

**House File 2510 - Reprinted**

HOUSE FILE 2510  
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 714)

(As Amended and Passed by the House March 3, 2026)

**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.  
6 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 not include any  
6 requirements related to political activism, service learning,  
7 civic engagement, action civics, or any cognate activity. The  
8 one unit of civics shall include instruction related to all of  
9 the following:

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

25 (b) The political and military narrative of the causes and  
26 progress of the American revolution.

27 (c) The original intent of the documents described in  
28 unnumbered paragraph 1.

29 (d) The Constitution of the United States, with an emphasis  
30 on the Bill of Rights contained in the Constitution, and the  
31 Constitution of the State of Iowa.

32 (e) The basic principles of the United States' republican  
33 form of government and the institutions and principles to  
34 preserve liberty and prevent misuse of government power,  
35 including balance of power; consent of the governed; the

1 electoral college; federalism and the division of powers between  
2 the federal government and the states; individual liberties;  
3 rights of life, liberty, and property; popular sovereignty;  
4 religious freedom; an educated citizenry; representative  
5 government; civilian control of the military; rule of law;  
6 control of faction; checks and balances; and separation of powers  
7 among the executive, the legislature, and the judiciary.

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

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

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

26 (i) Civic virtues exemplified in the lives of famous  
27 Americans, including George Washington, Benjamin Franklin,  
28 Alexander Hamilton, Abigail Adams, Thomas Jefferson, Andrew  
29 Jackson, Frederick Douglass, Susan B. Anthony, Abraham Lincoln,  
30 Ulysses S. Grant, Ely Parker, Thomas Edison, Andrew Carnegie,  
31 Walter Reed, Theodore Roosevelt, Charles Curtis, Will Rogers,  
32 Jim Thorpe, Jackie Robinson, George Marshall, Martin Luther King,  
33 Jr., Richard Feynman, Neil Armstrong, and Ronald Reagan.

34 (3) The two units of United States history shall include an  
35 assessment of the student's knowledge of important historical

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

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

20 (b) The basic political, diplomatic, and military history of  
21 the United States, which shall include the period of discovery,  
22 early colonies, the War of Independence, the Civil War, the  
23 expansion of the United States to its present boundaries, World  
24 War I, World War II, the Cold War, the civil rights movement,  
25 and the period of time from the September 11 attacks to the  
26 present day, which shall incorporate the study of primary source  
27 documents.

28 (c) The basic history of business and technology in the  
29 United States, which shall incorporate the study of primary  
30 source documents.

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

34 (e) The concept that United States history shall be viewed  
35 as factual, not as constructed, shall be viewed as knowable,

1 teachable, and testable, and shall be defined as the creation of  
2 a new nation based largely on the universal principles stated in  
3 the Declaration of Independence.

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

6 (a) Western civilization's exceptional and praiseworthy  
7 history.

8 (b) The basic political outline of western civilization,  
9 which shall include the history of ancient Israel, the free  
10 Greek city states, the Roman republic, the Roman empire,  
11 the Carolingian empire, the medieval Papacy, medieval England,  
12 absolutist France, parliamentary England, the Napoleonic wars,  
13 World War I, World War II, the communist and fascist challenges  
14 to the European order, and the survival and triumph of political  
15 and economic liberty, which shall incorporate the study of  
16 primary source documents.

17 (c) The basic intellectual history of western civilization,  
18 which shall include its Greek, Hebrew, and Roman sources;  
19 the Christian synthesis of those Greek, Hebrew, and Roman  
20 sources that emphasized the equal dignity of all individual  
21 humans in the eyes of God; the renaissance rediscovery of  
22 republican liberty; the reformation; the medieval and early  
23 modern English ideals and institutions of common law, jury,  
24 the militia, local self-government, political and religious  
25 liberty, representative government, accountable government,  
26 and parliamentary sovereignty; the scientific revolution; the  
27 enlightenment ideals of political and economic liberty; the  
28 nineteenth-century formulation of the scientific and humanist  
29 disciplines; the emergence of modern conservatism and liberalism;  
30 and the challenges to liberty of socialism and fascism, which  
31 shall incorporate the study of primary source documents.

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

1     (e) The basic economic history of western civilization, which  
2 shall emphasize Europe's unique role as the matrix of modern  
3 mass prosperity, which emerged from the interplay of the ideals  
4 and institutions of economic liberty, secure property rights,  
5 entrepreneurial innovation, and the industrial revolution, which  
6 shall incorporate the study of primary source documents.

7     (f) The basic history of the religious and secular aspects  
8 of western civilization's cultures, which shall emphasize the  
9 protective aspects of liberty and incorporate the study of  
10 primary source documents.

11     (g) The basic history of the fruitful and enduring attachment  
12 of western civilization's free peoples to their nations and  
13 faiths, which shall incorporate the study of primary source  
14 documents.

15     (h) The concept that western civilization's history shall  
16 be viewed as factual, not as constructed, shall be viewed as  
17 knowable, teachable, and testable, and shall be defined as the  
18 creation of a civilization based largely on the ideals and  
19 institutions of liberty.

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

22     NEW SUBPARAGRAPH. (02) The educational standards of section  
23 256.11 relating to social studies instruction for grades one  
24 through twelve.

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

27     NEW PARAGRAPH. 0q. Be subject to and comply with the  
28 requirements of section 256.11, subsections 3 and 4, and section  
29 256.11, subsection 5, paragraph "b", relating to social studies  
30 instruction in the same manner as a school district.

31     Sec. 7. Section 262.9, Code 2026, is amended by adding the  
32 following new subsection:

33     NEW SUBSECTION. 43. Prohibit the institutions of higher  
34 education under its control from awarding students any semester  
35 hours of credit for courses that require action civics or

1 political activism.

2     Sec. 8. STATE MANDATE FUNDING SPECIFIED. In accordance with  
3 section 25B.2, subsection 3, the state cost of requiring  
4 compliance with any state mandate included in this Act shall  
5 be paid by a school district from state school foundation aid  
6 received by the school district under section 257.16. This  
7 specification of the payment of the state cost shall be deemed  
8 to meet all of the state funding-related requirements of section  
9 25B.2, subsection 3, and no additional state funding shall  
10 be necessary for the full implementation of this Act by and  
11 enforcement of this Act against all affected school districts.

12     Sec. 9. NO IMPACT ON GRADUATION REQUIREMENTS. The section  
13 of this Act amending section 256.11, subsection 5, paragraph  
14 "b", shall not affect the graduation requirements applicable  
15 to a student enrolled in grades nine through twelve as of the  
16 effective date of this Act.

17     Sec. 10. DEPARTMENT OF EDUCATION — DRAFT SOCIAL STUDIES  
18 STANDARDS. The department of education shall not use the draft  
19 social studies standards that the department adopted in 2025  
20 pursuant to 2024 Iowa Acts, chapter 1159, for any instructional,  
21 curricular, assessment, accreditation, licensing, certification,  
22 professional development, or evaluative purpose.