



1 HB 1265

2 Testimony in Opposition

3 Chairman Elkins and members of the Senate Education Committee. I
4 am representing the North Dakota Council of Educational Leaders
5 representing school leaders across North Dakota. I come to you in
6 opposition to HB 1265.

7 Our opposition is from the standpoint of our position of curriculum
8 determinations for school districts. As a past school administrator,
9 we wish for our school boards to wrap their arms around a district
10 with appropriate policy so their administrators and teachers can do
11 a great job. However as soon as they open their arms and dip their
12 hands and fingers into the internal operations, the security of good
13 policy becomes compromised, and entities become dysfunctional.
14 Similarly, we view the legislatures' role with the state. We want them
15 to wrap their arms around all of us with good sound policy (law) and
16 then allow the businesses, entities, and schools to do their jobs and
17 all should be better by that well-defined policy set by the state.
18 Understanding each other's role and how we can help our students is
19 important. It is possible too that some policy you may see introduced
20 may be in the lanes of other groups that would otherwise execute law.



1 The legislature can open its arms a little too much and dipping hands
2 and fingers into what should be the job of NDDPI through content
3 standards development, and by our local boards that set curriculum
4 for a district, teachers that execute the approved curriculum by
5 executing the content standards set forth by NDDPI and by
6 administrators who assure that has been completed. And then by
7 their partner associations to ensure that their members have the
8 tools they need to be supported to best execute their jobs.

9 Many school districts offer human growth and development and
10 human sexuality instruction through other curricula like health, AP
11 Biology, Human Anatomy, and/or Career and Technical Education
12 courses like Child Development. It currently is not a standard in the
13 life science curriculum.

14 The K12 Health Standards Standard 1 - Understand concepts related
15 to human growth and development, health promotion, disease
16 prevention.

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Health Education Content Standards Vertical Alignment

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.				
K-2	3-5	6	7-8	9-12
1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.	1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health.	1.6.1 Analyze the relationship between health behaviors and personal health.	1.8.1 Analyze the relationship between health behaviors and personal health.	1.12.1 Predict how health behaviors can affect health status.
1.2.2 Recognize that there are multiple dimensions of health.	1.5.2 Identify examples of mental, emotional, physical, and social health.	1.6.2 Identify examples of mental, emotional, physical, and social health.	1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.	1.12.2 Analyze the interrelationships of mental, emotional, physical, and social health.
1.2.3 Describe ways to prevent contagious diseases.	1.5.3 Describe ways in which a safe and healthy school and community environment can promote personal health.	1.6.3 Describe how one's environment can promote personal health.	1.8.3 Analyze how the environment affects personal health.	1.12.3 Analyze how environment and personal health are interrelated.
		1.6.4 Describe how family history can affect personal health.	1.8.4 Describe how family history can affect personal health.	1.12.4 Analyze how genetics and family history can impact personal health.
1.2.4 Identify ways to prevent common childhood injuries.	1.5.4 Describe ways to prevent common childhood injuries and health problems.	1.6.5 Identify adolescent health problems.	1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.	1.12.5 Formulate strategies to reduce or prevent injuries and health problems.
1.2.5 Describe why it is important to seek health care.	1.5.5 Describe when it is important to seek health care.	1.6.6 Explain how appropriate health care can promote personal health.	1.8.6 Explain how appropriate health care can promote personal health.	1.12.6 Analyze the relationship between access to health care and health status.
		1.6.7 Describe the benefits of and barriers to practicing health enhancing behaviors.	1.8.7 Describe the benefits of and barriers to practicing health enhancing behaviors.	1.12.7 Analyze the benefits of and barriers to practicing a variety of health enhancing behaviors.
		1.6.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	1.8.8 Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors.	1.12.8 Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors.
1.2.6 Explain how responsibility changes as we grow older.	1.5.6 Explain the stages of mental, emotional, physical, and social growth and	1.6.9 Explain mental, emotional, physical, and	1.8.9 Identify the anatomical structures of the reproductive system.	1.12.9 Explain the functions of the reproductive system.

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	development in humans from infancy to late adulthood.	social changes that occur during adolescence.		
			1.8.10 Explain the processes of conception, prenatal development, and birth.	1.12.10 Describe prenatal and postnatal practices that can contribute to or threaten a healthy pregnancy for parent and child.
	1.5.7 Define abstinence in relation to health behaviors.	1.6.10 Define abstinence in relation to health behaviors.	1.8.11 Identify the benefits of abstinence and/or contraceptive methods.	1.12.11 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods.
			1.8.12 Acknowledge differences among individuals regarding gender.	1.12.12 Acknowledge differences among individuals regarding gender.
1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.12.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.

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**CHAPTER 15.1-21
CURRICULUM AND TESTING**

15.1-21-01. Elementary and middle schools - Required instruction.

In order to be approved by the superintendent of public instruction, each public and nonpublic elementary and middle school shall provide to students instruction in:

1. English language arts, including reading, composition, creative writing, English grammar, and spelling.
2. Mathematics.
3. Social studies, including:
 - a. The United States Constitution;
 - b. United States history;
 - c. Geography;
 - d. Government; and
 - e. North Dakota studies, with an emphasis on geography, history, the federally recognized Indian tribes in the state, and agriculture of this state, in the fourth and eighth grades.
4. Science, including agriculture.
5. Physical education.
6. Health, including physiology, hygiene, disease control, and the nature and effects of alcohol, tobacco, and narcotics.

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15.1-21-02. High schools - Required units.

1. In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall provide instruction in or make available to each student:
 - a. Four units of English language arts from a sequence that includes literature, composition, and speech;
 - b. Four units of mathematics, including:
 - (1) One unit of algebra II; and
 - (2) One unit for which algebra II is a prerequisite;
 - c. Four units of science, including:
 - (1) One unit of physical science; and
 - (2) One unit of biology;
 - d. Four units of social studies, including:
 - (1) One unit of world history;
 - (2) One unit of United States history, including Native American tribal history; and
 - (3) (a) One unit of problems of democracy; or
(b) One-half unit of United States government and one-half unit of economics;
 - e. One-half unit of health;
 - f. One-half unit of physical education during each school year, provided that once every four years the unit must be a concept-based fitness class that includes instruction in the assessment, improvement, and maintenance of personal fitness;
 - g. Two units of fine arts, at least one of which must be music;
 - h. Two units of the same foreign or native American language;
 - i. One unit of an advanced placement course or one unit of a dual-credit course; and
 - j. Two units of career and technical education from a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction.
2. In addition to the requirements of subsection 1, each public and nonpublic high school shall make available to each student, at least once every two years, one-half unit of North Dakota studies, with an emphasis on the geography, history, and agriculture of this state.

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2 The North Dakota Council of Education Leaders and the group we
3 represent are in opposition of this bill based on the testimony
4 provided. We feel that adding new curriculum and standards should
5 continue to follow the standard review process that is currently
6 implemented by the North Dakota Department of Public Instruction
7 I am open to any questions.