



Fairbanks North Star Borough School District

Board Curriculum Committee

AGENDA

Date: February 5, 2026 at 5:30 p.m.

Location:

- In-person: FNSBSD Administrative Center, 520 Fifth Avenue, Boardroom, Fairbanks, AK 99701
- Join through <https://k12northstar-org.zoom.us/j/89493709242>
- Participate by phone:
1-888-788-0099 (Toll Free) Webinar ID: 894 9370 9242 *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
Shiela May Paraggua
Beth Zirbes

Elisabeth Nadin
Heather McFarlin
Hannah Harp
Lynsy Carrell
Joshua Peter

Nonvoting Members

Tim Doran
Chane Beam

B. APPROVAL OF AGENDA

- Recommend approval of the meeting agenda for February 5, 2026.

C. APPROVAL OF MINUTES

- Recommend approval of the meeting minutes for January 2026 meeting.

D. CAREER & TECHNICAL EDUCATION (CTE) UPDATES

- Draft 1 Updates: Multimedia Design & Marketing, Business, Hospitality & Tourism

D. CURRICULUM UPDATES

- Current Graduation requirements table vs. proposed graduation requirement table
- State and national trends
- Social Studies Materials review process

F. GENERAL COMMENTS/QUESTIONS

G. ADJOURNMENT

Upcoming Board Curriculum Committee Meetings

March 5, 2026
April 2,, 2026

April 16, 2026



Fairbanks North Star Borough School District

Board Curriculum Committee

Minutes of January 8, 2026

Mr. Beam called the meeting to order at 5:32 p.m. in the FNSBSD Administrative Center boardroom, 520 Fifth Avenue, Fairbanks, AK. Committee members attended in person and via Zoom.

Members Present:

Kenli Donahou

Beth Zirbes

Heather Stewart

Joshua Peter

Lynsy Carrell

Heather McFarlin

Shiela Paraggua

Nonvoting Members:

Chane Beam

Tim Doran

Members Absent:

Allyson Nicholson

Ed Paxson

Elisabeth Nadin

Hannah Harp

Guests:

Tara DeVaughn

Mackenzie Staiger

Andrea Wade

Committee Support:

Pamela Metzger

B. APPROVAL OF THE AGENDA

- Kenli motioned to approve the January 8, 2026 agenda, Shiela second.
- Agenda unanimously approved.

C. APPROVAL OF THE MINUTES

- Kenli moved to approve November 20, 2025 minutes, Shiela second.
- Without objection the minutes from November 20, 2025 were approved.

- Mr. Beam welcomed our new parent representative, Beth Zirbes to the committee.

-Roll call completed, quorum established. Land Acknowledgement and Mission Statement read by Mr. Beam. Heather McFarlin spoke out, informing us members online couldn't hear us. Action was taken and this was corrected.

D. CAREER & TECHNICAL EDUCATION (CTE) UPDATE

Andrea Wade reviewed that CTE is currently revising three curriculums; multimedia & design, business, and hospitality & tourism. Business is coming back after being absent for a very long time. AP Business and Personal Finance class is coming, bringing accounting classes back under the business umbrella. Math has kept the accounting classes during CTE business' absence. Business and Multimedia are getting very close to completion for the first draft and will be out for public comment soon. Hospitality and Tourism is not as close, there is a big push with our teachers to get it completed for public comment. Multimedia hasn't been looked at since 2013, so we are excited to review this curriculum.

E. CURRICULUM PROCESS

Tara gave a quick overview of the curriculum revision timeline for social studies. The committee will discuss educators review materials in more depth in our February meeting, and our second April meeting that says tentative, needs to not say that as it will need to happen.

Chane reiterated that we will need two meetings in April, based on the calendar and our schedule we will need the second meeting. So please keep that in mind as we get closer to April.

Public comment from draft two had a total of eight comments. Elementary had three positive comments. Middle school had limited feedback but it was all good, the shift in sixth grade was received well. High school is where the bulk of our comments were concerned with schedules with staff and students with World history and US history being three semesters. The writers met to discuss public comment, US History is reverting back to two semesters. US History: Wars and Conflicts will be converted from one semester to two. Our writers are looking in our government and civics course has more civics in it to address the concern of the public. The research & inquiry unit is going to have more depth to it, as Teaching & Learning will crowd source for projects that will work with each grade. Focusing on scaffolding appropriately throughout the grades. At this point, World History is three semesters long.

Mr. Chane Beam stated he is pleased with the decisions to move US History back into two semesters, which will calm a lot of concerns from within and outside the district. Wars and conflicts class looks good and beef up civics standards in Government/Civics is great. Does anyone here have any questions, comments, or concerns.

Beth: Which class is in three semesters, how does this affect graduation requirements?

