



Fairbanks North Star Borough School District

Board Curriculum Committee

AGENDA

Date: November 20, 2025 at 5:30 p.m.

Location:

- In-person: FNSBSD Administrative Center, 520 Fifth Avenue, Boardroom, Fairbanks, AK 99701
- Join through
[Zoom:https://k12northstar-org.zoom.us/j/84004342787?pwd=CWLia8k2lxg3TLnZMa0amLFzINqmvd.1](https://k12northstar-org.zoom.us/j/84004342787?pwd=CWLia8k2lxg3TLnZMa0amLFzINqmvd.1)
- Participate by phone:
1-888-788-0099 (Toll Free) Webinar ID: 840 0434 2787 *6 mutes and unmutes
1-877-853-5247 (Toll Free) *9 raises a caller's hand

A. PRELIMINARIES

1. **Call to order**
2. **Land Acknowledgement Statement:** As a standing committee of the School Board, we would like to this moment to acknowledge we are residing on the traditional land of the Dena (pronounced duhNay) people.
3. **Mission Statement:** As a community, we create supportive learning environments where all students thrive.
4. **Roll Call**

Allyson Nicholson
Heather Stewart
Edward Paxson
Kenli Donahou
Kerry Hahn

Elisabeth Nadin
Heather McFarlin
Hannah Harp
Lynsy Carrell
Joshua Peter

Nonvoting Members

Timothy Doran
Chane Beam

B. APPROVAL OF AGENDA

- Recommend approval of the meeting agenda for November 20, 2025.

C. APPROVAL OF MINUTES

- Recommend approval of the meeting minutes for the September 4, 2025 meeting.

D. CAREER & TECHNICAL EDUCATION (CTE) UPDATES

- Year 1 Updates: Health Sciences, Transportation, Distribution & Logistics, Information Technology
- Year 2 Updates: Multimedia Design & Marketing, Business, Hospitality & Tourism

D. CURRICULUM UPDATES

- Summary of Public Comment for Social Studies -Draft One
- Decisions from writing team for draft 2
- Draft 2 will open for public comment December 1, 2025

F. GENERAL COMMENTS/QUESTIONS

G. ADJOURNMENT



Fairbanks North Star Borough School District
Board Curriculum Committee
AGENDA

Upcoming Board Curriculum Committee Meetings

January 8, 2026
February 5, 2026

March 5, 2026
April 2, 2026

April 16, 2026 (tentative)

Fairbanks North Star Borough School District

Board Curriculum Committee

Minutes of September 4, 2025

Mr. Burgess called the meeting to order at 5:32 p.m. in the FNSBSD Administrative Center boardroom, E520 Fifth Avenue, Fairbanks, AK. Committee members attended in person and via Zoom.

Members Present:

Kenli Donahou
Hannah Harp
Edward Paxson
Elisabeth Nadin

Heather McFarlin

Nonvoting Members:

Chane Beam
Bobby Burgess

Members Absent

Allyson Nicholson
Heather Stewart
Kerry Hahn

Guests:

Tara DeVaughn
Mackenzie Staiger

Committee Support:

Pamela Metzger

B. APPROVAL OF THE AGENDA

- Elisabeth Nadin moved to approve agenda, Hannah Harp second.
- Agenda unanimously approved.

C. APPROVAL OF THE MINUTES

- Hannah Harp moved to approve March 27, 2025 minutes, Kenli Donahou second.
- Without objection the minutes from March 27, 2025 were approved.
- Mr. Burgess spoke to the committee of mic etiquette and advised the committee to check out the school district's new strategic plan. Mr. Burgess informed the committee when someone wishes to speak, please raise their hand and the chair person will call on them in order.

D. COMMITTEE INFORMATION

Mr. Beam welcomed everyone present making introductions of the administrative team. Mr. Beam went over the following: committee meeting dates, Board Curriculum Committee information, membership and a quorum of five is needed for a meeting to take place, and membership term lengths. Mr. Beam reminded the committee members the importance of responding to emails informing Teaching & Learning if they can attend the upcoming meeting. Board Curriculum Committee is an advising committee, input from the committee is taken back to the writers of the curriculum. There is to be no discussion outside of the committee meetings. Mr. Beam spoke of disagreeing in a professional manner, and the committee follows Robert's Rules of Order.

Mr. Burgess reiterated that communication between committee members about what happens in meetings is not permitted outside of committee meetings. Please do not reply all too any emails.

