

# Evolution Concerns and the Next Generation Science Standards

Effective science education of the highest quality is crucial to America's future. Science education in 2014 is undergoing major reform. Citizens need to know that this reform process is being hindered by the efforts of Darwinists in the science education community. Though the current effort is neither the first nor the last, it is very intensive, comprehensive, and subtle in its implementation.

The **problem** is that Darwinian evolution is not science and has absolutely no place in the science classroom. Assertions are no substitution for verifiable evidence. That has not stopped this takeover in the past and does not seem to impact the current efforts. Science education can go forward without evolution and origin science. At present, over twenty states are using the Next Generation Science Standards (NGSS) to update or completely overhaul K-12 science education. There is much good in this effort, however, Achieve Inc. and Leading States along with the National Academy of Science (NAS) and powerful groups and people have exercised considerable influence and have inserted evolutionary teaching in a comprehensive way using [NGSS](#). Download using the link.

An effort has been made by concerned individuals to educate the public about this and challenge this blatant takeover of the curriculum. The [NAS](#) core ideas, particularly in the Life Sciences, were identified early and refuted in writing. The president of NAS and those heading the effort in science and biology have been contacted. They were challenged personally and in writing. The key organization, Achieve Inc., was frequently contacted and made aware of our concerns. These conversations are documented and available. During the two public periods of feedback about the standards, we helped lead an effort to get concerned citizens involved in giving feedback. This writer also served on the science team for the state of Georgia and [voiced](#) concern.

In this entire process, we have seen zero evidence that the big bang cosmology, chemical evolution, or biological evolution has happened or is happening. The remainder of this document will enable you to see that evolution will become a unifying theme in science, not only in the Life Sciences but Earth History as well.

Georgia is one state that agreed in writing to "seriously consider" the final NGSS document and use it to frame new standards for public schools. That means evolution will become the theme of every lesson in every science classroom in our State. It may not be taught every day, but it will be the framework and foundational thinking related to history and living things. Tax money from hard working citizens, including Christian people has and will go into this effort. Twenty-six states have been part of NGSS.

The **solution** is easy. Remove evolution from all science standards that will be written from the NGSS document. Leave the science classroom for science. If people want evolution taught then include it in an optional senior year course on philosophy and origins. This simple suggestion would resolve the issue to a great extent. This has been communicated multiple times. Why this request has been refused has not been explained.

Individuals can learn more about this issue by visiting [www.christians4science.com](http://www.christians4science.com). There is enough information there to empower each citizen to make an informed decision. You are urged to act on that decision in a timely way. -Bob Staples Rev Dec 25, 2013

Standard Page No.	Language or Standard	Concern
<b>K-ESS3-3.</b> 6	<b>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*</b>	This can easily turn into early indoctrination into environmentalism. Pantheism is at the core of this issue. We already know we are stewards of what we have been given.
First Grade Intro 8	In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.	Critical thinking is involved and that has to do with reasoning. These practices are contrary to the foundation of evolution. Logic is not material and has no meaning for the materialist. Taken to its logical conclusion the existence of this standard causes evolution to be self-refuted. If evolution is true then we cannot know anything nor prove anything is true. This is absurd.
<b>1-LS3-1.</b> 10	<b>Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</b>	Care should be given that differences are not caused by new information. Variation- yes but new forms- no. Natural selection may be implied but has never been proved in the lab.
Second Grade Intro 12	In the second grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.	Constructing explanations, argument from evidence are rational actions that can not be accounted for naturalistically. Explanations may include supernatural in order to be consistent. There is incredible design in living things. Scientists are seeing more of design and have less confidence in blind chance causing order and intelligence. But the NAS want to rule out design as a precondition.
Third Grade Intro 17	Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by	What is meant by traits that develop? Learned traits can not be passed on to offspring. Only genetic information can. The use of the words "surviving" and "reproducing" are repeated many times in NGSS. Living things are made to survive. Is this early indoctrination of Darwinian evolution?

