



**2025 CURRICULUM ADOPTION
PROPOSAL**

BACKGROUND OF PROGRAMMING IN BHM SCHOOLS

The Buffalo-Hanover-Montrose (BHM) School District has a strong commitment to providing comprehensive, standards-based programming that meets the diverse needs of all learners. Across all content areas, curriculum development is guided by Minnesota state standards, stakeholder feedback, and a district-wide Continuous Improvement Process. Programming is reviewed and updated in alignment with the district's curriculum cycle, focusing on academic rigor, relevance, and the development of lifelong skills.

The last formal adoption for Health Education was completed in 2014. At that time, the process included a review of National Health Standards, teacher feedback, and available instructional materials. The final recommendation resulted in the adoption of new technology for the department, which was selected to support instruction through heart rate monitors.

Technology is no longer included in curriculum adoptions, largely due to the practical challenges associated with sustaining devices, software, and digital tools over the span of a ten-year curriculum cycle. Technology requires frequent updates, maintenance, licensing renewals, and sometimes full replacement to stay relevant, secure, and effective.

Since 2014, there have been notable shifts in both state and national expectations regarding health. The Minnesota Department of Education is creating state based standards in Health, and has an aim to have them in rulemaking in 2026.

Health Education in BHM Schools is in need of updates to ensure students receive instruction that is standards-aligned, skill-based, inclusive, and both relevant and engaging to their lives.

PROGRAM STANDARDS

The Health Education Department follows the National Health Education Standards. Minnesota is currently in the process of adopting new standards.

Examples of the National Health Education Standards (SHAPE NEHS) are:

Standard 1. Health Concepts and Skills: Students will develop the ability to understand key health concepts, the importance of making informed choices, and the relationship between behaviors and health outcomes.

- **Health and Wellness:** The importance of a balanced and healthy lifestyle.
- **Mental and Emotional Health:** Recognizing and managing emotions, building resilience, and promoting positive mental health.
- **Nutrition and Physical Activity:** Understanding the relationship between food, exercise, and overall health.

Standard 2. Personal and Social Skills: Students will develop personal, interpersonal, and social skills that support positive health behaviors.

- **Decision-Making:** Understanding how to make choices that promote health and wellness, including how to resist peer pressure.
- **Communication Skills:** Effective communication skills for expressing feelings, needs, and concerns, as well as handling conflicts.
- **Goal Setting:** Setting personal health-related goals and planning ways to achieve them.
- **Healthy Relationships:** Understanding the dynamics of healthy relationships, including friendships and family relationships, and learning about consent and respect.

Standard 4. Safety and Injury Prevention

Students will learn to recognize and avoid risky situations, and develop skills for personal safety and injury prevention.

- **Safety Practices:** Understanding the importance of safety rules and practices, such as wearing seatbelts, helmets, and practicing safe driving.
- **Emergency Response:** Knowing how to respond in emergency situations, including first aid, CPR, and how to seek help.
 - Students learn the CPR steps.
 - Discuss common first aid scenarios and how to help/respond to someone in that situation.

PROGRAM VISION STATEMENT

The vision of the BCMS Physical and Health Education Department is to empower children with lifelong health and well-being, ensuring their best interests at every step of their K-12 educational journey.

The vision of the BHS Physical and Health Education Department is to empower all students to reach their highest level of academic and wellness potential by teaching skills and knowledge necessary to live a healthy and active level.

SUMMARY OF PROCESS FOR REVIEW OF INSTRUCTIONAL RESOURCES

The district's Continuous Improvement Process (CIP) requires a comprehensive review of needs, educational research, and potential materials prior to making a recommendation in the Curriculum Adoption Proposal. During the CIP phases of RESEARCH and PILOT over the past two years, the Health Education CIP Team engaged in the following activities:

Over the past two years, the Health Education teams in BHM Schools have engaged deeply in the continuous improvement cycle to evaluate and strengthen programming across all grade levels. This intentional process has centered on understanding current student needs, aligning with updated state and national standards, and exploring best practices.

The journey began with a thorough review of existing curriculum and instructional practices, guided by the National Standards for Health Education. Teachers and leaders collaborated to identify areas of strength, as well as gaps where instruction could be more skills-based, inclusive, and engaging.

During the pilot year, the team utilized an updated comprehensive health curriculum from Goodheart-Willcox (middle and high school) that emphasizes mental and emotional health, nutrition, alcohol tobacco and drugs, CPR / First Aid, Human Development and one's overall wellness. By combining supplemental tools and resources with core curriculum, students are developing a deeper understanding of how daily habits impact long-term health. This approach equips them with lifelong skills and fosters a more holistic view of wellness, encouraging healthy choices both in and out of the classroom.

In reviewing potential materials to pilot in Health Education, the team was intentional in selecting a curriculum that aligns with updated state and national standards. The goal is to ensure that students receive a comprehensive and current education in health and wellness. The chosen curriculum emphasizes skills-based learning—focusing on areas such as decision-making, goal-setting, and communication—that empower students to apply health knowledge in real-life situations. By meeting these updated standards, the curriculum provides students with the tools and understanding they need to make informed, healthy choices throughout their lives.

The team piloted the new health curriculum in 7, 8, and grade 10 Health classes to see how well it worked, how students responded, and how it lined up with updated standards. Teachers shared feedback on how effective the lessons were and how easy they were to fit into their teaching. Students appreciated the interactive and relevant content.

RECOMMENDATIONS

The recommendation of the team is to adopt the Goodheart-Willcox Comprehensive Health Skills Middle and High School textbook along with digital seats to support the commitment to provide students with engaging, relevant, and comprehensive learning experiences that support their overall well-being.

The updated health resources will increase student engagement by incorporating content that reflects today's realities, challenges, and interests. The curriculum is designed to promote lifelong healthy habits by focusing on holistic wellness.

FINANCIAL IMPLICATIONS

[Physical & Health Education CAP Resource](#) (8 year duration)

EVALUATION

Evaluation of the curriculum adoption will be monitored in several ways. Some of the anticipated desired outcomes include:

PLC Data / Assessment Data

Department Conversation

Student Feedback

NEXT STEPS

- Purchase after July 1, 2025
- Health Education teachers will be supported with curriculum writing time to align their work with the new resources as well as curriculum implementation time during district staff professional development days during the school year.