E. CURRICULUM PROCESS

Tara gave overview of curriculum process to the committee, this year is Social Studies and some CTE Curriculum. The admin team brings the curriculum to the committee, then back to the writers, committee approves, then bringing it to the School Board for approval. This year is only about writing curriculum, we are not discussing materials. Tara described the difference between the older curriculum cycle and the new curriculum cycle. Tara showed and described the difference between core curriculum cycle and the CTE curriculum cycle.

F. CAREER & TECHNICAL EDUCATION (CTE) UPDATE

Andrea Wade is the director of CTE and will join us normally. CTE curriculum development is critical for funding through the Carl D. Perkins Grant, which is why they have a four year cycle. CTE also has an extra step, not only does the School Board have to approve their curriculum, but the state also has to approve it. Currently in their year one (research, review, materials) are health sciences, transportation distribution & logistics, and information technology. Year two (write) are multimedia design & marking, formally known as arts A/V, hospitality & tourism, and business. There is a need for bringing back the business pathway. There is currently not a draft one for any CTE Curriculum in the writing phase.

Mr. Beam asked Tara to explain what a pathway is. Tara responded stating CTE pathway is when a student takes a series of courses that at the end they obtain certification, college credits, or potential internship.

G. CURRICULUM REVISION

Tara discussed the state adopted new Social Studies Standards, the last time the state adopted standards was in 1998. One significant change is to the format. Standards are broad goals, then the state organizes them into curriculum and courses, then teachers use this in their classroom.

Old Social Studies Standards were adopted in 1998, there were three content standards in three separate documents. The new state standards are in one cohesive document with four content areas and the standards are grade banded.

Tara explained the difference between anchor standards and inquiry standards in the new Alaska Social Studies standards.

The writing team consisted of three elementary teachers and three secondary teachers to write the K through 12 Social Studies Curriculum Tara explained the time line of writing the new Social Studies Curriculum.

Mr. Paxson asked who the writers of the Social Studies curriculum were this past summer.

Tara answered sharing that they are in the front of draft one and the secondary teachers consisted of Nicholas Baker from Randy Smith, Margo Derocher from North Pole High School, and Lori Lange from Lathrop.

Mackenzie stated the elementary teachers were Erin Kyro from Arctic Light, Susannah Westhoff who is no longer with the school district, Tiara Wolfe from Arctic Light, and Laura Champagne who is a district wide instructional coach.

In August, at our professional development (PD) day, we met with middle school teachers and Mr. Baker presented the draft one. WE will meet with high school teachers on September 25th. It is more challenging to meet with elementary teachers, trying to meet virtually with them.

Mr. Burgess asked what is the record number of drafts for a curriculum, Tara said for her it is science that had five. Discussion ensued of what should happen with each draft.

Mackenzie discussed the major changes for Social Studies in elementary to include the document being user friendly for current teachers and new to the profession teachers. A scope and sequence for each grade is in the curriculum, the scope and sequence include activity suggestions and literacy connections. The inquiry standards are embedded in the scope and sequence.

Tara discussed the major changes at the high school level include that there are three semesters of World History and US History. Graduation requirements have not changed for Social Studies. The archive classes were determined by statistics of enrollment. There was one new course added; US History: Wars and Conflicts. There is a lot of geography in the new state standards, one question for the public is should we have geography be a yearlong course versus a semester course.

Mr. Paxson, has a college that teaches geography and wishes it was a yearlong course.

Tara states the district wouldn't be out of the ordinary if geography became a yearlong course, it is seen on transcripts from other states.

Discussion of major changes in middle school presented by Tara, sixth grade is shifting from ancient civilizations to Alaska Studies and Geography as required by the state. Seventh grade is World History and Geography, this includes some of the previous sixth grade ancient civilizations. Eight grade has not changed much from previous curriculum.

Ms. Harp commented the combination of ancient civilizations and Alaska studies, people have lived in Alaska for a millennia in time, challenging the aspect there is no textbook. We live in communities among the people that care for the land. This is a huge step forward on teaching our middle school students knowledge on the people that cared for our land that they live on. Our Ancient civilizations are not always the Mayans, but also the indigenous people that have cared for this land we are all benefitting from today.

Ms. McFarlin stated we should look at Effie Kokrine, they do a good job of Alaska Studies and Geography course. Maybe reaching out to Josh to see what they do to teach this.

Mackenzie stated we have some materials developed in house, as this has been a part of curriculum in elementary for many years. It will be a collaborative effort to support middle school in this transition.

