

2009 SENATE EDUCATION

SB 2398

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2398

Senate Education Committee

Check here for Conference Committee

Hearing Date: February 4, 2009

Recorder Job Number: 8580, 8583

Committee Clerk Signature

Minutes:

Chairman Freborg opened the hearing on SB 2398. All members were present.

Senator Heckaman introduced the bill. She has been teaching since 1967, teaching phy ed, coaching and teaching special ed. The bill requires elementary and secondary students engage in movement throughout the day. We all know it's good to get up once in a while and take a break. Some elementary students sit for long periods of time and are not even getting morning recesses anymore, because of block scheduling. There are a couple of programs, "Brain Gym" and "Alert", which use exercise and movement to facilitate learning, especially in students with attention deficit problems. She also brought the bill forward because of the increase in obesity in our students, in elementary as well as high school. With obesity comes other problems like high blood pressure and diabetes. Healthy students are better learners. One student she visited with said in her phy ed class the boys shoot baskets and the girls stand around. The student said she would be so excited if she could have 30 minutes of opportunity to do an aerobics class or yoga. She would like to propose an amendment to strike on line 10 "as a condition of graduation". She wants this to be an inspiration for our students and staff. School groups, like SADD and FBLA could monitor the logs. Maybe we could provide incentives. The idea is to promote movement. In high school, phy ed class

could be counted towards the 30 minutes. She is very concerned about elementary students.

There are kids who get on the bus at 7:15, get to school at 8, eat their breakfast and are in class all morning. The lower elementary provides some recess but grades 4 – 6 are starting to wean away from that. We have a lot of opportunity to work on the bill and make it a good bill.

Senator Taylor said with phy ed in high school is this more about the elementary schools.

Senator Heckaman said not really. In her area, they have 2 semesters of phy ed required out of 8 semesters of high school.

Senator Bakke asked how many minutes of phy ed requirement at the elementary and high school level.

Senator Heckaman said she doesn't know. She just finished teaching last spring and she knows at that school the elementary did not have phy ed every day.

Senator Flakoll asked if this will affect the length of the school day.

Senator Heckaman said no, there is still a lot of free space in the day to expand the curriculum, especially in the elementary school. She is presenting this because she knows some schools are cutting back on recess time.

Deanna Askew, Healthy Weight coordinator for the North Dakota Department of Health, testified in favor of the bill. See written testimony.

Karen Ehrens, Licensed Registered Dietitian, testified in favor of the bill. See written testimony.

Veronica Zietz, Executive Director at The Arc, testified in favor of the bill. See written testimony.

Kalli Swenson, Minot State Club of Physical Educators, testified in favor of the bill. See written testimony.

Senator Flakoll asked what are the chemicals that elevate self esteem.

Kalli Swenson said she didn't know.

Jim Jacobson, Director of Protective Services Unit for the North Dakota Protection and Advocacy Project, testified in favor of the bill. See written testimony.

Doug Johnson, Executive Director of the North Dakota Council of Educational Leaders, testified against the bill. He commends the efforts of Senator Heckaman. We do provide opportunities for exercise outside of phy ed, with recess and sports. Section 2 of the bill, the requirement for high school students would be a real problem. Where would be go to do that? It would be a scheduling nightmare. In high school, the students get up and move every 50 minutes. In some rural schools, 80 – 85% of students are in sports.

Senator Freborg asked what is the requirement for phy ed.

Doug Johnson said 2 half units of phy ed and/or health. He is not sure of the elementary requirement. Most schools have recess. HB1400 has requirements for academic rigor. How does this mesh with expanding contact time. If implemented, we will have to add time to the day.

Senator Bakke asked in 4 years, we require 1 semester of phy ed if they choose to do health?

Doug Johnson said yes. Many schools require more. Bismarck requires two full units.

Bev Nielson, North Dakota Association of School Boards, testified against the bill. We have been here before. There are more and more demands on class time. With rigor and AYP, at some point we are going to have to discuss a longer school day in order to fit in everyone's pet project. They agree a child needs to move around, let's not define it in law. Some things need to be done outside of the school day. She objects to the prescriptive nature of the bill. At the secondary level, where are we going to get every high school student daily continual movement. There isn't enough space. How would you monitor it, it isn't practical. It's a wonderful idea, it won't work in the real world.

Senator Taylor asked if some schools could look at it creatively, perhaps as a part of anatomy or biology.

