



HOUSE BILL 415: Modify Math & Social Studies Grad. Req.

2025-2026 General Assembly

Committee:	House Rules, Calendar, and Operations of the House	Date:	May 7, 2025
Introduced by:	Reps. Willis, Biggs, Rhyne	Prepared by:	Brian Gwyn
Analysis of:	Second Edition		Staff Attorney

OVERVIEW: *The 2nd edition of House Bill 415 would do all of the following:*

- *Remove the NC Math III graduation requirement.*
- *Recategorize Computer Science as a mathematics course.*
- *Require a U.S. History test for graduation.*
- *Require local boards of education to enroll certain students in Foundations of Math I and Foundations of Math II.*
- *Require students to read certain documents in the Founding Principles course.*
- *Require the Board of Governors of The University of North Carolina to adopt the mathematics requirements for high school graduation as the minimum mathematics requirements for admission to a constituent institution.*

CURRENT LAW: G.S. 115C-12(9d) grants the State Board of Education (SBE) the power to develop exit standards required for graduation from high school. G.S. 115C-83.31 requires the SBE to include successful completion of CPR instruction, a passing grade in a Founding Principles of the United States of America and the State of North Carolina (Founding Principles) course, and a passing grade in a computer science course. Additionally, G.S. 115C-81.65 requires that the SBE include a passing grade in an Economics and Personal Finance course as a graduation requirement. S.L. 2020-78 requires that the SBE establish as a graduation requirement that each student complete one arts credit between grades 6 and 12.

The SBE has established the Future-Ready Course of Study requiring 22 credits to graduate from high school, including:

- 4 English credits.
- 4 Mathematics credits, including NC Math I, NC Math II, NC Math III, and one additional mathematics course that aligns with the student's post high school plans.
- 4 Social Studies credits, including Founding Principles, Economics and Personal Finance, American History, and World History.
- 3 Science credits, including 1 physical science, Biology, and 1 earth/environmental science.
- 1 Health and Physical Education credit, including successful completion of CPR instruction.
- 2 Elective credits of any combination of the following: Career and Technical Education (CTE), Arts Education, World Language.
- 4 Elective credits from the following: CTE, ROTC, Arts Education, any other subject area. For students entering 9th grade in the 2026-2027 school year, one elective course must be Computer Science.

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BILL ANALYSIS: Section 1 would prohibit the SBE from requiring any student to complete NC Math III as one of the four required courses for high school graduation beginning with the 2025-2026 school year. Public school units would be required to encourage students to work with school counselors to determine mathematics courses that would make them most competitive for admission to an institution of higher education. Additionally, public school units would be required to continue to make advanced mathematics courses available to all high school students.

Section 2 would modify the high school graduation requirements in the following ways, beginning with students entering the ninth grade in the 2026-2027 school year:

- Require the following four social studies courses:
 - World History.
 - United States History.
 - Founding Principles.
 - Economics and Personal Finance.
- Require the following four mathematics courses:
 - NC Math I.
 - NC Math II.
 - Computer Science.
 - A fourth mathematics course aligned with the student's career development plan.
- Require a passing score on a United States History test adopted by the State Board of Education based on the civics test given by the U.S. Citizenship and Immigration Services (USCIS) as part of the naturalization interview and test issued by USCIS.

Section 3 would require the SBE to develop a plan to remove licensing barriers for individuals who were licensed to teach Computer Science prior to that course becoming a mathematics course. Additionally, until June 30, 2028, any licensed teacher would be able to teach Computer Science if the public school unit determines the teacher possesses the necessary content knowledge to effectively teach the course.

Section 4 would require local boards of education to enroll certain students in Foundations of Math I or Foundations of Math II prior to enrolling the students in NC Math I or NC Math II, respectively. Students scoring a Level 1 or 2 on the 8th grade mathematics end-of-grade exam would be required to be enrolled in Foundations of Math I prior to enrolling in NC Math I in high school unless the student's parent or principal authorizes an opt-out. Students scoring a Level 1 or 2 on the NC Math I end-of-course exam would be required to be enrolled in Foundations of Math II prior to enrolling in NC Math II unless the student's parent or principal authorizes an opt-out. Students who score at or above a Level 3 on the prior year's exam would be encouraged to take Math I or Math II without first taking the relevant Foundations course first.

Section 5 would require students to read the following documents in their Founding Principles course:

- The U.S. Constitution.
- The Declaration of Independence.
- The Emancipation Proclamation.
- At least five essays from the Federal Papers.
- Dr. Martin Luther King, Jr.'s Letter from Birmingham Jail.
- The Gettysburg Address.
- The North Carolina State Constitution.
- George Washington's Farewell Address.

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Any curriculum-based test for the Founding Principles course would be required to include questions related to the documents.

Section 6 would require the Board of Governors of The University of North Carolina to adopt the mathematics requirements for high school graduation adopted by the SBE as the minimum mathematics requirements for admission to a constituent institution.

Section 7 would make various conforming changes.

EFFECTIVE DATE: Except as otherwise provided, the bill would be effective when it becomes law.