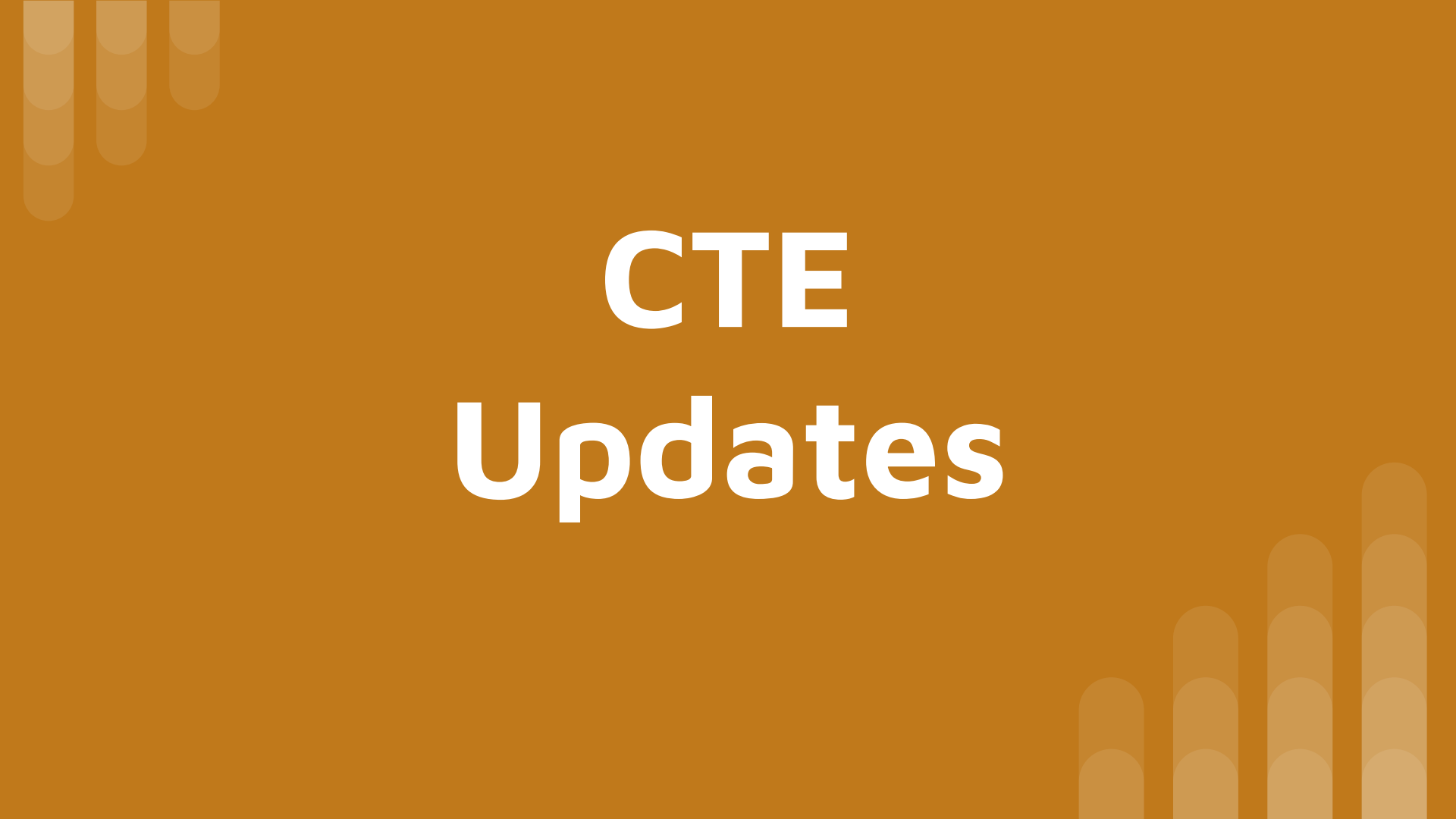


Board Curriculum Committee

November 20, 2025



The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each composed of five overlapping circles. In the bottom-right corner, there are four vertical bars of varying heights, each composed of five overlapping circles.

