

House Study Bill 714 - Introduced

HOUSE FILE _____
BY (PROPOSED COMMITTEE ON
EDUCATION BILL BY CHAIRPERSON
WHEELER)

A BILL FOR

1 An Act relating to education, including by modifying provisions
2 related to the social studies instruction provided to students
3 enrolled in grades one through twelve and the educational
4 programs provided by the institutions of higher education
5 under the control of the state board of regents, and requiring
6 education related to the holocaust for students and teachers
7 in school districts.
8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.11, subsection 3, paragraph a,
2 subparagraph (2), Code 2026, is amended to read as follows:

3 (2) Social studies. The social studies curriculum shall
4 include instruction related to all of the following:

5 (a) The workings of the federal, state, and local levels of
6 government.

7 (b) The rights and responsibilities of citizens of the United
8 States and the state of Iowa.

9 (c) The history of the secular and religious ideals
10 and institutions of liberty, including political, religious,
11 economic, social, and cultural liberty, in western civilization,
12 the United States, and the state of Iowa, which emphasizes the
13 good, worthwhile, and best achievements of these ideals and
14 institutions of liberty.

15 (d) Exemplary figures in western civilization, the United
16 States, and the state of Iowa who have fought to secure liberty.

17 (e) The cultural heritage of western civilization, the United
18 States, and the state of Iowa.

19 (f) The geography of the United States and the state of Iowa.

20 (g) The history and meaning of the United States flag and the
21 national anthem.

22 (h) Admirable Americans, including Benjamin Franklin, George
23 Washington, Frederick Douglass, Elizabeth Cady Stanton, and
24 Abraham Lincoln.

25 Sec. 2. Section 256.11, subsection 3, Code 2026, is amended
26 by adding the following new paragraph:

27 NEW PARAGRAPH. 0c. During grades five and six, the
28 instruction provided as part of the social studies curriculum
29 shall incorporate the study of documents that are important to
30 the history of the United States, including all of the following:

31 (1) The Mayflower compact.

32 (2) Common Sense, written by Thomas Paine.

33 (3) The Declaration of Independence.

34 (4) The Articles of Confederation.

35 (5) The Pennsylvania Act for the gradual abolition of

1 slavery.

2 (6) The Virginia statute for religious freedom.

3 (7) The northwest ordinance.

4 (8) The Constitution of the United States.

5 (9) The federalist papers, including federalist number ten
6 and federalist number fifty-one.

7 (10) A transcript of George Washington's farewell address.

8 (11) Relevant excerpts from Democracy in America written by
9 Alexis de Tocqueville.

10 (12) A transcript of the first debate between Abraham Lincoln
11 and Stephen A. Douglas.

12 (13) The Emancipation Proclamation.

13 (14) The writings of the founding fathers.

14 Sec. 3. Section 256.11, subsection 4, paragraph a,
15 subparagraph (2), Code 2026, is amended to read as follows:

16 (2) (a) Social studies, including instruction related to
17 civics. The social studies curriculum shall require at least one
18 semester of instruction, or the trimester or quarter equivalent,
19 in each of the following areas:

20 (i) Civics, which shall include instruction related to all of
21 the following:

22 (A) The intellectual sources of the United States' founding
23 documents.

24 (B) The political and military narrative of the causes and
25 progress of the American Revolution.

26 (C) The United States' founding documents and the original
27 intent of such documents.

28 (D) The Constitution of the United States, with emphasis on
29 the Bill of Rights, and the Constitution of the State of Iowa.

30 (E) The basic principles of the United States' republican
31 form of government.

32 (F) The historical development of the United States'
33 republican form of government.

34 (G) The United States' republican form of government compared
35 with different forms of government including dictatorship,

1 monarchy, oligarchy, theocracy, communism, and autocracy.

2 (H) The structure, function, and processes of government
3 institutions at the federal, state, and local levels.

4 (I) The civic virtues exemplified in the lives of famous
5 Americans.

6 (ii) United States history, which shall include instruction
7 related to all of the following:

8 (A) The study of and devotion to the United States'
9 exceptional and praiseworthy history.