Bev Nielson said encouraging students to do that is a fine idea. The bill is a prescription for 30 minutes of continual exercise. Elementary teachers think of as many ways as possible to get the students out of their seats and moving around. High school has a lot of intense academic work to accomplish.

Anita Wirtz, Assistant Director Department of Public Instruction, testified in a neutral position. See written testimony.

Senator Bakke asked how many minutes of phy ed is required in elementary school.

Anita Wirtz said 90 minutes are required, grades 1, 2, 3 can count recess, grades 4, 5, 6 cannot count recess.

Senator Freborg asked if Department of Public Instruction has a program for its employees.

Anita Wirtz said they promote staff wellness so they are working on areas to address their teachers. It's a new frontier at this time.

Senator Flakoll asked about the phy ed requirement for 7th and 8th grades.

Anita Wirtz said she doesn't know but can find out.

Chairman Freborg closed the hearing on SB 2398.

Later in the day, Chairman Freborg opened the discussion on SB 2398.

Senator Bakke said she agrees we need to get students more active. We have fewer options with the upper grades because there is more emphasis on academics. She would rather this be a resolution than a mandate. She hates to kill the bill, the concept is good. She understands the scheduling difficulty. Something will suffer.

Senator Taylor said the idea is worthy of study. We need more than a committee meeting if we are going to add this to the school day. Anita Wirtz's data was compelling. Maybe we should

consider an amendment to make it a study. We are increasing rigor this time, we have a lot on our plate.

Senator Freborg said if we want a study, he would prefer a study resolution.

Senator Taylor said the clock is a concern, we have until February 17 to introduce resolutions.

It could be assigned to interim education.

Chairman Freborg closed the discussion on SB 2398.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2398

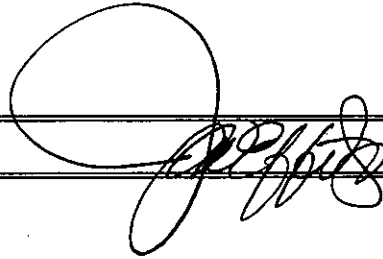
Senate Education Committee

Check here for Conference Committee

Hearing Date: February 9, 2009

Recorder Job Number: 8973

Committee Clerk Signature



Minutes:

Chairman Freborg opened the discussion on SB 2398. All members were present.

Senator Taylor said we talked last week about a legitimate need to study this issue. We have until February 17 to do a resolution. He thinks the sponsor is agreeable to that idea. We would not want to attach the study to this bill.

Senator Freborg said he would prefer a separate resolution.

Senator Taylor said yes.

Senator Bakke said several people recommended amendments to clean up the bill.

Senator Bakke moved an amendment to overstrike "as a condition of graduation", seconded by Senator Flakoll.

Senator Bakke said the other request was from Jim Jacobsen to add a clarification for special education students, that suitable activities would be provided for them.

Senator Freborg said we can doctor it up if we are interested in passing the bill. If not, let's not spend time on amendments.

Senator Bakke withdrew her motion and Senator Flakoll withdrew his second.

Senator Flakoll moved a Do Not Pass on SB 2398, seconded by Senator Taylor.

The motion passed 5 – 0. Senator Flakoll will carry the bill.

FISCAL NOTE
Requested by Legislative Council
01/27/2009

Bill/Resolution No.: SB 2398

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2007-2009 Biennium		2009-2011 Biennium		2011-2013 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

2007-2009 Biennium			2009-2011 Biennium			2011-2013 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2A. Bill and fiscal impact summary: *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

This bill requires elementary and secondary school students to engage in movement and exercise.

B. Fiscal impact sections: *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

We believe there would be no fiscal impact, but rather a scheduling impact for each of the schools. Currently, the ND State Health and PE Standards address movement and exercise.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

Name:	Linda Paluck	Agency:	Public Instruction
Phone Number:	328-1718	Date Prepared:	02/02/2009

Date: 2/9/09
Roll Call Vote #: 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2398

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Amend to overstrike " as a condition of graduation "

Motion Made By Sen. Bakke Seconded By Sen. Flakoll

Senators	Yes	No	Senators	Yes	No
Senator Freborg			Senator Taylor		
Senator Gary Lee			Senator Bakke		
Senator Flakoll					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

withdrawn

Date: 2/19/09 :
Roll Call Vote #: 2 :

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2378

Senate Education _____ Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass

Motion Made By Sen. Flakoll Seconded By Sen. Taylor

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor	✓	
Senator Gary Lee	✓		Senator Bakke	✓	
Senator Flakoll	✓				

Total (Yes) 5 No 0

Absent 0

Floor Assignment Sen. Flakoll

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2398: Education Committee (Sen. Freborg, Chairman) recommends DO NOT PASS
(5 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2398 was placed on the
Eleventh order on the calendar.