Ms. Nadin comments Alaska history is a critical component, same with the rest of North America, of ancient civilizations. She had a conversation with her daughter and her favorite social studies class was ancient civilizations and Ms. Nadin believes it is due to how the teacher treated/taught gender roles in ancient civilizations. Cramming the rest of ancient civilizations into a semester of seventh grade, she has a hard time conceptualization this, as there is so much to cover. Samara, Egypt, India, Africa, the rest of the world had an ancient civilization. Her daughter suggested taking walk to read and making it Alaska Studies. She and her friend didn't find much value in that particular program (walk to read). Having gone through her son's high school Alaska Studies class, there was a lot of resources for this class.

The writing team benefitted from having Mr. Baker as he teaches the online Alaska Studies class and is a middle school teacher. So looked at what is happening at the high school level while writing the middle school classes. The changes made in middle school is determined by the state with the new standards.

Mr. Burgess asked how it works logistically for students and teachers with three semester for World History and US History and if they don't take the third the student would be missing some content.

Tara responded with yes, Mr. Burgess is correct. Students currently do not have to take World History. They could take global issues and geography and have fulfilled our graduation requirement. Three semesters of World History and US History is not the norm, but this is the importance of public comment and feedback.

Ms. Donahou asked if the third semester is not required for graduation would it just be considered an elective.

Tara stated the third semester would help with Alaska Performance Scholarship, because they need additional semester for APS. It would count as a Social Studies elective.

Ms. McFarlin loves having a year of Geography for students because you can get into more.

H. GENERAL COMMENTS/QUESTIONS

Mr. Burgess thanks all for those here, he will be at the 10/2 meeting, then the election will take place and there will be a new member. Whoever is the new president, they will assign a new chair person. So the new person will be at the 11/20 meeting. Stating having many comments and feedback on curriculum make for a robust, well-rounded document.

I. ADJOURNMENT

-Hannah Harp moved to adjourn meeting. Kenli Donahou seconds the motion.

-Without objection, motion to adjourn moved.

Mr. Burgess adjourned the meeting at 6:56 p.m.

FNSBSD High School Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, including 0.5 credit of Alaska Studies.

Alaska Studies 9 th -12 th (One semester required)	World Studies Options 9 th - 10 th (Two semesters required, which must include one option from group A and one option from group B.)	United States Studies Options 10 th - 11 th (Two semesters required, which must include one option from group A and one option from group B.)	Government Studies Options 11 th - 12 th (One semester required)
Alaska Studies	Group A - World History 1 - Comparative Religions - World Geography - World History Honors 1 - AP World History 1 - AP European History/Literature 1 - Global Diplomacy and Model U.N.	Group A - Recent U.S. History 1 - AP U.S. History 1	- U.S. Government and Civics - U.S. Legal Systems - Political Economy 1 (taken with Political Economy 2) - AP U.S. Government and Politics
	Group B - World History 2 - Global Issues - Global Diplomacy and Model U.N. - World History Honors 2 - AP World History 2 - AP European History/Literature 2	Group B - Recent U.S. History 2 - AP U.S. History 2 - U.S. Civil Rights Experience	Contemporary Economic Studies Options 11 th - 12 th (One semester required)
			- Economics and Financial Literacy - Political Economy 2 (taken with Political Economy 1) - AP Macroeconomics - AP Microeconomics

High School Social Studies Electives All electives are one semester unless otherwise noted. Learners may select from the core courses listed above to meet the graduation requirements. The electives listed below provide an opportunity for a variety of interests. Core courses not taken as graduation requirements may be taken as elective courses.
- AP Art History - AP Comparative Government and Politics - AP Psychology - Current Issues - Media in History - Psychology

Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, to include:

0.5 credit of Alaska Studies

1.0 credit of World Studies, to include 0.5 credit of Modern World History

1.0 credit of U.S. Studies, to include 0.5 credit of Modern U.S. History

0.5 credit of Government

0.5 credit of Economics

AK Studies Options 9th - 12th (One semester required)	World Studies Options 9th - 10th (One semester required)	U.S. Studies Options 10th -11th (One semester required)	Government Options 11th - 12th (One semester required)	Economics Options 11th - 12th (One semester required)
Alaska Studies Intro to Ethnobotony	World History 1 World History 2 World Geography Global Diplomacy and Model U.N. AP World History 1 AP European History 1	U.S. History 1 U.S. History 2 U.S. History War & Conflicts AP U.S. History 1	U.S. Government & Civics U.S. Legal Systems AP U.S. Government & Politics	Economics & Financial Literacy AP Macroeconomics AP Microeconomics
	Modern World History Options 9th - 10th (One semester required) World History 3 Comparative Religions AP European History 2 AP Word History 2 AP Comparative Government	Modern U.S. History Options 10th -11th (One semester required) U.S. History 3 U.S. Civil Rights Experience AP U.S History 2		
Social Studies Electives <i>Core courses not taken as graduation requirements may be taken as elective courses</i> AP Art History AP Psychology Anthropology Psychology				



