

1 **Civics Education Modifications**

2026 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Tiara Auxier**

Senate Sponsor:

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2 **LONG TITLE**3 **General Description:**4 This bill establishes requirements for instruction on foundational United States civics  
5 documents.6 **Highlighted Provisions:**

7 This bill:

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- 9 ▶ requires the State Board of Education to establish core standards for spiral instruction on
- 10 foundational United States civics documents in kindergarten through grade 12;
- 11 ▶ defines the foundational documents subject to spiral instruction requirements;
- 12 ▶ establishes requirements for instruction that increases in complexity each year;
- 13 ▶ directs local education agencies to implement curriculum aligned with spiral instruction
- 14 standards; and
- 15 ▶ makes technical and conforming changes.

16 **Money Appropriated in this Bill:**

17 None

18 **Other Special Clauses:**

19 None

20 **Utah Code Sections Affected:**21 **AMENDS:**22 **53E-4-202 (Effective 05/06/26) (Partially Repealed 01/01/28)**, as last amended by Laws  
23 of Utah 2024, Third Special Session, Chapter 524 **ENACTS:**25 **53G-10-308 (Effective 05/06/26)**, Utah Code Annotated 1953

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26 *Be it enacted by the Legislature of the state of Utah:*27 Section 1. Section **53E-4-202** is amended to read:28 **53E-4-202 (Effective 05/06/26) (Partially Repealed 01/01/28). Core standards for**  
29 **Utah public schools -- Notice and hearing requirements.**

31 (1)(a) In establishing minimum standards related to curriculum and instruction  
32 requirements under Section 53E-3-501, the state board shall, in consultation with  
33 local school boards, school superintendents, teachers, employers, and parents  
34 implement core standards for Utah public schools that will enable students to, among  
35 other objectives:  
36 (i) communicate effectively, both verbally and through written communication;  
37 (ii) apply mathematics; ~~[and]~~  
38 (iii) access, analyze, and apply information~~[.]~~ ; and  
39 (iv) demonstrate knowledge of foundational United States civics documents as  
40 described in Section 53E-10-308.

41 (b) Except as provided in this public education code, the state board may recommend  
42 but may not require a local school board or charter school governing board to use:  
43 (i) a particular curriculum or instructional material; or  
44 (ii) a model curriculum or instructional material.

45 (2) The state board shall, in establishing the core standards for Utah public schools:  
46 (a) identify the basic knowledge, skills, and competencies each student is expected to  
47 acquire or master as the student advances through the public education system; and  
48 (b) align with each other the core standards for Utah public schools and the assessments  
49 described in Section 53E-4-303.

50 (3) The basic knowledge, skills, and competencies identified pursuant to Subsection (2)(a)  
51 shall increase in depth and complexity from year to year and focus on consistent and  
52 continual progress within and between grade levels and courses in the basic academic  
53 areas of:  
54 (a) English, including explicit phonics, spelling, grammar, reading, writing, vocabulary,  
55 speech, and listening; ~~[and]~~  
56 (b) mathematics, including basic computational skills~~[.]~~ ; and  
57 (c) social studies, including instruction on foundational United States civics documents  
58 as described in Section 53E-10-308.

59 (4) Before adopting core standards for Utah public schools, the state board shall:  
60 (a) publicize draft core standards for Utah public schools for the state, as a class A  
61 notice under Section 63G-30-102, for at least 90 days;  
62 (b) invite public comment on the draft core standards for Utah public schools for a  
63 period of not less than 90 days; and  
64 (c) conduct three public hearings that are held in different regions of the state on the

65 draft core standards for Utah public schools.

66 (5) LEA governing boards shall design their school programs, that are supported by  
67 generally accepted scientific standards of evidence, to focus on the core standards for  
68 Utah public schools with the expectation that each program will enhance or help achieve  
69 mastery of the core standards for Utah public schools.

70 (6) Except as provided in Sections 53G-10-103 and 53G-10-402, each school may select  
71 instructional materials and methods of teaching, that are supported by generally accepted  
72 scientific standards of evidence, that the school considers most appropriate to meet the  
73 core standards for Utah public schools.