2009 TESTIMONY

SB 2398

**Testimony
Senate Bill 2398
Senate Education Committee
Wednesday, February 4, 2009; 9 a.m.
North Dakota Department of Health**

Good morning, Chairman Freborg and members of the Education Committee. My name is Deanna Askew, and I am the Healthy Weight coordinator for the North Dakota Department of Health. I am here to testify in support of Senate Bill 2398, which would require that elementary and secondary school students engage in movement and exercise.

More and more children and adults in the United States are becoming overweight and obese. And we aren't immune to that trend in North Dakota. In fact, almost 24 percent of high school students in the state are overweight or at risk for being overweight, and 65 percent of adults are overweight or obese. More than half (52 percent) of North Dakota high school students failed to meet the Physical Activity Guidelines for Americans, which state that children ages 6 through 17 should engage in one hour or more each day of physical activity.

As a result, for the first time in history, this generation of children is not expected to live as long as their parents. Being overweight or obese can cause lifelong chronic diseases such as cancer, diabetes, heart disease, high blood pressure and stroke. These health issues have direct, negative impacts on the ability of our children to live productive, fulfilling lives.

It goes without saying that times are different now than when we were kids. In 1969, 50 percent of kids lived within a mile from school and walked or biked to school. Now only 15 percent do. In addition, child's play isn't what it used to be. With the combination of perceived neighborhood safety issues, the proliferation of electronic media and a decrease in recess and physical education in many schools, children have less opportunity for physical activity in their daily lives.

In addition, our society has developed into one where, as adults, we aren't as active as in previous generations. We look for the closest parking spot and walk into buildings where the elevators are easy to find and the stairs difficult. Many of us work at computers and are not encouraged to get up and move during the

work day. Adults model behavior for children; consequently, kids see this new culture of inactivity as “normal.”

Schools offer a prime opportunity to reach kids where they spend much of their time. Designating time during the school day for physical activity helps all kids have an equal chance to be active. Physical activity should not be available only to kids who excel at sports and are involved in organized sports outside of the school day.

Prevention of obesity frequently is attempted through educational approaches aimed at improving knowledge and motivation, assuming this will translate into improved individual lifestyle choices. While these approaches are extremely important, they alone are not enough. We need to create environments that help make the healthy choice the easy choice. Increasing physical activity during the school day for children and adolescents is a great example of modifying the environment to help achieve a behavioral goal.

Finally, evidence shows that children who are physically active tend to perform better in the classroom. This bill would help ensure that all North Dakota students engage in regular movement and exercise, helping them to perform better academically and to grow up healthy, active and fit.

This concludes my testimony. I am happy to answer any questions you may have.



February 4, 2009

Testimony

SB 2398

Chairman Freborg and Members of the Education Committee:

Good morning. I am Karen Ehrens, a Licensed Registered Dietitian, and I am here today on behalf of the more than 300 members of the North Dakota Dietetic Association (NDDA) in support of SB 2398 to increase students' access to opportunities for physical activity during the school day.

NDDA strongly supports efforts of school districts to develop healthy school environments to combat overweight and prevent chronic diseases. Healthy school environments are those that include access to healthful food in meals programs and in foods offered by schools throughout the day along with opportunities for physical activity. We also support nutrition education, physical education and other learning experiences that enable students to develop lifelong healthful eating and physical activity habits.

NDDA supports these efforts not only to reduce obesity and chronic disease, but also because healthy, active, and well-nourished children and youth are more likely to attend school, are more prepared and motivated to learn, and can attain higher achievement levels in school.

In order to combat the current epidemic of obesity and help children learn to their fullest potential, it will take the efforts not only of schools, but also of families and communities to make nutrition and physical activity priorities.

Legislation such as this supports efforts to create healthy school environments in all North Dakota schools so that all North Dakota students have equal opportunity to learn about and practice healthy choices.