10 (B) The basic political, diplomatic, and military history of
11 the United States, which shall include the period of discovery,
12 early colonies, the War of Independence, the Civil War, the
13 expansion of the United States to its present boundaries, World
14 War I, World War II, the Cold War, the civil rights movement,
15 and the period of time from the September 11 attacks to the
16 present day, which shall incorporate the study of primary source
17 documents.

18 (C) The basic history of business and technology in the
19 United States, which shall incorporate the study of primary
20 source documents.

21 (D) The basic history of the religious and secular aspects
22 of the United States' common culture, which shall incorporate the
23 study of primary source documents.

24 (E) The concept that United States history shall be viewed
25 as factual, not as constructed, shall be viewed as knowable,
26 teachable, and testable, and shall be defined as the creation of
27 a new nation based largely on the universal principles stated in
28 the Declaration of Independence.

29 (iii) The history of western civilization, which shall
30 include instruction that constitutes an extended, coherent
31 account of western civilization, from Athens, Jerusalem, and
32 Rome to the present day, to understand the nature of the
33 nation's ideals and institutions of liberty, how such ideals and
34 institutions of liberty came into existence, and what actions the
35 nation's forefathers took to preserve them.

1 (iv) Iowa history, to be taught during grade eight, which
2 shall include instruction related to all of the following:

3 (A) The history of the founding of Iowa.

4 (B) The history of famous Iowans and their involvement in
5 important events in history.

6 (C) How Iowans have impacted government, policies, issues,
7 and procedures over the years.

8 (D) The history of the state motto, bird, tree, and rock.

9 (v) Economics, to be taught during grade eight. The
10 economics instruction shall focus on the free enterprise system
11 and its benefits. The economics curriculum shall include
12 instruction related to the failures of economic systems of
13 communist regimes and the difference between capitalist and
14 communist economic systems.

15 (b) The social studies curriculum shall include instruction
16 related to admirable Americans, including Benjamin Franklin,
17 George Washington, Frederick Douglass, Elizabeth Cady Stanton,
18 and Abraham Lincoln.

19 (c) The instruction provided as part of the social studies
20 curriculum shall incorporate the study of documents that are
21 important to the history of the United States, including all of
22 the following:

23 (i) The Mayflower compact.

24 (ii) Common Sense, written by Thomas Paine.

25 (iii) The Declaration of Independence.

26 (iv) The Articles of Confederation.

27 (v) The Pennsylvania Act for the gradual abolition of
28 slavery.

29 (vi) The Virginia statute for religious freedom.

30 (vii) The northwest ordinance.

31 (viii) The Constitution of the United States.

32 (ix) The federalist papers, including federalist number ten
33 and federalist number fifty-one.

34 (x) A transcript of George Washington's farewell address.

35 (xi) Relevant excerpts from Democracy in America written by

1 Alexis de Tocqueville.

2 (xii) A transcript of the first debate between Abraham
3 Lincoln and Stephen A. Douglas.

4 (xiii) The Emancipation Proclamation.

5 (xiv) The writings of the founding fathers.

6 Sec. 4. Section 256.11, subsection 5, paragraph b, Code 2026,
7 is amended to read as follows:

8 b. Five units of ~~the social studies including instruction in~~
9 ~~voting statutes and procedures, voter registration requirements,~~
10 ~~the use of paper ballots and voting systems in the election~~
11 ~~process, and the method of acquiring and casting an absentee~~
12 ~~ballot.~~ All students shall complete a minimum of one-half
13 unit of United States government, and one unit of civics,
14 two units of United States history, and one unit of western
15 civilization. The social studies curriculum shall not include
16 any advanced placement course that requires action civics.
17 The social studies curriculum shall incorporate the study of
18 documents that are important to the history of the United
19 States, including the Mayflower compact; Common Sense, written
20 by Thomas Paine; the Declaration of Independence; the Articles
21 of Confederation; the Pennsylvania Act for the gradual abolition
22 of slavery; the Virginia statute for religious freedom; the
23 northwest ordinance; the Constitution of the United States; the
24 federalist papers, including federalist number ten and federalist
25 number fifty-one; a transcript of George Washington's farewell
26 address; relevant excerpts from Democracy in America written
27 by Alexis de Tocqueville; a transcript of the first debate
28 between Abraham Lincoln and Stephen A. Douglas; the Emancipation
29 Proclamation; and the writings of the founding fathers.