	students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	
Third Grade Intro 17	In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.	Will students be able to ask questions that do not line up with material naturalism? To communicate information students need to use words. It is assumed that the meaning of the words will be the same in the future. But in a random world this makes no sense at all. Evolutionary thinking is contradictory and teaching a contradictory world view to students is a form of intellectual abuse of young minds. It is willful indoctrination into a false worldview. This is not education.
3-PS2-2. 18	<b>Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</b>	This standard and others like it assumes the uniformity of nature. How can that be in a random chance evolutionary world? The fact that nature operates in a consistent manner refutes evolution and indicates design.
3-LS4-1. 19	<b>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</b>	There is much in the way of speculation in this standard. What is the history of the fossil? There is more than one way to interpret the data. Will this be one-way interpretation lining up with Darwinism to students and teachers that do not know all the research? Is there conclusive proof that location in rock determines relative ages? Fossil information has limits.
3-LS3-1. 20	<b>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</b>	Are students looking at genetic code? The variation comes from the parents and not the environment. That is common sense. Are third graders becoming experts at genomes or are they going to be told what the teacher is told to tell the students. Are they being asked to believe now and study later?
3-LS4-2. 20	<b>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</b>	Another example of common sense. Animals survive because they do not die. This is a tautology. It also indicates the unscientific way foundational evolutionary ideas are presented. This is not science, so why include this language?

Fourth Grade Intro 22	Fourth graders are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Common sense. Are we truly planning lessons around this standard and then testing for this content?
Fourth Grade Intro 22	...and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.	Will students be taught that evolution is an organizing concept or the <u>only</u> organizing concept? After reading all the NAS documents it will be clear evolution is the only explanation and that design is not allowed to imply a designer.
Fourth Grade Intro 22	...planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.	Students are to use argumentation to demonstrate understanding of core ideas including evolution. But evolution can not account for the existence of logic. Logic is used to make arguments. Therefore students can never understand the core ideas. Language assumes universals. If evolution is true then universals can not exist. But universals do...so...
4-ESS1-1. 26	<b>Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</b>	Assumes uniformitarianism without evidence. This is indoctrination into long ages. We are speculating on how they were formed. Why are we teaching origin science to fourth graders? Operating on the assumption that science is what the public expects.
Fifth Grade Intro 27	In the fifth grade ... students are expected to demonstrate ... proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, ...engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.	Since evolution is a core idea what evidence will be used to evaluate the understanding of this topic? Will fifth graders be mature enough to discuss this when many <u>adults</u> have trouble thinking this through.
5-ESS3-1.	<b>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</b>	Helpful but can lead into environmentalism. Caution needed. Parents are becoming aware of the campaigning nature of environmental activism in life science. Knowledge and competence would be first priorities.

MS-PS1-3.	<b>Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</b>	Alternative fuels are important. Caution needed.
Middle School Life Sciences Intro 40	Natural Selection and Adaptations.	These are toned down words that mean Darwinian evolution. See the NAS Framework document LS-4. The public needs to know that nature does not design. Darwin never could prove his mechanism. But now we teach it as fact. This is philosophical indoctrination presented as established fact.
40	Students can develop evidence to support their understanding of the structures and behaviors that increase the likelihood of successful reproduction by organisms. They have a beginning understanding of the ways humans can select for specific traits, the role of technology, genetic modification, and the nature of ethical responsibilities related to selective breeding.	Organisms are made to survive. If humans have to select for traits and that takes intelligence then does it not take intelligence for ameoba to man changes. Why should man have to be ethical if it is just chemicals. It is assumed that these matters have been worked out. The writers are borrowing from Theistic standards of morality and simply assume that nature or tree bark teaches us right and wrong.
Middle School Life Sciences Intro 41	Middle school students can analyze data from the fossil record to describe evidence of the history of life on Earth and can construct explanations for similarities in organisms. They have a beginning understanding of the role of variation in natural selection and how this leads to speciation. They have a grade-appropriate understanding and use of the practices of analyzing graphical displays; using mathematical models; and gathering, reading, and communicating information.	The fossil record does not contain DNA information and does not indicate high levels of information. Natural selection is assumed and now the students needs to make connections. The evolutionary biologists can not do this what makes you think a Middle School student can. They may be lead or indoctrinated by with no evidence they can do little. What is meant by speciation? Communicating information assumes logic and use of language of which can not be accounted for in the naturalistic model of evolution.
MS-LS3-1. 45	<b>Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</b>	Mutations are almost all negative. The process of reproduction is amazing complexity to avoid mutations. Where did this come from naturally? Are middle school student are going to study mutations in the DNA in lab courses? No, they are going to have biased data presented that will lead to that conclusion.