Tara: Yes, perfect. The class that is currently being suggested as three semesters is World History. In our currently adopted curriculum students have a few ways to meet the graduation requirement for World studies. Tara then went on to list options of classes to meet the graduation requirement. The writers felt that to do the content justice and teach with the state standards in mind, which is thematically, they would

need three semesters. As for graduation requirements, it offers up another option to meet it. There were some classes archived. With three semesters, this pulls in some of the content in the classes that are being archived, like global issues, in the third semester. It offers up choice to students, the complication in that is that we are a very transient district. In and out of the state with two military bases, I can say with confidence that with any transcript coming from out of state I have never seen something called world history three. I do see other classes that meet that requirement, like geography or global issues. We are also very transient within the district so kids might start at West Valley for semester one and Lathrop for semester two, so who is going to teach which. So a kid could transfer and not be able to go into the right course. So it is a balancing act of offering student choice and teacher capacity. Are we setting students up for success if they transfer out of our district? That is the concern.

Chane: Ms. Wade is here, she is the CTE director, but some may not know she was a counselor for NPH for many many years and has great expertise. Let me ask you, what could the ripple effects be from three semesters of WH?

Ms. Wade: I think Ms. DeVaughn talked about it very well. As a district we are pretty flexible for our kids coming in. If we don't have a class for a kid to transfer into or a teacher that can be flexible in finishing up that kid in a class, results in them having to go into elearning or take the class over. Three semesters can make scheduling kind of a nightmare. We saw this when all the schools were teaching different math. This could sometimes hurt students in the end.

Beth: What are the current graduation requirements for social studies, I only know that math ones?

Tara: Students need three and half credits of social studies to graduate. Half a credit has to be Alaska Studies, that is a state legislature, then we say world studies, a year, and a year of US History. Then a semester of government and a semester of econ. Circling back to the world history piece, I will say the writers are aware of all of this, they just feel very strongly that it warrants three semesters. Part of what we did from draft one to draft two was to address this, by saying that modern world history is required. Which would leave the schools having to decide if they were to teach semester one or semester two as everybody would have to teach that third semester. Whether that makes it easier on a master scheduling front, I don't know, I have never had to deal with that piece. The number of students transferring mid-semester is not a lot but it does still happen and if the schools aren't teaching the same...it could be difficult. This is something for us to consider.

Shiela: There is a lot of information and detail here, which is great. But as a teacher we need to prioritize with the scope and limitations in mind. My question is do we need to clarify the scope and limitations for every class for graduation? Which is the priorities for social studies.

Tara: Like in our current adopted social studies, for world history because that is what we have been talking about. They need a full year and our grad requirements have it as group A and group B. Pick one class from group A and one class from group B, what I will say is that at three of our four high schools they are teaching world history. They are teaching world history out of group A and out of group B, World History semester 2. West Valley does choose to offer, well other schools do offer Geography. Through what teachers are comfortable teaching and preps, as a district we typically offer World History semester one, two, and geography. Global diplomacy does hit requirements as well.

Shiela: So there is a big focus on scheduling then.

Tara: It does, the master scheduling really does drive a lot and it really is the balance between what a teacher is teaching and offering student choice.

Chane: Tell me if I am misreading the question, I feel like it is almost like the standards are these standards more important than these standards. And do we need to focus on this more than we need to focus on the other, if that is the case, which I totally agree on. I heard a quote early this week; “not all standards are created equal.” Potentially, something that we could do, I totally understand what the world history teachers are thinking because I taught world history. The committee can discuss these standards are what we need to get in versus these standards. And maybe they are and I am just not aware of it. I think that could be part of a potential solution.

Tara: To speak to that, the writers said what is most important, is why that third semester, modern world history, would be required to teach. The way it is currently written, it would be like the second semester of AP World History, modern being how did we get to where we are today, not 600 BC. I know that is not the correct terminology now. That everyone needs the modern piece today.

Discussion ensued on what would meet semester one versus semester two for the February meeting.

Beth: I was thinking that if three is the most important than maybe World History 1 being pre-modern history and World History two being modern history, with three being ancient. Yes it would be out of order, I just worry about other graduation requirements elsewhere. Could we just do them out of order?

Tara: When I look at it, part of that is looking in other states and what is happening nationally. I will say world history is one area that I see other options. My experience as a student, a long time ago, I took World History one and two and was done. That has morphed now. This is the one area where I see more options. Geography being one and a lot of other places being one year of geography. Ours is only one semester. I can pull some more of that together for February.

H. GENERAL COMMENTS/QUESTIONS

Chane: This is the time for any general comments or questions that are not necessarily what we have already discussed today. Hearing none and seeing no hands online, okay, just a reminder, we will be having a meeting in February, one in March, we have those dates. Then two meetings in April.

I. ADJOURNMENT

-Kenli moved to adjourn meeting. Lynsy seconds the motion.

-Without objection, motion to adjourn moved.

Mr. Beam adjourned the meeting at 6:08 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:

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

1.0 credit of U.S. Studies

0.5 credit of Alaska Studies, 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 (Two semesters required)	Government Options 11th - 12th (One semester required)	Economics Options 11th - 12th (One semester required)
Alaska Studies	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 U.S. Civil Right Experience AP U.S. History 1 AP U.S. History 2	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			
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				