30 (1) The one-half unit of United States government shall
31 include the voting procedure as described in this lettered
32 paragraph and section 280.9A and other instruction related to
33 voting statutes and procedures, voter registration requirements,
34 the use of paper ballots and voting systems in the election
35 process, and the method of acquiring and casting an absentee

1 ballot. The government instruction shall also include a study
2 of the Constitution of the United States and the Bill of Rights
3 contained in the Constitution and an assessment of a student's
4 knowledge of the Constitution and the Bill of Rights.

5 (2) The one unit of civics shall include a culminating
6 civic literacy examination that was not developed by the school
7 district or accredited nonpublic school or the teacher providing
8 the civics instruction. The examination shall include an
9 assessment of the student's knowledge of United States government
10 and United States history, shall provide a means of assessing
11 civics instruction in grades nine through twelve, and shall
12 provide information that colleges and universities may use to
13 determine if incoming students possess sufficient civic literacy.
14 The one unit of civics shall not include any requirements related
15 to political activism, service learning, civic engagement, action
16 civics, or any cognate activity. The one unit of civics shall
17 include instruction related to all of the following:

18 (a) The intellectual sources of the United States' founding
19 documents, including documents that illustrate the Greek, Hebrew,
20 and Roman exemplars of liberty and republican government; the
21 Christian synthesis of Greek, Hebrew, and Roman thought that
22 emphasized the equal dignity of all individual humans in the eyes
23 of God; the medieval English inheritance of common law, jury,
24 local self-government, liberty, and representative government;
25 the early modern English inheritance of Christian liberty,
26 republicanism, the militia, accountable government, mixed
27 government, parliamentary sovereignty, freedom of the press, and
28 the English bill of rights and toleration Act; the colonial
29 American inheritance of Christian liberty, self-government,
30 and local government; and the enlightenment theories of John
31 Locke, Montesquieu, Adam Smith, and their contemporaries that
32 universalized the European traditions of liberty.

33 (b) The political and military narrative of the causes and
34 progress of the American revolution.

35 (c) The original intent of the documents described in

1 unnumbered paragraph 1.

2 (d) The Constitution of the United States, with an emphasis
3 on the Bill of Rights contained in the Constitution, and the
4 Constitution of the State of Iowa.

5 (e) The basic principles of the United States' republican
6 form of government and the institutions and principles to
7 preserve liberty and prevent misuse of government power,
8 including balance of power; consent of the governed; the
9 electoral college; federalism and the division of powers between
10 the federal government and the states; individual liberties;
11 rights of life, liberty, and property; popular sovereignty;
12 religious freedom; an educated citizenry; representative
13 government; civilian control of the military; rule of law;
14 control of faction; checks and balances; and separation of powers
15 among the executive, the legislature, and the judiciary.

16 (f) The historical development of the United States'
17 republican form of government, including the federalist and
18 antifederalist debates; the rise and role of political parties;
19 the rise of Jacksonian democracy; the expansion of the ideals
20 and institutions of liberty and republican self-government to
21 include all Americans, regardless of sex or race; the causes and
22 the constitutional consequences of the Civil War; the thirteenth
23 amendment, fourteenth amendment, fifteenth amendment, and the
24 nineteenth amendment; the rise of the new deal administrative
25 state; and United States Supreme Court cases, including Marbury
26 v. Madison, McCulloch v. Maryland, Dred Scott v. Sandford,
27 Pembina consolidated silver mining co. v. Pennsylvania, Plessy
28 v. Ferguson, and Brown v. Board of Education.

29 (g) The United States' republican form of government compared
30 with different forms of government including dictatorship,
31 monarchy, oligarchy, theocracy, communism, and autocracy.

32 (h) The structure, function, and processes of governmental
33 institutions at the federal, state, and local levels.

34 (i) Civic virtues exemplified in the lives of famous
35 Americans, including George Washington, Benjamin Franklin,

1 Alexander Hamilton, Abigail Adams, Thomas Jefferson, Andrew
2 Jackson, Frederick Douglass, Susan B. Anthony, Abraham Lincoln,
3 Ulysses S. Grant, Ely Parker, Thomas Edison, Andrew Carnegie,
4 Walter Reed, Theodore Roosevelt, Charles Curtis, Will Rogers,
5 Jim Thorpe, Jackie Robinson, George Marshall, Martin Luther King,
6 Jr., Richard Feynman, Neil Armstrong, and Ronald Reagan.