Karen K. Ehrens, LRD (Licensed, Registered Dietitian)
Public Policy Chair, North Dakota Dietetic Association



The Arc of Bismarck

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Testimony of Support Senate Bill No. 2398 February 4, 2009

Good morning Chairman Freborg and members of the Education Committee. My name is Veronica Zietz (#166); I am the Executive Director at The Arc of Bismarck. I am here today representing The Arc of Bismarck and The Arc of Cass County.

Senate Bill No. 2398 is a bill requiring students to engage in mandatory exercise. This could potentially be very beneficial to many of North Dakota's youth. A bill such as this would encourage healthy habits from a young age, which would hopefully continue into adulthood and even limit the prevalence of obesity and other diseases which can be hindered by regular exercise. If this bill becomes law it has the potential to encourage wellness among not only the youth but all citizens of North Dakota.

However, I am concerned with a piece of language in this bill, specifically line 15 through 17 stating, "A high school principal may waive the requirements of this section in whole or in part if a student's illness, disability, or other extenuating circumstances make compliance with this section unreasonable." This essentially means that a principal may dismiss a specific class of students from activity available to all students. I am particularly concerned with the inclusion of students with disabilities. I believe that students with a disability may be dismissed from physical exercise completely if they are unable to do the planned physical activities, where in actuality it would really not be in their best interest to be excused from activity completely.

For example, suppose the planned physical activity is basketball and a student with a disability doesn't have use of his/her arms. This student may just be left out to watch all of the other students participate in the game, where the best solution would be to accommodate the individual with a disability by having an alternative or inclusive activity such as running races or lifting weights.

I think it would be best to offer an amendment to this bill to address the possibility of this situation. Perhaps by inserting the following sentence into the current language of this bill the possibility of exclusion of individuals with a disability would be remedied; "If a student is unable to participate in planned activity due to a disability they will be provided an accommodation in the form of alternative or inclusive physical activity."

The legislation that is being recommended in Senate Bill No. 2398 is positive and a step towards wellness for many of the youth in North Dakota. I am asking for you to make sure that this benefit will be extended to all students in North Dakota, including those with disabilities.

Thank you for your time and attention.

Testimony

Senate Bill 2398

Senate Education Committee

Wednesday, February 4, 2009

Minot State Club of Physical Educators

Good Morning Chairman Freborg and members of the Senate Education Committee. My name is Kalli Swenson and I am here to testify in support of Senate Bill 2398, which would increase the level of activity of elementary and secondary school students in North Dakota.

Senate Bill 2398 would be an excellent way to supplement the quality physical education programs in the North Dakota Schools. Physical Education programs are structured learning experiences where our youth develop the skills and knowledge to practice a healthy and fit lifestyle. Senate Bill 2398 would ensure that these students have essential time to put their knowledge and skills developed from structured physical education programs into action in a less structured setting.

Sitting in a chair actually inhibits learning. When a body sits for longer than 17 minutes, blood begins to pool in the legs. This takes the much needed oxygen and glucose from the brain making it difficult to pay attention. The learner becomes sleepy and lethargic and finds it difficult to focus. Movement breaks will help students to learn better. The human brain works most efficiently when the human body is moving.

Movement is the body's way of balancing itself. Regular movement brings the brain and the body into balance to maximize ability to focus. This activity time also gives the brain the time it needs to begin transferring new information into storage for working memory. Movement also helps activate brain chemicals that help reduce stress and elevate self-esteem.

We support Senate Bill 2398 as a supplement to North Dakota's quality physical education programs. We believe that movement enhances learning and physical health and well-being. Thank you for your consideration of the support for Senate Bill 2398.




Testimony

**Senate Bill 2398 – Relating to Elementary and Secondary Students
Engaging in Movement and Exercise**

Senate Education Committee, Senator Layton Freborg – Chair

February 4, 2009

Chairman Freborg and members of the Senate Education Committee, for the record my name is Jim Jacobson, Director of the Protective Services Unit for the ND Protection and Advocacy Project (P&A). The ND Protection and Advocacy Project is a state and federally funded disability rights protection agency. The ND Protection and Advocacy Project supports Senate Bill 2398.



One of P&A's priorities is to advocate for the Free and Appropriate Public Education of students with disabilities. The Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act require every state to ensure a free, appropriate public education to children with disabilities from birth through age 21. In addition to academic and vocational instruction, physical education must be available to students with disabilities. Based on the Protection and Advocacy Project's work with students with disabilities P&A would like to recommend an amendment to the language in Senate Bill 2398.