74 (7) The state may exit any agreement, contract, memorandum of understanding, or  
75 consortium that cedes control of the core standards for Utah public schools to any other  
76 entity, including a federal agency or consortium, for any reason, including:  
77 (a) the cost of developing or implementing the core standards for Utah public schools;  
78 (b) the proposed core standards for Utah public schools are inconsistent with community  
79 values; or  
80 (c) the agreement, contract, memorandum of understanding, or consortium:

81 (i) was entered into in violation of Chapter 3, Part 8, Implementing Federal or  
82 National Education Programs, or Title 63J, Chapter 5, Federal Funds Procedures  
83 Act;

84 (ii) conflicts with Utah law;

85 (iii) requires Utah student data to be included in a national or multi-state database;

86 (iv) requires records of teacher performance to be included in a national or multi-state  
87 database; or

88 (v) imposes curriculum, assessment, or data tracking requirements on home school or  
89 private school students.

90 (8) The state board shall:

91 (a) submit a report in accordance with Section 53E-1-203 on the development and  
92 implementation of the core standards for Utah public schools, including the time line  
93 established for the review of the core standards for Utah public schools; and

94 (b) ensure that the report described in Subsection (8)(a) includes the time line  
95 established for the review of the core standards for Utah public schools by a  
96 standards review committee and the recommendations of a standards review  
97 committee established under Section 53E-4-203.

98 Section 2. Section **53G-10-308** is enacted to read:

99        **53G-10-308 (Effective 05/06/26). Spiral instruction on foundational United**

100      **States civics documents.**

101      (1) As used in this section:

102        (a) "Foundational document" means:

103            (i) the Declaration of Independence;

104            (ii) the Articles of Confederation;

105            (iii) the United States Constitution;

106            (iv) the Bill of Rights;

107            (v) George Washington's Farewell Address; and

108            (vi) selected passages from The Federalist Papers.

109        (b) "Spiral instruction" means instruction in which a foundational document is presented  
110            to students multiple times throughout the student's education from kindergarten  
111            through grade 12, with the content, concepts, and analysis of each foundational  
112            document increasing in depth and complexity as the student advances from grade to  
113            grade.

114      (2) Beginning in the 2026-2027 school year, the state board shall establish core standards  
115            that require spiral instruction on the foundational documents for students in kindergarten  
116            through grade 12.

117      (3) The state board shall ensure that the core standards for spiral instruction on the  
118            foundational documents:

119        (a) require instruction on each foundational document in each grade from kindergarten  
120            through grade 12;

121        (b) establish learning outcomes that increase in depth and complexity as students  
122            advance from grade to grade;

123        (c) specify that instruction shall focus on:

124            (i) reading and analyzing the text of each foundational document;

125            (ii) understanding the historical context in which each foundational document was  
126            created;

127            (iii) identifying the principles contained in each foundational document;

128            (iv) analyzing the relationship between the foundational documents; and

129            (v) applying the principles of the foundational documents to current events and civic  
130            participation;

131        (d) align instruction with the developmental capabilities of students at each grade level;

132        (e) ensure that students in each grade level build upon knowledge and skills acquired in

133                   previous grades; and

134                   (f) integrate instruction on the foundational documents with existing social studies core  
135                   standards.

136                   (4)(a) An LEA shall implement curriculum and instructional materials that align with the  
137                   core standards for spiral instruction on the foundational documents established under  
138                   this section.

139                   (b) An LEA shall ensure that curriculum and instructional materials selected under  
140                   Subsection (4)(a):

141                   (i) provide for instruction on each foundational document in each grade from  
142                   kindergarten through grade 12;  
143                   (ii) increase in complexity and analytical depth as students progress through grades;  
144                   (iii) include primary source text from each foundational document; and  
145                   (iv) support students in developing skills in reading, analyzing, and applying the  
146                   principles contained in the foundational documents.

147                   (5) The state board shall, in accordance with Title 63G, Chapter 3, Utah Administrative  
148                   Rulemaking Act, make rules establishing:

149                   (a) the minimum amount of instructional time dedicated to spiral instruction on the  
150                   foundational documents at each grade level;  
151                   (b) assessment methods to measure student knowledge and understanding of the  
152                   foundational documents at each grade level; and  
153                   (c) reporting requirements for an LEA to demonstrate compliance with this section.

154                   (6) Nothing in this section prohibits an LEA from exceeding the minimum standards  
155                   established by the state board under this section.

156                   Section 3. **Effective Date.**

157                   This bill takes effect on May 6, 2026.