7 (3) The two units of United States history shall include an
8 assessment of the student's knowledge of important historical
9 documents, including the Declaration of Independence, the
10 Constitution of the United States, the Emancipation Proclamation,
11 and excerpts from the federalist papers. One unit of United
12 States history shall focus on the period of time beginning when
13 the Mayflower landed on Cape Cod to the conclusion of the Civil
14 War. The other unit of United States history shall focus on
15 the period of time beginning at the conclusion of the Civil
16 War to the present day, which unit shall include instruction
17 related to the Holocaust and crimes against humanity that have
18 occurred under communist regimes. The two units of United
19 States history shall include significant material related to
20 the War of Independence and the creation of the Constitution
21 of the United States. The two units of United States history
22 shall be designed to include significant biographical material
23 related to exemplary Americans to provide both the nation's
24 shared constitutional history and historical context. The two
25 units of United States history shall include instruction related
26 to all of the following:

27 (a) The United States' exceptional and praiseworthy history.

28 (b) The basic political, diplomatic, and military history of
29 the United States, which shall include the period of discovery,
30 early colonies, the War of Independence, the Civil War, the
31 expansion of the United States to its present boundaries, World
32 War I, World War II, the Cold War, the civil rights movement,
33 and the period of time from the September 11 attacks to the
34 present day, which shall incorporate the study of primary source
35 documents.

1 (c) The basic history of business and technology in the
2 United States, which shall incorporate the study of primary
3 source documents.

4 (d) The basic history of the religious and secular aspects
5 of the United States' common culture, which shall incorporate the
6 study of primary source documents.

7 (e) The concept that United States history shall be viewed
8 as factual, not as constructed, shall be viewed as knowable,
9 teachable, and testable, and shall be defined as the creation of
10 a new nation based largely on the universal principles stated in
11 the Declaration of Independence.

12 (4) The one unit of western civilization shall include
13 instruction related to all of the following:

14 (a) Western civilization's exceptional and praiseworthy
15 history.

16 (b) The basic political outline of western civilization,
17 which shall include the history of ancient Israel, the free
18 Greek city states, the Roman republic, the Roman empire,
19 the Carolingian empire, the medieval Papacy, medieval England,
20 absolutist France, parliamentary England, the Napoleonic wars,
21 World War I, World War II, the communist and fascist challenges
22 to the European order, and the survival and triumph of political
23 and economic liberty, which shall incorporate the study of
24 primary source documents.

25 (c) The basic intellectual history of western civilization,
26 which shall include its Greek, Hebrew, and Roman sources;
27 the Christian synthesis of those Greek, Hebrew, and Roman
28 sources that emphasized the equal dignity of all individual
29 humans in the eyes of God; the renaissance rediscovery of
30 republican liberty; the reformation; the medieval and early
31 modern English ideals and institutions of common law, jury,
32 the militia, local self-government, political and religious
33 liberty, representative government, accountable government,
34 and parliamentary sovereignty; the scientific revolution; the
35 enlightenment ideals of political and economic liberty; the

1 nineteenth-century formulation of the scientific and humanist
2 disciplines; the emergence of modern conservatism and liberalism;
3 and the challenges to liberty of socialism and fascism, which
4 shall incorporate the study of primary source documents.

5 (d) The basic history of science and technology in western
6 civilization, which shall emphasize Europe's unique role as the
7 matrix of the modern scientific and industrial world, which shall
8 incorporate the study of primary source documents.

9 (e) The basic economic history of western civilization, which
10 shall emphasize Europe's unique role as the matrix of modern
11 mass prosperity, which emerged from the interplay of the ideals
12 and institutions of economic liberty, secure property rights,
13 entrepreneurial innovation, and the industrial revolution, which
14 shall incorporate the study of primary source documents.

15 (f) The basic history of the religious and secular aspects
16 of western civilization's cultures, which shall emphasize the
17 protective aspects of liberty and incorporate the study of
18 primary source documents.