P&A would recommend that the committee strike "disability" from line 16 in Section two and add an additional sentence after "unreasonable" in line 17. P&A would recommend that the sentence read, "For students with disabilities, the principal will ensure that reasonable accommodations are made to allow the student to participate in physical education or that appropriate adaptive physical education is provided."

Chairman Freborg and members of the Senate Education Committee, thank you for the opportunity to testify in support of Senate Bill 2398 and I would be happy to attempt to answer any question you may have.

**TESTIMONY ON SB 2398
SENATE EDUCATION COMMITTEE**

February 4, 2009

by Anita Wirtz, Assistant Director Coordinated School Health (CSH)

328.2265




Department of Public Instruction


Chairman Freborg and members of the Senate Education Committee:

My name is Anita Wirtz and I am the Assistant Director for the Department of Public Instruction School Health Unit. On behalf of DPI, I am here to provide information for SB 2398 which will require elementary and secondary school students to engage in movement and exercise.

According to *The Health Educator*: A statement from the American Cancer Society, the American Diabetes Association, and the American Heart Association on Health Education (2008), "schools provide critical outlets to reach millions of children and adolescents to promote lifelong healthy behaviors" and are "a place for students to engage in these behaviors, such as eating healthy and participating in physical activity" (p. 55).


The Centers for Disease Control (CDC) uses the Youth Risk Behavior Surveillance System (YRBSS) to monitor priority health-risk behaviors and the prevalence of obesity and asthma among youth and young adults. State and national results from YRBSS indicate the following trends in regard to this issue:

- 
- In 2005 and 2007, national YRBSS gathered data on students, grade nine through twelve, that met the recommended levels of physical activity (those doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes per day on five or more days during the seven days before the survey). The result numbers in 2005 indicate 35.8% of students met this recommendation and in 2007, 34.7% of students met this recommendation. This data shows a decrease in physical activity.
 - North Dakota data regarding students who met the recommended level of physical activity for 2007 revealed an increase as compared to national data. Approximately 48% of students indicated they were physically active for five or more days, as compared to 34.7% nationally.
 - North Dakota YRBS (2007) results indicate that in regard to physical activity, female students grades nine through twelve are significantly less likely to get the recommended amount of weekly physical activity (60 minutes per day on five or more of the past seven days) at 38% than female students in grades seven and eight at 59%.
 - In 2007, when North Dakota students grade nine through twelve were asked the YRBS question, "During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports," 59% of
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students responded that they spend 51 minutes or less, 10% of students responded that they spend 51 minutes to 60 minutes or more, and 31% of students responded they do not take physical education.

The CDC documented information in *The Obesity Epidemic and United States Students* indicating that nationwide only 2% of schools “required daily physical education or its equivalent for students in all grades in the school for the entire year” (p. 1). Furthermore, CDC and North Dakota data have shown a relationship between physical inactivity and unhealthy weight control behaviors and lack of academic achievement. These statistics support the concept of and need for movement and exercise for school age students as proposed in this bill.




SB 2398 supports the implementation of the North Dakota Physical Education Content and Achievement Standards, developed in August 2008; which includes a specific K-12 grade standard that is related to this bill:

- Standard 3: Students participate in regular physical activity - Includes such participating benchmark expectations as, participating in moderate to vigorous physical activity (e.g., playing hard, running) before and after school in kindergarten, to implementing a personal physical activity program based on a personal health and physical assessment in grades 11 and 12.




These standards are grade specific and list what ND students should know and be able to do by the end of each school year. A copy of Standard 3 of the PE



Standards is provided at the end of this testimony. The Department of Public Instruction supports the inclusion of movement and exercise for all students across the curriculum and is able to provide training under the School Health Unit to assist school personnel to meet this standard.


DPI wished to provide information on this bill because of our support for the concept and need of movement and exercise within schools. DPI has made this area a priority standard in K-12 physical education; however, it is a matter of implementing what is in place within content standards. DPI is conceding to the wisdom of this committee to see for this need in the manner in which they see fit, whether that is through full adoption of this bill, amendments, or making priority for this concept/need in another area/bill.



Chairman Freborg and members of the Senate Education Committee this concludes my testimony. I am able to answer any questions from the Committee.

Thank you.

