

PROPOSALS

GOALS FOR THE ORIGIN CURRICULUM

PROCESS

- Increase the students' ability to think. ✓
- Develop a sense of curiosity and zest for learning. ✓
- Encourage critical dialogue. ✓
- (S) Bring in Debate Club to explain debate process. ✓

CONTENT

- Learn the differences between guesses, theories, facts, etc. ✓
- Learn about cultures and how they developed in different parts of the world.
- Learn to appreciate personal opinions. ✓
- Learn to understand bias and prejudice.

- PROCESS GOALS - Skill
- CONTENT GOALS - Specific Fact

Why do things exist?

Where do things come from?

All students shall develop an understanding of the scientific, biblical, and philosophical ~~theories~~ of the origin of man and the ~~interrelationships~~ with the environment. ✓

Viewpoints on

religious limitations + assumptions of each

GOALS

PROCESS GOALS - skills, evaluation of data.

1. Prepare the students to evaluate origins and compare data through comparative analysis. ✓
- (S) 2. Teach material on origins in an unbiased manner so the student will feel comfortable within his/her background.
- (S) 3. Prepare teachers so that they will be fully informed on the subject of origins.

CONTENT GOALS - material, data, information.

- (S) 1. Material shall be prepared to promote concise understanding in a balanced and unbiased manner.
- (S) 2. Material shall be prepared so the teacher can fit it into her assigned schedule on the teaching of origins in an unbiased way.

GOALS

To understand the problems of origins:

To ask and examine the various answers to the following questions:

1. Why do *things exist?
2. Why do *things exist as they are now?
*things = human beings, all other living things, the planet Earth, the solar system, the whole universe, matter and energy, space and time.
3. What is meant by "as they are now"?
4. How did these things come to be?
5. Did any or all of these things have a beginning or have they always been?
6. When did they come to be?
7. How old are they?
8. How can we know the ages of things?
9. Did they change or were they always as they are now?
10. What is change?
11. What kinds of change are there?

To understand the kinds of explanations; at least:

- a. scientific
- b. philosophical
- c. theological
- d. "traditional"

To understand

- a. The basic rules of logic as they apply to these questions and answers.
- b. The assumptions and implications of these explanations.
- c. The strengths and weaknesses of these explanations.
- d. Criteria to be used in judgement and making decisions.

✓ ✓

All students shall develop an understanding of multi-approaches to the theories of man's origin.

1. The student will recognize that there are various origin theories. ✓ ✓
2. The student will identify major theories of origins as well as some scientific evidences for each. ✓ ✓

GOALS FOR TEACHING OF ORIGINS

Teach in regular science classes both the general theory of evolution and scientific creationism. Teach both without favor to one, allowing the students to analyze and evaluate the data and arrive at their own conclusions.

1. Students shall acquire a knowledge and understanding of how life started. ✓
2. Students shall develop understanding and appreciation of how the origin of life is explained in the Bible. ✓
3. All students shall develop understanding of the different explanations given about the origin of life. ✓
4. Students shall recognize that after analyzing the different explanations of the origin of life they are to make their own decision as which one to accept and to use to raise their families. ✓

1. Student taught and encouraged: How to self-determine question of origins and the need or value of such an effort. ✓
- (S) 2. Find the best balance of materials now available for current use and pursue textbook publishers to provide such balanced material in a single text. (Some have now begun such an effort.)
- (S) 3. Prepare criteria for instructing and familiarizing teachers in all disciplines of the two-model system and the need for as fair and unbiased classroom instruction approach, as possible.

To find and use the best materials available (and there are plenty), to present to the students in the classrooms the fact that there are two major theories (with several off-shoots) of origins for their consideration and further study. ✓

To give the student enough evidence so that he can make a rational, informed and personal judgment as to the origin of the universe and man, and be aware and become knowledgeable of scientific and religious views that may differ from his own. ✓

- ✓ 1. To investigate and research presumed facts and/or theories concerning origins.
- ? 2. To arrive at an intelligent conclusion based on factual findings.
- ? 3. To use all available materials that gives an intelligent account of origins.
- (S) 4. To provide necessary personnel and/or resource persons who are qualified according to specified standards and/or requirement of the Board to teach, direct, etc. the documented facts according to our findings.

All students should develop an understanding of the theories of evolution.

All students should understand that these theories in no way will encroach on their theological trainings.

All students shall understand all theories of creation without emphasis of any one sect.

All students should be encouraged to combine the scientific and theological theories in developing an understanding of the origin of life.

All students should be encouraged to develop their own philosophy of origins, using the knowledge gained through readings and class discussions.

- (S) 1. Teach all accepted theories of the origins as theories with pros and cons of each.
- 2. Each student must make a decision as to their belief with concrete proof to support.
- 3. More than one method could be accepted.
- 4. Involve students.