19 (g) The basic history of the fruitful and enduring attachment
20 of western civilization's free peoples to their nations and
21 faiths, which shall incorporate the study of primary source
22 documents.

23 (h) The concept that western civilization's history shall
24 be viewed as factual, not as constructed, shall be viewed as
25 knowable, teachable, and testable, and shall be defined as the
26 creation of a civilization based largely on the ideals and
27 institutions of liberty.

28 Sec. 5. Section 256E.7, subsection 2, paragraph h, Code 2026,
29 is amended by adding the following new subparagraph:

30 NEW SUBPARAGRAPH. (02) The educational standards of section
31 256.11 relating to social studies instruction for grades one
32 through twelve.

33 Sec. 6. Section 256F.4, subsection 2, Code 2026, is amended
34 by adding the following new paragraph:

35 NEW PARAGRAPH. 0q. Be subject to and comply with the

1 requirements of section 256.11, subsections 3 and 4, and section
2 256.11, subsection 5, paragraph "b", relating to social studies
3 instruction in the same manner as a school district.

4 Sec. 7. Section 262.9, Code 2026, is amended by adding the
5 following new subsections:

6 NEW SUBSECTION. 43. a. (1) Direct the institutions of
7 higher education under its control to adopt policies that
8 require all students admitted to the baccalaureate degree program
9 provided by the institution to take a civic literacy examination.

10 (2) Subparagraph (1) shall not apply to a student who has
11 taken and passed the civic literacy examination described in
12 section 256.11, subsection 5, paragraph "b", subparagraph (2).

13 b. If a student does not pass the civic literacy examination
14 described in paragraph "a", the institution shall require the
15 student to take a remedial civics course. The remedial
16 civics course shall include a culminating civic literacy
17 examination. The remedial civics course shall not contain any
18 requirements related to political activism, service learning,
19 civic engagement, action civics, or any cognate activity.

20 c. If a student does not pass the civic literacy examination
21 described in paragraph "b", the student shall be allowed to
22 retake the examination as many times as is necessary for the
23 student to pass the examination; provided, however, that the
24 student shall not be allowed to graduate from the institution,
25 or progress to more advanced civics courses, until the student
26 passes the examination.

27 NEW SUBSECTION. 44. Prohibit the institutions of higher
28 education under its control from awarding students any semester
29 hours of credit for courses that require action civics or
30 political activism.

31 Sec. 8. NEW SECTION. **280.37 Education on the holocaust.**

32 1. The general assembly finds all of the following:

33 a. Recent studies have shown there to be a severe lack of
34 awareness in the state of Iowa regarding historical facts about
35 the holocaust and antisemitism, and the causes and ramifications

1 thereof.

2 b. Antisemitism remains a persistent, pervasive, and
3 disturbing problem in contemporary American society.

4 c. In order to provide students with an understanding of the
5 importance of the protection of human rights and the potential
6 consequences of discrimination against and persecution of Jewish
7 people, it is a matter of high priority that students in this
8 state be educated concerning the holocaust.

9 d. Sources of free curricula and instructional materials for
10 education on the holocaust include but are not limited to the
11 United States holocaust memorial museum; yad vashem: the world
12 holocaust remembrance center; the Illinois holocaust museum and
13 education center; and echoes and reflections, a partnership of
14 the anti-defamation league, yad vashem, and the university of
15 southern California shoah foundation.

16 2. For purposes of this section, unless the context otherwise
17 requires:

18 a. "Antisemitism" means the same as defined in section
19 216F.1.

20 b. "Holocaust" means the systematic, bureaucratic,
21 state-sponsored persecution and murder of approximately six
22 million Jews by the Nazi regime and its allies and collaborators.

23 c. "Nazi" means the abbreviation for the national socialist
24 German workers' party, a political party of the mass movement
25 known as national socialism under which its leader, Adolf Hitler,
26 came to power in 1933 and governed by totalitarian methods until
27 1945.

28 d. "Organization" means one or more of the following
29 organizations:

30 (1) The United States holocaust memorial museum.

31 (2) Yad vashem: the world holocaust remembrance center.

32 (3) The Illinois holocaust museum and education center.