CTE Updates

2025-2026 School Year Curriculums



Arts A/V

- Name change to Multimedia Design & Marketing.
- Will fall under our new Business curriculum umbrella

Business

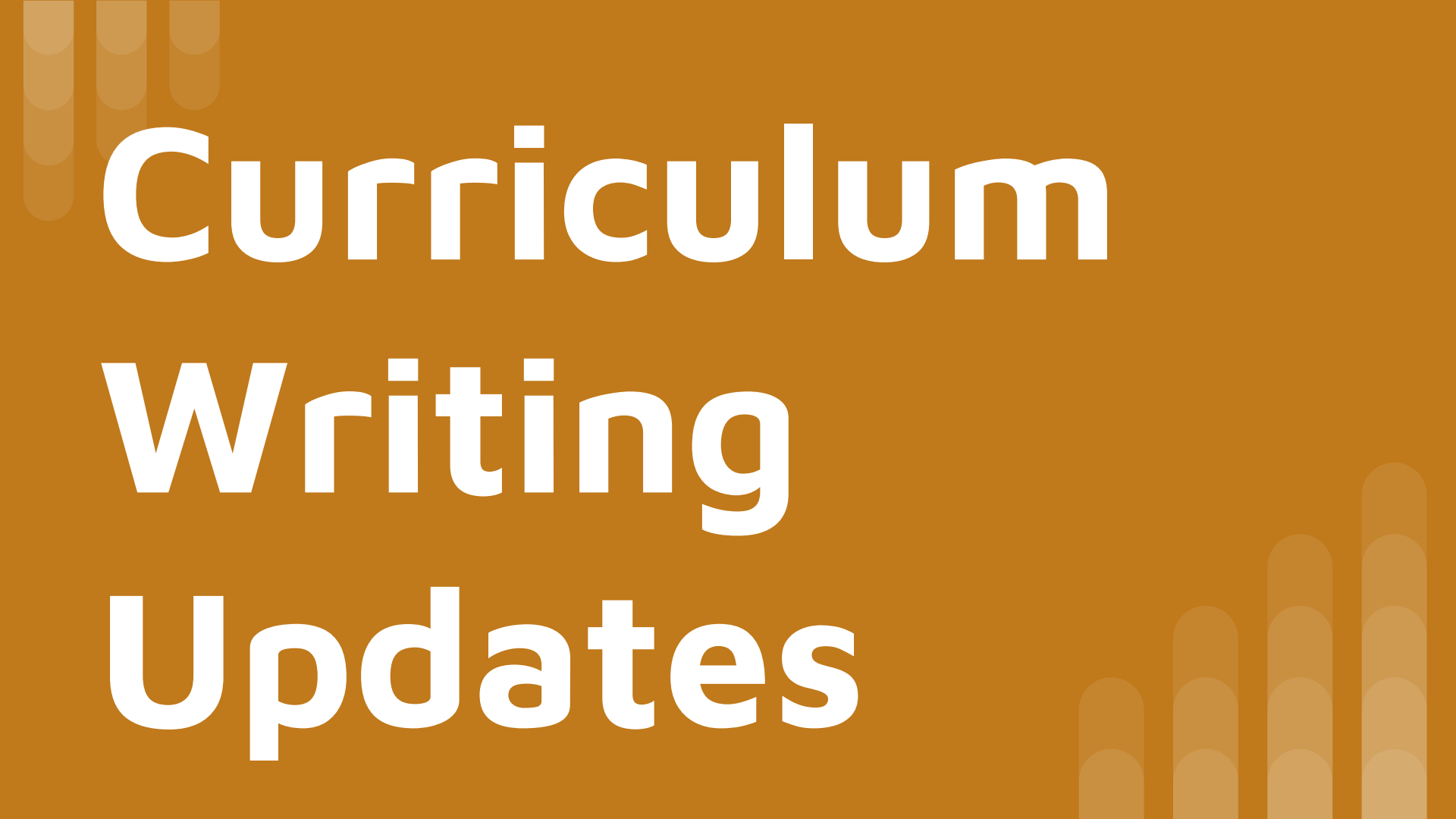
- New curriculum to our district.
- Additionally classes in addition to the Multimedia Design & Marketing will be created.

