 3. Section 256.11(4)(a)(2)

For social studies in grades 7 and 8, the social studies curriculum shall require at least one semester of instruction or the trimester or quarter equivalent, in each of the following areas:

- Civics, which shall include all of the following:
 - The intellectual sources of the U.S. founding documents.
 - The political and military narrative of the causes and progress of the American Revolution
 - The U.S. founding documents and the original intent of such documents.
 - The Constitution of the U.S., with emphasis on the Bill of Rights, and the Constitution of the State of Iowa.
 - The basic principles of the U.S. Republican form of government.
 - The historical development of the United States' republican form of government.
 - The U.S. Republican form of government compared with different forms of government including dictatorship, monarchy, oligarchy, theocracy, communism, and autocracy.
 - The structure, function, and processes of government institutions at the federal, state, and local levels.
 - The civic virtues exemplified in the lives of famous Americans.
- U.S. history, which shall include all of the following:
 - The study of and devotion to the U.S. exceptional and praiseworthy history.
 - The basic political, diplomatic, and military history of the U.S., which shall include the period of discovery, early colonies, the War of Independence, the Civil War, the expansion of the U.S. to its present boundaries, World War I, World War II, the Cold War, the civil rights movement, and the period of time from September 11 attacks to the present day, which shall incorporate the study of primary source documents.
 - The basic history of business and technology in the U.S, which shall incorporate the study of primary source documents.
 - The basic history of the religious and secular aspects of the U.S. common culture, which shall incorporate primary source documents.
 - The concept that U.S. history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- History of western civilization, which shall include instruction that constitutes an extended, coherent account of western civilization, from Athens, Jerusalem, and Rome to the present day, to understand the nature of the nation's ideals and institutions of liberty, how such ideals came into existence, and what actions the nation's forefathers took to preserve them.
- Iowa history, to be taught during 8th grade, which shall include the following:
 - The history of the founding of Iowa
 - The history of famous Iowans and their involvement in important events in history.
 - How Iowans have impacted government, policies, issues, and procedures over the years.
 - The history of the state motto, bird, tree, and rock.
- Economics, to be taught during 8th grade and focus on the free enterprise system and its benefits. The economics curriculum shall include instruction related to the failures of economic systems of communist regimes and the difference between capitalist and communist economic systems.

The social studies curriculum shall include instruction related to admirable Americans including Benjamin Franklin, George Washington, Frederick Douglass, Elizabeth Cady Stanton, and Abraham Lincoln.

The instruction provided as part of the social studies curriculum shall incorporate the study of important historical documents including the following:

- The Mayflower Compact
- Common Sense, written by Thomas Paine
- The Declaration of Independence
- The Articles of Confederation
- The Pennsylvania Act for the Gradual Abolition of Slavery
- The Virginia Statute for Religious Freedom
- The Northwest Ordinance
- The Constitution of the U.S.
- The Federalist Papers, including Federalist Number 10 and Federalist Number 51
- A transcript of George Washington's farewell address.
- Relevant excerpts from Democracy in America written by Alexis de Tocqueville.
- A transcript of the first debate between Abraham Lincoln and Stephen A. Douglas.
- The Emancipation Proclamation
- The writings of the Founding Fathers.

Section 4. Section 256.11(5)(b)

In grades 9-12 amended to say students shall complete one unit of civics, two units of U.S. history, and one unit of western civilization. The social studies curriculum shall not include any AP course that requires action civics. The curriculum shall incorporate the study of documents that are important including:

- The Mayflower Compact
- Common Sense, written by Thomas Paine
- The Declaration of Independence
- The Articles of Confederation
- The Pennsylvania Act for the Gradual Abolition of Slavery
- The Virginia Statute for Religious Freedom
- The Northwest Ordinance
- The Constitution of the U.S.
- The Federalist Papers, including Federalist Number 10 and Federalist Number 51
- A transcript of George Washington's farewell address.
- Relevant excerpts from Democracy in America written by Alexis de Tocqueville.
- A transcript of the first debate between Abraham Lincoln and Stephen A. Douglas.
- The Emancipation Proclamation
- The writings of the Founding Fathers.

