

Some FACTS about the new science standards . . .

Q. How have the Standards changed?

The KBOE (Kansas Board of Education) Standards:

- Change the definition of science so that it can include supernatural causes.
- Change the definition of evolution to imply that evolution conflicts with belief in God.
- Add off-refuted criticisms of evolution that are only part of the Intelligent Design Creationism literature.

Q. Why were the changes made?

- The KBOE standards claim that **science**, because it is limited to natural explanations, **is the same as atheism**.
- The KBOE standards open the door for students to accept “design” (aka supernatural creation) as part of a scientific explanation.

Q. How should science be taught?

- Science should be taught so that **students learn how science is actually done around the world**.
- Students should learn that anybody, anywhere, can search for natural explanations and collaborate with colleagues around the world, regardless of their particular religious or cultural background.

Q. The KBOE claims that Intelligent Design isn't in the standards. But it is!

- The standards define Intelligent Design (ID) as “the scientific disagreement with the claim ... that the apparent design of living systems is an illusion.”
- The standard say that students need to learn “scientific criticisms of the theory” of evolution, which would obviously include ID.
- The standards include ID terminology (such as “irreducible complexity”), as well as many ID arguments against evolution.

The new standards encourage teaching Intelligent Design, because teaching that evolution is both wrong and atheistic is all that the “theory of ID” includes.

Q. How was science re-defined in the standards?

- The definition of science was changed from ‘the search for *natural* explanations’ to ‘a search for *more adequate* explanations.’

Q. Why was science re-defined?

- ID advocates incorrectly believe that science in general, and the theory of evolution in particular, is responsible for fostering atheism in our culture.
- They fear that students, by being taught evolution, will be led to the conclusion that they are merely meaningless accidents without purpose.
- Thus, the definition of science must be changed to allow supernatural causation.
- They are using an attack on science, and on the public education system, as the vehicle to fight their religious and cultural battle.

Q. How do the new standards re-define “evolution?”

- The KBOE added the statement that “Biological evolution postulates an *unguided* natural process that has no discernable direction or goal.”
- They want students to conclude that **they can't believe in a God who acts through natural processes**.
- To Intelligent Design advocates, if divine guidance can't be scientifically detected, it does not exist.



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Q. Why not teach 'both sides' and let the students decide?

- The overwhelming consensus of the scientific community is that there is no controversy. Evolution is one of the best-supported theories in all of science
- ID supporters have manufactured the alleged "controversy" to further their agenda.
- The Discovery Institute spends more than \$1 million a year to support intelligent design and their "Teach the Controversy" campaign.

Q. Would these changes be legal if challenged in court?

We think not.

The December 2005 Kitzmiller v. Dover decision noted several points that apply to Kansas in that our KBOE:

- Changed the definition of science to allow supernatural explanations;
- Included scientifically discredited arguments against evolution that are found only in the creationist literature and not in mainstream science;
- Advanced the "contrived dualism" that arguments against evolution are arguments for creationism.

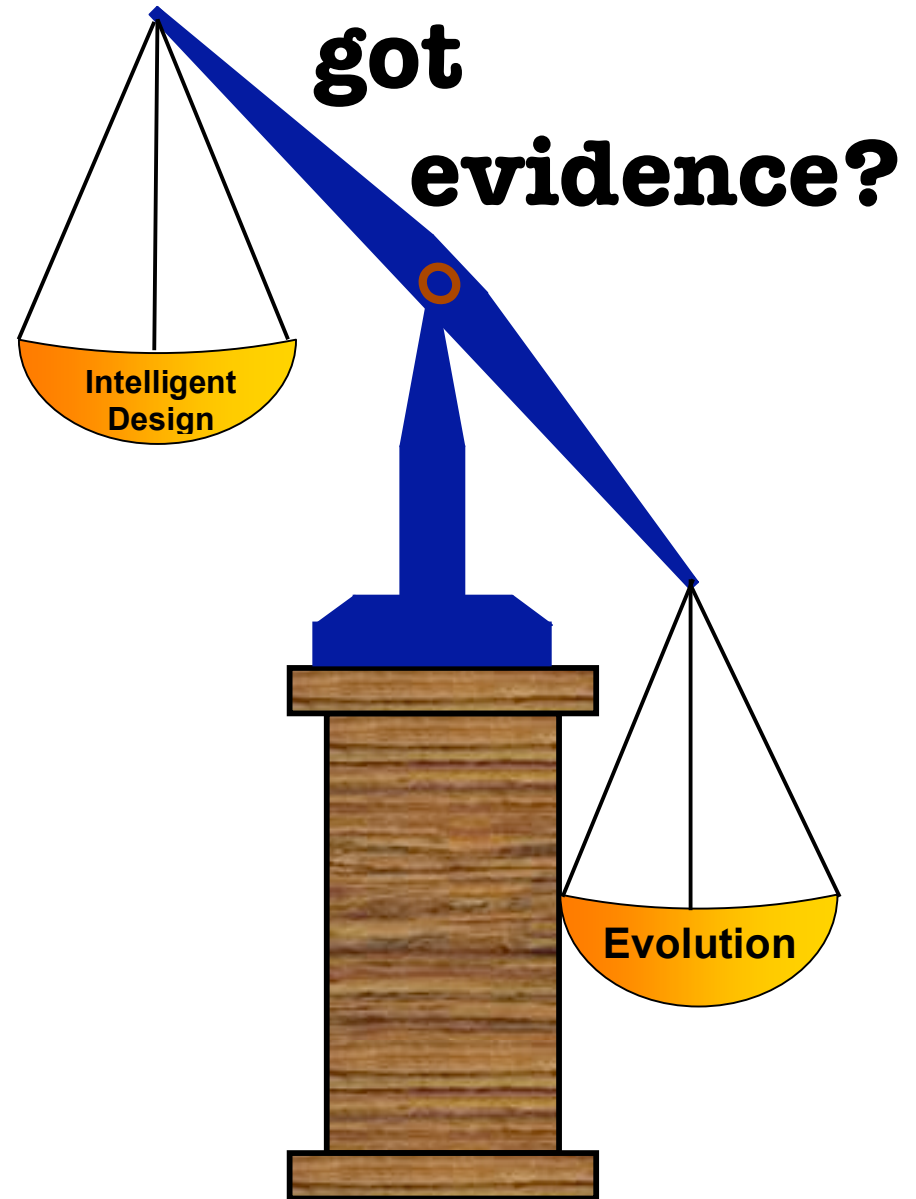
Advocates for the Board's standards have shown their religious motivations by

- Clearly stating that their religious beliefs are antithetical to evolution;
- Clearly rejecting and even denouncing the religious beliefs of Christians (and other believers) who accept the validity of mainstream science and evolutionary theory.

Q. Do we have an alternative? YES!

- The Board-appointed standards committee (21 out of 25 members) continued to meet in private and have finished a set of Recommended Standards.
- These standards are available for school districts to adopt as an alternative to the KBOE standards.

SEE http://www.kcfs.org/kcfsnews/?page_id=5 for a copy of the Recommended Standards and information on how to take them to your school district for adoption.



**Some FACTS about the 2005
Kansas science standards**