- ✓ 1. Students should be knowledgeable of contemporary scientific theories on creationism, including knowledge of the scientific evidence for these theories. The scientific body of knowledge shall be defined by scientists in the appropriate area.
- (S) 2. All teaching of a distinctly religious viewpoint, theory or doctrine should be avoided in any science class. No discussion of God, either directly or indirectly, should occur in science classes.
- (S) 3. All religious (including creationism) views of origins should be taught within a humanities, cultural or historical setting.
- 4. Students should be trained in the criteria needed for scientific inquiry - including specifically the nature of scientific theory, evidence, theory construction, confirmation, disconfirmation, etc.

5. Students should be provided training in logic and philosophy of science before instruction in specific, controversial or competing theories. ✓

To provide a balanced and intellectually honest presentation of recognized concepts of origins. ✓

1. The student will be able to explain different approaches to the origins of man and the universe. ✓
2. The student will realize there are at least two models for understanding origins and will be able to list the major points and arguments of each model. ✓
- (S) 3. The student will have no pressure put to bear on reaching his own personal preference as to which model is correct but rather will be given the evidence and facts supporting each model and will be left alone to form his own opinion and form his own personal conviction.
- (S) 4. Without expressing prejudice, instruction should be geared to presenting facts and not emotional preference.

To inform the student of many different creation myths or theories. e.g.,

- a. Meso American
- b. Mesoptamia ✓
- c. Genesis
- d. New Testament

What are the ultimate goals in teaching origins?

To make available to students a broader view of origins, taught by qualified people and to encourage students to question and evaluate the curricula and views presented. ✓

1. That the students be conversant with the kinds of evidence that are used in trying to unravel the history of life on the earth (and the assumptions that underlie the use of these evidences).

2. That the students understand that there are many varieties of views of origins. ✓
3. That the students understand the fundamental differences between study of most areas of the sciences and those dealing with questions of events occurring in the past.

1. All students shall understand that all theories concerning origins must be viewed solely as theories, never as fact. ✓
2. All students shall be able to relate (or identify) five (six or more) major theories concerning the origin of life. ✓
3. All students shall identify the logical basis for each theory of the origin of life. ✓

RECOGNIZED AND INTELLECTUALLY HONEST!

A. PROCESS

1. Compare several ideas of origins with reference to:
 - a. philosophy underlying each idea. ✓
 - b. assumptions underlying each idea.

B. CONTENT

1. a. Be able to state at least (some number?) of explanations of how life began. ✓
- b. List the assumptions underlying each explanation given in the above.
2. List the criteria which must be met for a theory to be considered scientific.

1. Understanding of what constitutes a theory. ✓
2. Understanding of the nature of science as an approach to explaining natural phenomena.
3. Understanding of the nature of several philosophies or approaches for explaining natural phenomena including origins. ✓

1. The student shall recognize there are several theories of origins.
- *2. The student shall acquire knowledge and understanding that there are scientific, philosophical and religious theories of origins. ✓
3. The student shall recognize theories are not proven fact and may be changed with new evidence and knowledge. ✓
- *4. The student shall be able to express the basic beliefs (thoughts of) within the various theories of origins taught. ✓
5. The student shall develop a respect for others views of origins. ✓

1. The student should realize that there are many theories concerning origins of all things. ✓
2. The student should know that the theory of evolution by natural selection is most widely accepted by the scientific community.
3. The student shall learn about the theory of spontaneous creation - not as stated in the Bible - but as proposed by scientific creationists - and others with "scientific" explanations.
4. The student should be exposed to all the evidences for evolution, but also be told of the viewpoints of creationists who negate those evidences.
5. The student should learn the steps involved in Darwin's Theory and how they are applied.
6. It should be stressed that the origins of all things are unknown, and therefore, the student must be openminded about all theories of origins - then accept the most logical approach.

1. Students shall have access to all materials suitable to their age groups in the various disciplines. (Stated another way - Students shall not be indoctrinated with a single [content or approach or viewpoint] to a discipline without having access to other viewpoints with equal emphasis.

Our primary goal in all of education should be to instruct our children on the process of decision making. They should learn to separate fact from fiction and truth from fantasy. The truth-as-facts-should be presented to our children in such a way as to allow them to develop their own intellectual capacities. ✓

Specifically, science is the search for truth, repeatable observable facts, that can be understood, explained and eventually synthesized. We should train our children to use the scientific method of evaluating observations and to construct a means of testing their evaluations. As the young minds develop into thinking persons they should be encouraged to evaluate their materials objectively.

Students should understand the purposes of propaganda and how to recognize it.

Students should distinguish between fact and opinion.

Students should judge the veracity of evidence by considering its source, the types and number of individuals that hold a particular position, the weight of "authority" opinions and groups; how the evidence harmonizes with other evidence.