33 (4) Echoes and reflections, a partnership of the
34 anti-defamation league, yad vashem, and the university of
35 southern California shoah foundation.

1 (5) Any other entity approved for education on the holocaust
2 by the department of education.

3 3. a. No later than the school year beginning July 1, 2026,
4 the board of directors of a school district shall incorporate
5 age-appropriate and grade-appropriate instruction regarding the
6 holocaust for students in middle and high school into the
7 school district's educational program. Such instruction shall
8 be incorporated into existing required courses and include, at
9 minimum, the following:

10 (1) The causes and ramifications of the holocaust.

11 (2) The breadth of the history of antisemitism and the
12 holocaust, including the third reich dictatorship, concentration
13 camp system, persecution of Jews and non-Jews, Jewish and
14 non-Jewish resistance, and post-World War II trials.

15 (3) The impact of personal responsibility, civic engagement,
16 and societal response in the context of the holocaust.

17 (4) The connection between national, ethnic, racial, or
18 religious intolerance and the subjects described in subparagraphs
19 (1) and (2).

20 (5) The leading role played by the United States and the
21 United States armed forces, including African American soldiers,
22 including but not limited to the Tuskegee airmen, as well as
23 Native American and Asian American soldiers, in defeating the
24 third reich and its allies and liberating Nazi concentration
25 camps.

26 (6) The definition, history, and actions taken in the face of
27 the holocaust.

28 b. School districts shall utilize appropriate public or
29 private materials, personnel, and other resources in developing
30 and implementing education on the holocaust in accordance with
31 this section.

32 4. No later than the school year beginning July 1, 2026,
33 the board of directors of a school district shall incorporate
34 education on the holocaust for teachers into the district
35 professional development plan developed pursuant to section

1 284.6 for teachers who provide instruction in courses into
2 which student instruction in accordance with subsection 3 is
3 incorporated. Such training shall cover the topics required
4 by subsection 3. School districts shall utilize appropriate
5 programs provided by an organization for such training.
6 Education on the holocaust provided to teachers in accordance
7 with this section shall be credited toward a teacher's individual
8 professional development plan under section 284.6.

9 5. Annually by October 1, the department of education shall
10 submit a report to the governor and the general assembly
11 addressing the number of school districts offering education
12 on the holocaust to students and teachers in accordance with
13 this section. The department shall publish the report on the
14 department's internet site.

15 6. This section shall not be construed to diminish or
16 infringe upon any right protected under the Constitution of the
17 State of Iowa or the first amendment to the Constitution of the
18 United States. This section shall not be construed to conflict
19 with any local, state, or federal law relating to discrimination.

20 Sec. 9. STATE MANDATE FUNDING SPECIFIED. In accordance with
21 section 25B.2, subsection 3, the state cost of requiring
22 compliance with any state mandate included in this Act shall
23 be paid by a school district from state school foundation aid
24 received by the school district under section 257.16. This
25 specification of the payment of the state cost shall be deemed
26 to meet all of the state funding-related requirements of section
27 25B.2, subsection 3, and no additional state funding shall
28 be necessary for the full implementation of this Act by and
29 enforcement of this Act against all affected school districts.

30 Sec. 10. NO IMPACT ON GRADUATION REQUIREMENTS. The section
31 of this Act amending section 256.11, subsection 5, paragraph
32 "b", shall not affect the graduation requirements applicable
33 to a student enrolled in grades nine through twelve as of the
34 effective date of this Act.

35

EXPLANATION

1 The inclusion of this explanation does not constitute agreement with
2 the explanation's substance by the members of the general assembly.

3 This bill relates to education, including by modifying
4 provisions related to the social studies instruction provided
5 to students enrolled in grades 1 through 12 and the educational
6 programs provided by the institutions of higher education under
7 the control of the state board of regents, and requiring
8 education related to the holocaust for students and teachers in
9 school districts.

10 The bill provides that the social studies curriculum provided
11 to students enrolled in grades one through six in school
12 districts, accredited nonpublic schools, charter schools, and
13 innovation zone schools shall include instruction related to the
14 workings of the federal, state, and local levels of government;
15 the rights and responsibilities of citizens of the United States
16 and the state of Iowa; the history of the secular and religious
17 ideals and institutions of liberty; exemplary figures in western
18 civilization, the United States, and the state of Iowa; the
19 cultural heritage of western civilization, the United States,
20 and the state of Iowa; the geography of the United States and
21 the state of Iowa; the history and meaning of the United States
22 flag and the national anthem, and certain specified admirable
23 Americans.