<p><b>MS-LS4-1.</b> 46</p>	<p><b>Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.</b></p>	<p>There are many assumptions used in looking at the fossil record. The entire geological column has been found <u>only</u> in textbooks. we do not know how it was formed then we can not make certain conclusions about it. Darwinian evolution is assumed without explanation. A standard without evidence!</p>
<p><b>MS-LS4-2.</b> 46</p>	<p><b>Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.</b></p>	<p>This assumes evolution is true. Since there is no evidence why are we assuming it is true. This must be because the writers <u>want</u> this to be presented as fact. That is cultlike indoctrination. Why are <u>your</u> tax dollars going to this effort?</p>
<p><b>MS-LS4-3.</b> 46</p>	<p><b>Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.</b></p>	<p>This is an area ripe for evolutionary indoctrination. Recapitulation is one example. There has been much fraud produced by evolutionist in this area. How are these students going to observe this for themselves? They won't.</p>
<p><b>MS-LS4-4</b></p>	<p><b>Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.</b></p>	<p>Survivors survive. This is common sense. You do not have to encode a standard for common sense. It is assumed. This is wasted space and perhaps is here to remind the student that evolution happened and educated people accept that as fact.</p>
<p><b>MS-LS4-6.</b></p>	<p><b>Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</b></p>	<p>Since natural selection is referring to Darwinian evolution then there is no evidence. How can you use the legitimate science of math to model what does not exist. If the chance of something happening is zero then given more time it will still be zero.</p>
<p>Middle School Earth and Space Science Intro 47</p>	<p>There is also a strong connection to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories that explain the formation and evolution of the universe.</p>	<p>The origin of the universe is historical science. Here real science operational science is used to justify only naturalistic theories of origin. Again this is indoctrination and an abuse of the scientific method. Just remove all historical science content. We will be told that life from non life materials will not be taught but here it must be assumed to be true in order to connect the dots of origin science.</p>

47	Important concepts in this topic are ... in relation to the different ways geologic processes operate over the long expanse of geologic time. An important aspect of the history of Earth is that geologic events and conditions have affected the evolution of life...	Evolution is assumed as well as long geological time. Geologic has been refuted. Mt St Helens is one example. Darwinists and curriculum writers want this to be inserted. People need to find for themselves why this is unchallenged.
MS-ESS1-4. 49	<b>Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</b>	This is circular reasoning. Geologic time is based on the assumption of evolution. Assuming a 4.6 billion year earth. There are many other models not mentioned. Why is this?
MS-ESS2-2. 49	<b>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. (meteor impacts)</b>	We do not know all the historical impacts from meteors. This should not be confused with what is observed. We have uniformitarian thinking and catastrophism mixed together.
MS-ESS2-3. 49	<b>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</b>	With the problems of the lack of evidence for the geological time column, will the students have access to all the data, and arrive at their own conclusions or will they be taught only millions and billions of years assumed by evolutionists.
MS-ESS3-5. 51	<b>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</b>	Students must be given all the facts not just cherry-picked records that line up with the global warming advocates.
High School Life Sciences Intro 64	The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades.	Building upon the previous what? The evolution ideas are simple assertions without evidence. This is how our education system operates at least in regards to the irrational baseless philosophy of naturalism. Upon this system of thought is built secular humanism. And this at taxpayer expense.
65	<b>Natural Selection and Evolution</b> help students answer the questions: "How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? ... Students demonstrate	Since there is no evidence for evolution and students are going to be asked to master this topic, they undoubtedly will be told the evidence is there somewhere and trust the teacher. This is a form of coercion and hurtful to rationality and students from a Christian home and world view.