References:

- American Cancer Society, American Diabetes Association, American Heart Association on Health Education. (2008). Health education in schools – The importance of establishing healthy behaviors in our nation's youth. *The Health Educator*; 40, 2, 55-58.
 - Centers for Disease Control and Prevention (CDC). (2008). Trends in the prevalence of physical activity. Retrieved on January 8, 2009 from www.cdc.gov/yrbss.
 - Centers for Disease Control and Prevention (CDC). (2003). Physical Inactivity & unhealthy weight control behaviors and academic achievement. Retrieved on January 30, 2009 from http://www.cdc.gov/HealthyYouth/health_and_academics/pdf/physical_inactivity_unhealthy_weight.pdf.
 - Centers for Disease Control and Prevention (CDC). (n.d.). The obesity epidemic and United States students. Retrieved on February 3, 2009 from www.cdc.gov/healthyyouth.
 - North Dakota Department of Public Instruction (2008). North Dakota Physical Education Content and Achievement Standards. Retrieved on February 2, 2009 from www.dpi.state.nd.us/standard/content/PE/pe.pdf.
 - North Dakota Department of Public Instruction and North Dakota Department of Health. (2008). North Dakota Youth Risk Behavior Survey Results; 1-12.
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**North Dakota Physical Education
Content and Achievement Standards**

Grades K–12

August 2008

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 East Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity		ACHIEVEMENT DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Benchmark Expectations Kindergarten BENEFITS OF PHYSICAL ACTIVITY K.3.1 Identify the basic health benefits of regular physical activity (e.g., feel better, have more energy, get stronger, live longer)		Students identify an extensive variety of basic health benefits of regular physical activity.	Students identify a representative variety of basic health benefits of regular physical activity.	Students identify a limited variety of basic health benefits of regular physical activity.	Students identify an insufficient variety of basic health benefits of regular physical activity.
PARTICIPATES IN PHYSICAL ACTIVITY K.3.2 Participate in moderate to vigorous physical activity (e.g., playing hard, running) before and after school, during recess, and during the school day		Students participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.
Grade 1 BENEFITS OF PHYSICAL ACTIVITY 1.3.1 Identify the health benefits of regular physical activity (e.g., strong heart, strong muscles, good flexibility)		Students identify an extensive variety of health benefits of regular physical activity.	Students identify a representative variety of health benefits of regular physical activity.	Students identify a limited variety of health benefits of regular physical activity.	Students identify an insufficient variety of health benefits of regular physical activity.
PARTICIPATES IN PHYSICAL ACTIVITY 1.3.2 Participate in moderate to vigorous physical activity (e.g., be active with family members and friends) before and after school, during recess, and during the school day		Students participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>2.3.1 Describe the health benefits of regular physical activity (e.g., exercising muscles makes them stronger)</p> <p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>2.3.2 Participate in moderate to vigorous physical activity (e.g., riding bike, running and playing outside) before and after school, during recess, and during school day</p>	<p>Students describe an extensive variety of health benefits of regular physical activity.</p> <p>Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.</p>	<p>Students describe a representative variety of health benefits of regular physical activity.</p> <p>Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.</p>	<p>Students describe a limited variety of health benefits of regular physical activity.</p> <p>Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.</p>	<p>Students describe an insufficient variety of health benefits of regular physical activity.</p> <p>Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.</p>
<p>Grade 3</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>3.3.1 Compare the types of physical activities that enhance health (e.g., bowling compared to cross country skiing, aerobic compared to leisure)</p> <p>3.3.2 Identify the benefits of flexibility (e.g., increased range of motion)</p> <p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>3.3.3 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)</p>	<p>Students compare an extensive variety of physical activities that enhance health.</p> <p>Students identify an extensive variety of benefits of flexibility.</p> <p>Students participate in moderate to vigorous physical activity with few, if any, lapses.</p>	<p>Students compare a representative variety of physical activities that enhance health.</p> <p>Students identify a representative variety of benefits of flexibility.</p> <p>Students consistently participate in moderate to vigorous physical activity.</p>	<p>Students compare a limited variety of physical activities that enhance health.</p> <p>Students identify a limited variety of benefits of flexibility.</p> <p>Students inconsistently participate in moderate to vigorous physical activity.</p>	<p>Students compare an insufficient variety of physical activities that enhance health.</p> <p>Students identify an insufficient variety of benefits of flexibility.</p> <p>Students rarely participate in moderate to vigorous physical activity.</p>