24 The bill makes similar changes to the social studies
25 curriculum provided to students enrolled in grades 7 through
26 12, but adds instructional requirements related to the study of
27 prominent persons and prominent writings. The bill also provides
28 that the social studies curriculum provided in grades seven and
29 eight is to include at least one semester of instruction, or
30 the trimester or quarter equivalent, in civics, United States
31 history, the history of western civilization, Iowa history, and
32 economics. The bill establishes what such instruction is to
33 include.

34 Current law requires school districts, accredited nonpublic
35 schools, and charter schools to offer and teach five units

1 of social studies in grades 9 through 12, which includes a
2 minimum of one-half unit of United States government and one unit
3 of United States history. The bill requires all students to
4 complete a minimum of one-half unit of United States government,
5 one unit of civics, two units of United States history, and one
6 unit of western civilization. The bill establishes prohibitions
7 and requirements related to this instruction, including required
8 examinations and topics of instruction and prohibitions related
9 to including forms of political activism in civics instruction.
10 The bill provides that the social studies curriculum is required
11 to incorporate the study of certain specified documents that
12 are important to the history of the United States. The bill
13 provides that these changes shall not affect the graduation
14 requirements applicable to a student enrolled in grades 9 through
15 12 as of the effective date of the bill. The bill does not
16 alter the provisions of Code section 280.9A, which requires
17 school districts, accredited nonpublic schools, charter schools,
18 and innovation zone schools to administer to students enrolled
19 in grades 9 through 12 the most recent version of the civics
20 test developed by the United States citizenship and immigration
21 services, and to ensure that each student receives one passing
22 score on the test as a condition of graduation.

23 The bill requires the state board of regents to direct the
24 institutions of higher education under its control to adopt
25 policies that require all students admitted to the baccalaureate
26 degree program provided by the institution to take a civic
27 literacy examination. The bill provides that, if a student
28 does not pass the examination, the institution shall require
29 the student to take a remedial civics course that contains a
30 culminating civic literacy examination. If the student fails to
31 pass this examination as well, the bill provides that the student
32 may retake the examination, but the student will not be allowed
33 to graduate from the institution, or progress to more advanced
34 civics courses, until the student passes the examination.

35 The bill requires the state board of regents to prohibit the

1 institutions of higher education under its control from awarding
2 students any semester hours of credit for courses that require
3 action civics or political activism.

4 The bill requires each school board to incorporate
5 education on the holocaust for teachers into the school
6 district professional development plan for teachers who provide
7 instruction in courses into which student instruction in
8 accordance with the bill is incorporated. Such training shall
9 cover the topics specified by the bill. School districts
10 shall utilize appropriate programs provided by an organization,
11 as specified in the bill, for such training. Education on
12 the holocaust provided to teachers shall be credited toward a
13 teacher's individual professional development plan.

14 A school board shall carry out the requirements for education
15 on the holocaust for students and teachers no later than the
16 school year beginning July 1, 2026.

17 The bill requires the department of education to submit
18 an annual report to the governor and the general assembly
19 addressing the number of school districts offering education on
20 the holocaust to students and teachers in accordance with the
21 bill.

22 The bill shall not be construed to diminish or infringe upon
23 any right protected under the Constitution of the State of Iowa
24 or the first amendment to the Constitution of the United States.
25 The bill shall not be construed to conflict with any local,
26 state, or federal law relating to discrimination.

27 The bill may include a state mandate as defined in Code
28 section 25B.3. The bill requires that the state cost of
29 any state mandate included in the bill be paid by a school
30 district from state school foundation aid received by the
31 school district under Code section 257.16. The specification
32 is deemed to constitute state compliance with any state
33 mandate funding-related requirements of Code section 25B.2. The
34 inclusion of this specification is intended to reinstate the
35 requirement of political subdivisions to comply with any state

H.F. _____

1 mandates included in the bill.

unofficial