Pilot Course Evaluation

Pilot Course Name: Introduction to Applied Ethnobotany

Teacher's Name: Heather Bogardus

School: North Pole High School Grade(s): 11-12

Please complete a short narrative explaining the following:

1. Did the course results meet the pre-identified need?
2. How the course met your overall plan for evaluation as stated in the submission.
3. Changes or modifications you would suggest for the course.

Introduction to Applied Ethnobotany met the pre-identified need of providing an interdisciplinary course that incorporates the fields of botany, mycology, taxonomy, anthropology, ethnography, comparative folklore, and archeology to immerse students in their local culture and environment. The course provides students with an alternative view of scientific principles through the lens of traditional ecological knowledge of native plants and their uses, with an emphasis on Alaska Native cultures. The course is project-centered and student driven, culminating in a capstone project of the student's choice. The course also supports the literacy goals of our district and exposes to students to diverse and engaging materials, ranging from children's literature to scientific journals. Students were highly engaged and took ownership of their learning.

Through the various formative and summative assessments, I believe that students met the learning objectives outlined in the course syllabus. Students were able to identify ethnobotany as an interdisciplinary field of study, maintained a field notebook, identify local plants significant to Alaska Native cultures and their various uses, create plant profiles and herbarium specimens for plants in the area of their school, and complete a capstone project on a plant of their choice. Students were able to effectively locate, evaluate and utilize a variety of relevant resources related to a particular topic. They demonstrated a strong understanding of contemporary ecological issues related to harvesting wild plants. Their capstone project effectively illustrated their level of understanding of course objectives.

I would suggest that the course be considered for Alaska Native Studies credit. The course currently meets the criteria to complete the Alaska Native themed course requirement for graduation from UAF. I feel this course could be an alternative option to the traditional course being offered in our district, providing students with additional choice.

Note: 8/8 students successfully completed the course for UAF credit

Please submit the following:

1. Course and Student Information

- ✓ Grade sheet with student demographics and final grades

2. Curriculum

- ✓ Scope and sequence, lesson plans, and/or syllabus
- ✓ List of key texts used for the course.

3. Assessment Tasks

- ✓ Submit an example of one formative and one summative assessment used during the course.
- ✓ Include assignment sheets, rubrics, scoring guides, and/or any other information given to students for these tasks.

4. Student Work Sample

- ✓ Submit an example of one formative and one summative assessment used during the course.
- ✓ Include assignment sheets, rubrics, scoring guides, and/or any other information given to students for these tasks.



Introduction to Applied Ethnobotany

Instructor: Mrs. Heather Bogardus

Room: 191

Email: heather.bogardus@k12northstar.org

Phone: (907) 488-3761 ext. 19191

Office Hours: Tuesday & Thursday 2:00-3:30pm or by appointment

Course Description:

Introduction to Applied Ethnobotany will introduce students to the interdisciplinary field of ethnobotany and specifically, to Alaska Native peoples and their plants. Students will gain first-hand experience in working with knowledge and insights acquired through personal experience, Indigenous Ways of Knowing and mainstream academic knowledge from the humanities and sciences. Students will work on hands-on, student-led ethnobotanical projects that are relevant in the context of past and contemporary human-environment relations of their respective community. Cultural context will be provided through Indigenous Ways of Knowledge transmission, e.g., storytelling and learning by watching. The teamwork will guide students through the basic steps of an ethnobotanical hands-on project; identify a relevant and feasible project, find information related to the project in the published literature and among knowledge holders within the community, conduct the actual project, document it, write a project description and create a visual presentation of the entire process.

Goals & Objectives:

- Explain the basic concepts of ethnobotany as an interdisciplinary field of study
- Keep an ethnobotanical field notebook
- Apply beginner-level skills of how to find, identify and evaluate relevant literature
- Read and summarize an academic article
- Demonstrate basic knowledge of key literature containing botanical and ethnobotanical information for their region and culture
- Name and identify at least five of the culturally most important plants of their community or region
- Conduct simple interviews with plant experts
- Compile basic ethnobotanical plant profiles
- Compose a description of an ethnobotanical project
- Discuss contemporary ecological issues related to harvesting wild plants, e.g., invasive species and ethical wildcrafting