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR		
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT
<p>Grade 4</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>4.3.1 Identify the benefits of cardio respiratory endurance (e.g., stronger heart, lower resting heart rate, quicker recovery)</p> <p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>4.3.2 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)</p>	<p>Students identify an extensive variety of benefits of cardiovascular endurance.</p> <p>Students consistently participate in moderate to vigorous physical activity, if any, lapses.</p>	<p>Students identify a representative variety of benefits of cardiovascular endurance.</p> <p>Students inconsistently participate in moderate to vigorous physical activity.</p>	<p>Students identify an insufficient variety of benefits of cardiovascular endurance.</p> <p>Students rarely participate in moderate to vigorous physical activity.</p>
<p>Grade 5</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>5.3.1 Identify health benefits associated with muscular strength and endurance (e.g., increase stamina, increase power)</p> <p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>5.3.2 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)</p>	<p>Students identify an extensive variety of health benefits associated with muscular strength and endurance.</p> <p>Students consistently participate in moderate to vigorous physical activity with few, if any, lapses.</p>	<p>Students identify a limited variety of health benefits associated with muscular strength and endurance.</p> <p>Students inconsistently participate in moderate to vigorous physical activity.</p>	<p>Students identify an insufficient variety of health benefits associated with muscular strength and endurance.</p> <p>Students rarely participate in moderate to vigorous physical activity.</p>
<p>Grade 6</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>6.3.1 Identify health benefits (e.g., disease prevention) and risks (e.g., obesity) associated with the effect of physical activity on body composition</p>	<p>Students identify an extensive variety of health benefits and risks associated with the effect of physical activity on body composition.</p>	<p>Students identify a limited variety of health benefits and risks associated with the effect of physical activity on body composition.</p>	<p>Students identify an insufficient variety of health benefits and risks associated with the effect of physical activity on body composition.</p>

Standard 3: Students participate in regular physical activity

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>6.3.2 Participate regularly in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity)</p>	<p>Students participate in moderate to vigorous physical activity with few, if any, lapses.</p>	<p>Students consistently participate in moderate to vigorous physical activity.</p>	<p>Students inconsistently participate in moderate to vigorous physical activity.</p>	<p>Students rarely participate in moderate to vigorous physical activity.</p>
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p> <p>6.3.3 Identify opportunities for physical activity within the school setting (e.g., intramural and interscholastic sports)</p>	<p>Students identify an extensive variety of opportunities for physical activity within the school setting.</p>	<p>Students identify a representative variety of opportunities for physical activity within the school setting.</p>	<p>Students identify a limited variety of opportunities for physical activity within the school setting.</p>	<p>Students identify an insufficient variety of opportunities for physical activity within the school setting.</p>
<p>Grade 7</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>7.3.1 Identify relationships between physical activity and effects on the body (e.g., reduce stress, social interaction, increased energy)</p>	<p>Students identify with substantial-detail the relationships between physical activity and the effects on the body.</p>	<p>Students identify with sufficient detail the relationships between physical activity and the effects on the body.</p>	<p>Students identify with sketchy detail the relationships between physical activity and the effects on the body.</p>	<p>Students identify with minimal detail the relationships between physical activity and the effects on the body.</p>
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>7.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity)</p>	<p>Students participate in moderate to vigorous physical activity with few, if any, lapses.</p>	<p>Students consistently participate in moderate to vigorous physical activity.</p>	<p>Students inconsistently participate in moderate to vigorous physical activity.</p>	<p>Students rarely participate in moderate to vigorous physical activity.</p>
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p> <p>7.3.3 Identify opportunities for physical activity in the community (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths)</p>	<p>Students identify an extensive variety of opportunities for physical activities in the community.</p>	<p>Students identify a representative variety of opportunities for physical activities in the community.</p>	<p>Students identify a limited variety of opportunities for physical activities in the community.</p>	<p>Students identify an insufficient variety of opportunities for physical activities in the community.</p>