The one half unit of U.S. government shall include voting procedures and other instruction related to voting statutes and procedures, voter registration requirements, the use of paper ballots and voting systems in the election process, and the method of acquiring and casting an absentee ballot.

The one unit of civics shall not include any requirements related to political activism, service learning, action civics, or any cognate activity. The one unit of civics shall include all of the following:

- The intellectual sources of the U.S. founding documents, including documents that illustrate the Greek, Hebrew, and Roman exemplars of liberty and republican government; the Christian synthesis of Greek, Hebrew, and Roman thought that emphasized the equal dignity of all individual humans in the eyes of God; the medieval English inheritance of common law, jury, local self-government, liberty, and representative government; the early modern English inheritance of Christian liberty, republicanism, the militia, accountable government, mixed government, parliamentary sovereignty, freedom of the press, and the English Bill of Rights and Toleration Act; the colonial American inheritance of Christian liberty, self-

government, and local government; and the enlightenment theories of John Locke, Montesquieu, Adam Smith, and their contemporaries that universalized the European traditions of liberty.

- The political and military narrative of the causes and progress of the American Revolution.
- The original intent of the documents described above.
- The Constitution of the U.S., with emphasis on the Bill of Rights and the Constitution of the State of Iowa.
- The basic principles of the U.S. republican form of government and the institutions and principles to preserve liberty and prevent misuse of government power, including balance of power; consent of the governed; the electoral college; federalism and the division of powers between the federal government and the states; individual liberties; rights of life, liberty, and property; popular sovereignty; religious freedom; an educated citizenry; representative government; civilian control of the military; rule of law; control of faction; checks and balances; and separation of powers among the executive, legislature, and judiciary.
- The historical development of the U.S. republican form of government, including the Federalist and Anti-Federalist debates; the rise and role of political parties; the rise of Jacksonian democracy; the expansion of the ideals and institutions of liberty and republican self-government to include all Americans, regardless of sex or race; the causes and the constitutional consequences of the Civil War; the 13th amendment, 14th amendment, 15th amendment, and the 19th amendment; the rise of the New Deal administrative state; the U.S. Supreme Court cases including *Marbury v. Madison*, *McCulloch v. Maryland*, *Dred Scott v. Sandford*, *Pembina consolidated Silver Mining Co. v. Pennsylvania*, *Plessy v. Ferguson*, and *Brown v. Board of Education*.
- The U.S. republican form of government compared with different forms of government including dictatorship, monarchy, oligarchy, theocracy, communism, and autocracy.
- The structure, function, and processes of governmental institutions at the federal, state, and local levels.
- Civic virtues exemplified in the lives of famous Americans including George Washington, Benjamin Franklin, Alexander Hamilton, Abigail Adams, Thomas Jefferson, Andrew Jackson, Frederick Douglass, Susan B. Anthony, Abraham Lincoln, Ulysses S. Grant, Ely Parker, Thomas Edison, Andrew Carnegie, Walter Reed, Theodore Roosevelt, Charles Curits, Will Rogers, Jim Thorpe, Jackie Robinson, George Marshall, Martin Luther King, Jr., Richard Feynman, Neil Armstrong, and Ronald Reagan.

The 2 units of U.S. history shall include an assessment of the student's knowledge of the important historical documents, including the Declaration of Independence, the Constitution of the U.S., the Emancipation Proclamation, and excerpts from the Federalist papers. One unit of U.S. history shall focus on the period of time beginning when the Mayflower landed on Cape Cod to the conclusion of the Civil War. The other unit shall focus on the period of time beginning at the conclusion of the Civil War to the present day, which shall include instruction related to the Holocaust and crimes against humanity that have occurred under communist regimes. The 2 units of U.S. history shall include significant material related to the War of Independence and the creation of the Constitution of the U.S. The units shall be designed to include significant biographical material related to exemplary Americans to provide both the nation's shared constitutional history and historical context. The 2 units of U.S. history shall include instruction related to all of the following:

- The U.S. exceptional and praiseworthy history.
- The basic political, diplomatic, and military history of the U.S., which shall include the period of discovery, early colonies, the War of Independence, the Civil War, the expansion of the U.S. to its present boundaries, World War I, World War II, the Cold War, the civil rights movement, and the period of time from the September 11 attacks to the present day.
- The basic history of business and technology in the U.S.
- The basic history of the religious and secular aspects of the U.S. common culture.
- The concept that U.S. history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

The one unit of western civilization shall include all of the following:

- Western civilization's exceptional and praiseworthy history.

- The basic political outline of western civilization, which shall include the history of ancient Israel, the free Greek city states, the Roman Republic, the Roman Empire, the Carolingian empire, the medieval papacy, medieval England, absolutist France, parliamentary England, the Napoleonic Wars, World War I, World War II, the communist and fascist challenges to the European order, and the survival and triumph of political and economic liberty.
- The basic intellectual history of western civilization, which shall include its Greek, Hebrew, and Roman sources; the Christian synthesis of those Greek Hebrew, and Roman sources that emphasized the equal dignity of all individual humans in the eyes of God; the renaissance rediscovery of republican liberty; the Reformation; the medieval and early modern English ideals and institutions of common law, jury, the militia, local self-government, political and religious liberty, representative government, accountable government, and parliamentary sovereignty; the scientific revolution; the enlightenment ideals of political and economic liberty; the 19th century formulation of the scientific and humanist disciplines; the emergence of modern conservatism and liberalism; and the challenges to the liberty of socialism and fascism.
- The basic history of science and technology in western civilization, which emphasizes Europe's unique role as the matrix of the modern scientific and industrial world.
- The basic economic history of western civilization, which emphasizes Europe's unique role as the matrix of modern mass prosperity, which emerged from the interplay of the ideals and institutions of economic liberty, secure property rights, entrepreneurial innovation, and the industrial revolution.
- The basic history of the religious and secular aspects of western civilization's cultures, which emphasizes the protective aspects of liberty.
- The basic history of the fruitful and enduring attachment of western civilization's free peoples to their nations and faiths.
- The concept that western civilization's history shall be viewed as factual, not as construed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a civilization based largely on the ideals and institutions of liberty.

Section 5. Section 256E.7(2)(g)

State board shall not waive above standards for charter schools.

Section 6. Section 256F.4(2)

Applies to charter schools.

Section 7. Section 262.9

Directs the Regent institutions to adopt policies that require all students to take a civic literacy exam.

If a student does not pass the exam, they shall be required to take a remedial civics course which shall include a culminating civic literacy exam. The remedial course shall not contain any requirements related to political activism, service learning, civic engagement, action civics, or any cognate activity.

If a student does not pass the exam, the student shall be allowed to take the exam as many times as necessary, provided that the student shall not be allowed to graduate or progress to more advanced civics courses until they pass.

Prohibits the Regents from awarding any semester hours of credit for courses that require action civics or political activism.

Section 8.

This section is struck in the amendment.

Section 9. State Mandate Funding Specified

Unfunded mandate code section does not apply.

Section 7. No Impact on Graduation Requirements

Does not impact high schoolers graduating as of the effective date of this Act.

Amendment Analysis

Amendment H-8096 by Boden—Removes requirement of a civics assessment since we have the U.S. Immigration Civics Exam, removes prescriptive Holocaust instruction, and makes the new social studies standards adopted by the Dept. of Ed. null and void.

Amendment H-8100 by Ramirez—Changes the title. In the antisemitism definition in code, removes reference to the contemporary examples of antisemitism identified by the international Holocaust Remembrance Alliance and adds a new definition. “Means a certain perception of Jews, which may be expressed as hatred toward Jews, including rhetorical and physical manifestations of antisemitism directed toward Jewish or non-Jewish individuals or their property, or toward Jewish community institutions and religious facilities.