	<p>understanding of the factors causing natural selection and the process of evolution of species over time. ...demonstrate understanding ...multiple lines of evidence ...strength ...evolution. describe extensive scientific evidence ranging from the fossil record to genetic relationships among species that support the theory of biological evolution.</p>	
<p><b>HS-LS3-2.</b> 71</p>	<p><b>Make and defend a claim based on evidence that inheritable genetic variations may result from: ...mutations caused by environmental factors.</b></p>	<p>Mutations are almost always hurtful. Including that as a possible mechanism for change or new information is dishonest.</p>
<p><b>HS-LS4-1.</b> 72</p>	<p><b>Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</b></p>	<p>Asserted but never proved. The originator of this idea would like to believe this is true. This statement can not stand full cross examination. <u>Drop</u> the evolution.</p>
<p><b>HS-LS4-2.</b> 72</p>	<p><b>Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</b></p>	<p>This is microevolution. This is also common sense. The author most likely confuse this with Darwinian evolution. This has happened so often, even when denied, that the student could not plead ignorance when this happens.</p>
<p><b>HS-LS4-3.</b> 72</p>	<p><b>Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</b></p>	<p>Survivors survive. What part of common sense was missed by the content? This should be removed.</p>
<p><b>HS-LS4-4.</b> 72</p>	<p><b>Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</b></p>	<p>Since there is no clear definition of “natural selection” and no rational model for its operation it would be impossible to construct an explanation. Students can make an assertion but that is philosophy and not classroom science. If students did this stand they would be learning how to make scientific statement without evidence. That is not science education.</p>

<p><b>HS-LS4-5.</b> 72</p>	<p><b>Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</b></p>	<p>Lack of clarity and confusion over what is meant by “new species”. If Darwinian evolution then this statement is very misleading. The statements are supposed to be clear so that the states can write updated learning objective from these.</p>
<p>High School Earth and Space Science Intro 74</p>	<p>Some concepts studied are fundamental to science, such as understanding how the matter of our world formed during the Big Bang and within the cores of stars.</p>	<p>Since origin science is not real science it must not be fundamental science. The Big Bang model is facing increasing challenges from the Astronomy community. How can order come from an explosion? There have been other models which have been abandoned. What certainty is there that this will be abandoned as well? Why are we teaching it as a fact?</p>
<p>74</p>	<p>Engineering and technology play a large role here in obtaining and analyzing the data that support the theories of the formation of the solar system and universe.</p>	<p>This is not real science. The formation of the universe can not be repeated in the lab. This is philosophical speculation in cosmology. This is better placed in a unit for an optional philosophy course for seniors in high school.</p>
<p>74</p>	<p>A mathematical analysis of radiometric dating is used to comprehend how absolute ages are obtained for the geologic record. A key to Earth’s history is the coevolution of the biosphere with Earth’s other systems, not only in the ways that climate and environmental changes have shaped the course of evolution but also in how emerging life forms have been responsible for changing Earth.</p>	<p>There are assumptions in radiometric dating that are based upon other assumptions. It would be helpful to point out that the mathematical probability of chemical evolution is zero. That has been known for decades.</p>
<p><b>HS-ESS1-2.</b> 78</p>	<p><b>Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</b></p>	<p>The Big Bang is one model. Why has this been selected and not the others. This is an example of bias resulting from trying to present origin science as operational science. Remove this from standards.</p>
<p><b>HS-ESS1-3.</b> 78</p>	<p><b>Communicate scientific ideas about the way stars, over their life cycle, produce elements.</b></p>	<p>If the students are do their research and find experimental data on this topic they will have to put the sun in the lab and observe the for millions of years. Since they can not do this they will have to accept the latest findings published in astronomical journals. But these findings do not agree and change according to the latest</p>

		cosmological beliefs.
<b>HS-ESS1-4.</b> 78	<b>Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</b>	This is a reasonable standard. It also is testimony that evolution is not true. How can random forces result in mathematical precision of orbits. Students must deny common sense and simply comply with the dogma of teachers.
<b>HS-ESS1-6.</b> 78	<b>Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</b>	Since the students do not have all the information this standard should be reworded. "Students will speculate, based upon information fed to them by the evolutionary community, assuming the fact of evolution, even though we never in the last 12 years given you evidence, on earth's formation.
<b>HS-ESS2-7.</b> 78	<b>Construct an argument based on evidence about the simultaneous coevolution of Earth systems and life on Earth.</b>	Now chemical evolution is implied in this standard. Since there is no proof that life has come from non-living materials, this standard is self-contradictory. This along with all other references should be removed from public funded science classrooms. The average citizen should see the problem now.