Standard 3: Students participate in regular physical activity

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 8</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>8.3.1 Explain the long-term physiological benefits (e.g., increased energy, improved health related fitness, disease prevention) of physical activity</p> <p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>8.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside of school activity)</p> <p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p> <p>No benchmark expectations at this level</p>	<p>Students explain the long-term physiological benefits of physical activity with substantial detail.</p> <p>Students participate in moderate to vigorous physical activity with few, if any lapses.</p>	<p>Students explain the long-term physiological benefits of physical activity with sufficient detail.</p> <p>Students consistently participate in moderate to vigorous physical activity.</p>	<p>Students explain the long-term physiological benefits of physical activity with sketchy detail.</p> <p>Students inconsistently participate in moderate to vigorous physical activity.</p>	<p>Students explain the long-term physiological benefits of physical activity with little or no detail.</p> <p>Students rarely participate in moderate to vigorous physical activity.</p>
<p>Grade 9</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>9.3.1 Explain the long-term psychological (e.g., healthy self-image, improved confidence, stress reduction) benefits of physical activity</p> <p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>9.3.2 Participate in moderate to vigorous physical activity (e.g., during the school day, before and after school, organized outside school activity)</p>	<p>Students explain the long-term psychological benefits of physical activity with substantial detail.</p> <p>Students almost participate in moderate to vigorous physical activity with few, if any lapses.</p>	<p>Students explain the long-term psychological benefits of physical activity with sufficient detail.</p> <p>Students consistently participate in moderate to vigorous physical activity.</p>	<p>Students explain the long-term psychological benefits of physical activity with sketchy detail.</p> <p>Students inconsistently participate in moderate to vigorous physical activity.</p>	<p>Students explain the long-term psychological benefits of physical activity with little or no detail.</p> <p>Students rarely participate in moderate to vigorous physical activity.</p>

Standard 3: Students participate in regular physical activity.

Benchmark Expectations		ACHIEVEMENT DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9.3.3	Evaluate personal participation in physical activity in and out of school using various methods of documentation (e.g., physical activity log, pedometer steps)	Students provide a substantive evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide a relevant evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide a superficial evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide an irrelevant evaluation of their personal participation in physical activity in and out of school using various methods of documentation.
OPPORTUNITIES FOR PHYSICAL ACTIVITY					
9.3.4	Explain a variety of factors (e.g., cost of activity, available facilities, required equipment, required time, physical limitations) that impact participation in physical activity.	Students explain an extensive variety of factors that impact participation in physical activity.	Students explain a representative variety of factors that impact participation in physical activity.	Students explain a limited variety of factors that impact participation in physical activity.	Students explain an insufficient variety of factors that impact participation in physical activity.
Grade 10					
BENEFITS OF PHYSICAL ACTIVITY					
10.3.1	Analyze long-term physiological benefits (e.g., weight management, blood pressure regulation) of regular participation in physical activity	Students analyze physiological benefits of regular participation in physical activity with substantial detail.	Students analyze long-term physiological benefits of regular participation in physical activity with sufficient detail.	Students analyze long-term physiological benefits of regular participation in physical activity with little or no detail.	Students analyze long-term physiological benefits of regular participation in physical activity with little or no detail.
PARTICIPATES IN PHYSICAL ACTIVITY					
10.3.2	Participate in student-initiated physical activity both in and out of school (e.g., intramural and interscholastic sports, parks and recreation leagues, health clubs, walking and biking)	Students participate in student-initiated physical activity both in and out of school with few, if any lapses.	Students consistently participate in student-initiated physical activity both in and out of school.	Students inconsistently participate in student-initiated physical activity both in and out of school.	Students rarely participate in student-initiated physical activity both in and out of school.
OPPORTUNITIES FOR PHYSICAL ACTIVITY					
<i>No benchmarks expectations at this level</i>					

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR		
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT
<p>Grades 11-12</p> <p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>11-12.3.1 Evaluate lifelong outcomes (e.g., life expectancy, healthcare costs, disease prevention) of regular participation in physical activities</p>	<p>Students provide an insightful evaluation of lifelong outcomes of regular participation in physical activities.</p>	<p>Students provide a relevant evaluation of lifelong outcomes of regular participation in physical activities.</p>	<p>Students provide a sketchy evaluation of lifelong outcomes of regular participation in physical activities.</p>
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>11-12.3.2 Implement a personal physical activity program based on a personal health and physical assessment</p>	<p>Students implement a comprehensive personal physical activity program.</p>	<p>Students implement a relevant personal physical activity program.</p>	<p>Students implement a mediocre personal physical activity program.</p>
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p> <p>11-12.3.3 Describe how factors (e.g., age, gender, cultural background, socioeconomic status) affect physical activity choices and physical activity patterns throughout one's life.</p>	<p>Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with substantial detail.</p>	<p>Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with sufficient detail.</p>	<p>Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with little or no detail.</p>