Hospitality, Events, and Tourism

- Culinary will be revisited.
- Tourism will be added

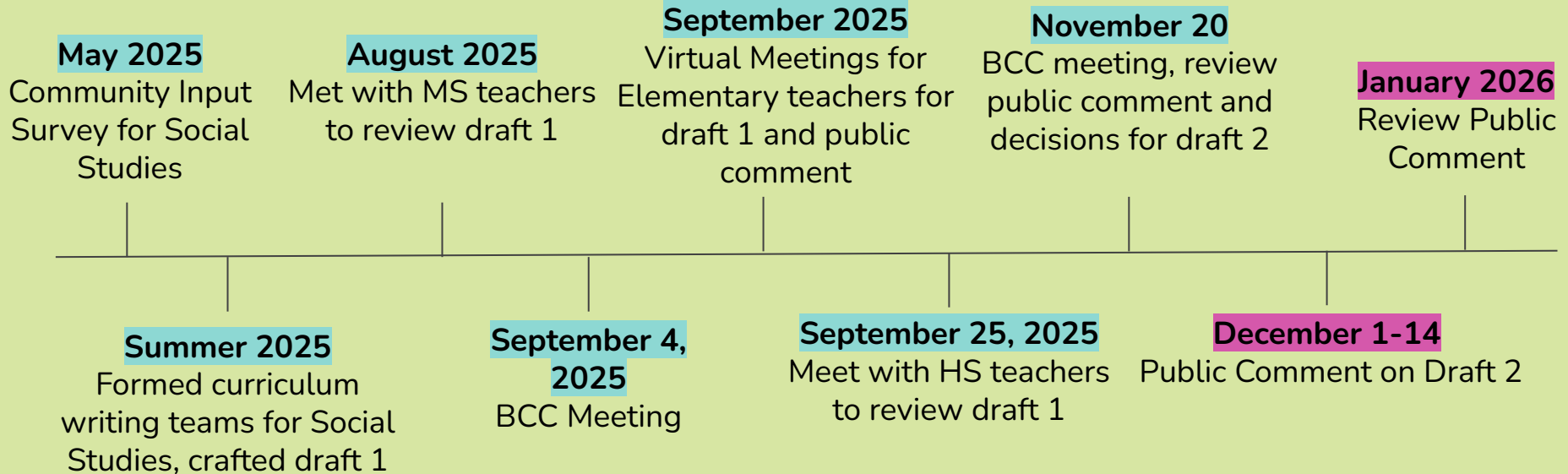
November Timeline

- October 9th meeting to write first draft.
- First Draft due by November 30th.
- December First Draft release for public input.



Curriculum Writing Updates

2025-26 Curriculum Writing Timeline





Summary of Public Comment



Elementary and Middle School Feedback



Feedback From:

- MS teachers on August 13th
- Elementary teachers on Sept. 17th
- HS teachers on September 25th
- 11 public comment submissions
 - Community members
 - Educators

Elementary

- Define “curriculum” in Terminology section
- Praise for literacy connections
- Add an overarching K-5 introduction about Scope and Sequence and its intended use

Middle School

- Concern with the shift in 6th and 7th grade content
- Organizational concerns for 6th and 7th grade
- No specific feedback on 8th grade course

High School Feedback



- Concern with potential gaps created by offering three semesters of World and US History.
 - Scheduling issues
- World History Honors
 - Keep as an offering along with AP WH and AP Euro
- Specific to Geography as a year long course:
 - 3 - Yes
 - 3 - No
- Course specific feedback around content

Draft 2 Major Decisions



- New Courses in draft 2
 - Anthropology - completely new
 - Legal Systems
 - Introduction to Ethnobotany - pilot from 24/25
- Research & Inquiry unit added to each 6-12 course
- Introduction for elementary section
- Adjusting 6th and 7th grade to meet state standards and honor current offering of Ancient Civilizations
- Require Modern U.S. History
- Require Modern World History

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 90% of the time taken during the 9th grade	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



Currently Adopted Graduation Requirements/Pathways

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		

Intro to Ethnobotany - Option for AK Studies Grad Requirement

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.

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.

The image features a solid orange background. In the top-left corner, there are three vertical bars of varying heights, each composed of five overlapping circles. In the bottom-right corner, there are four vertical bars of varying heights, each composed of five overlapping circles.

Thank you