**South Carolina General Assembly**

122nd Session, 2017-2018

**H. 4184**

**STATUS INFORMATION**

General Bill

Sponsors: Reps. Elliott, G.R. Smith, Hamilton and Henderson

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Introduced in the House on April 25, 2017

Currently residing in the House Committee on **Education and Public Works**

Summary: Education achievement goals for high school graduates and students

**HISTORY OF LEGISLATIVE ACTIONS**

Date Body Action Description with journal page number

4/25/2017 House Introduced and read first time ([House Journal‑page 39](file:///h:\hj\20170425.docx))

4/25/2017 House Referred to Committee on **Education and Public Works** ([House Journal‑page 39](file:///h:\hj\20170425.docx))

View the latest [legislative information](http://www.scstatehouse.gov/billsearch.php?billnumbers=4184&session=122&summary=B) at the website

**VERSIONS OF THIS BILL**

[4/25/2017](file:///p:\pprever\2017-18\4184_20170425.docx)

**A** **BILL**

TO AMEND SECTION 59‑1‑50, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO THE EDUCATIONAL ACHIEVEMENT GOALS FOR HIGH SCHOOL GRADUATES AND STUDENTS, SO AS TO INCLUDE READINESS TO PARTICIPATE AS A CITIZEN IN OUR CONSTITUTIONAL REPUBLIC AS A KEY ELEMENT IN THE PROFILE OF THE SOUTH CAROLINA GRADUATE.

Whereas, the laws of the State of South Carolina reflect the key role of public education as a vehicle for instilling into students an understanding of and appreciation for the founding principles and values of our country as expressed in the Declaration of Independence, the Constitution of the United States, and the Federalist Papers; and

Whereas, the commitment of South Carolina to this role was recently reinforced by the adoption of the South Carolina Founding Principles Act in 2016; and

Whereas, the Profile of the South Carolina Graduate, published by the South Carolina Association of School Administrators and approved by the South Carolina Chamber of Commerce, the South Carolina Council on Competitiveness, the Education Oversight Committee, the State Board of Education, and TransformSC schools and districts was adopted contemporaneously with the South Carolina Founding Principles Act as this state’s achievement goals for all high school students and the standards by which our State’s high school graduates should be measured; and

Whereas, the Profile of the South Carolina Graduate omits reference to the preparation of high school graduates to assume their role as citizens in our constitutional republic; and

Whereas, it is essential that the achievement goals for each high school graduate in this State includes an understanding of and appreciation for the founding principles and values of our country as expressed in the Declaration of Independence, the Constitution of the United States and the Federalist Papers; and

Whereas, use of the term “global perspective” is ambiguous and susceptible to an interpretation that treats the principles which form our nation’s character as subservient to international opinion. Now, therefore,

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Section 59‑1‑50 of the 1976 Code, as added by Act 195 of 2016, is amended to read:

“Section 59‑1‑50. (A) The General Assembly declares that the principles outlined in the Profile of the South Carolina Graduate, published by the South Carolina Association of School Administrators and approved by the South Carolina Chamber of Commerce, the South Carolina Council on Competitiveness, the Education Oversight Committee, the State Board of Education and ~~Transform SC~~ TransformSC schools and districts, are the standards by which our state’s high school graduates should be measured and are this state’s achievement goals for all high school students. The State shall make a reasonable and concerted effort to ensure that graduates have world class knowledge based on rigorous standards in language arts and math for college and career readiness. Students should have the opportunity to learn one of a number of foreign languages, and have offerings in science, technology, engineering, mathematics, arts, and social sciences that afford them the knowledge needed to be successful.

(B) Students also must be offered the ability to obtain world class skills such as:

(1) creativity and innovation;

(2) critical thinking and problem solving;

(3) collaboration and teamwork;

(4) communication, information, media, and technology; and

(5) knowing how to learn.

(C) Students finally also must be offered reasonable exposure, examples, and information on the state’s vision of life and career characteristics such as:

(1) integrity;

(2) self‑direction;

(3) global ~~perspective~~ awareness;

(4) perseverance;

(5) work ethic; and

(6) interpersonal skills.

(D) The achievement goals for each high school graduate in this State and the standards by which its high school graduates should be measured must include an understanding of and appreciation for the founding principles and values of our country as expressed in the Declaration of Independence, the Constitution of the United States, and the Federalist Papers.

(E) The State Board of Education shall amend any references to the Profile of the South Carolina Graduate, the achievement goals for high school graduates, and the standards by which our state’s high school graduates are measured accordingly and shall make a reasonable and concerted effort to ensure that all graduates have an understanding of and appreciation for the founding principles and values of our country as expressed in the Declaration of Independence, the Constitution of the United States, and the Federalist Papers, consistent with this section and the requirements of Chapter 29.”

SECTION 2. This act takes effect upon approval by the Governor.

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