



## Eagle Forum of California

E. Orlean Koehle, State President  
Director of Californians United Against Common Core  
PO Box 3553, Santa Rosa, CA 95404

[www.eagleforumofcalifornia.org](http://www.eagleforumofcalifornia.org)

e-mail [caleagle@sbcglobal.net](mailto:caleagle@sbcglobal.net)

707-539-8393

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RE: Opposition to the NGSS

Dear California Department of Education:

I am writing to give you my feedback during the comment period regarding your adoption of the Next Generation Science Standards. As a former public school teacher who has taught biology and as an author and researcher who has written about Common Core and the NGSS, I am strongly opposed to them and urge you to rescind your adoption of them and let Californian go back to using the high science standards that they already had before NGSS.

1. **The NGSS are inferior to the standards that California previously had** which were given an A rating by the Fordham Institute, while NGSS has been given a C rating by Fordham. (<http://www.frontpagemag.com/2014/mary-graber/common-cores-little-green-soldiers/>)
2. **They are inaccurate and teach pseudo-science to indoctrinate students to only one certain viewpoint with no others allowed.** This is the main reason the State of Wyoming has voted to reject them. The NGSS teach that coal mines should be shut down because of their contribution to climate change or global warming, which is not based on any proven science. Coal mining is one of the main industries in Wyoming. (<http://www.foxnews.com/us/2014/05/02/proposed-science-standards-spark-climate-change-debate-tn-coal-heavy-wyoming/?intcmp=latestnews>)
3. **NGSS are “transformative”** and reflect a “new vision for American science education” with “new performance expectations,” which essentially means little memorization of scientific facts or application of essential math skills.
4. **Instead of memorization, NGSS use the “practice strategy” or “inquiry learning,”** which believes that students learn more when they are engaged in the “practices of science.” But science professors Lawrence S. Lerner of Cal State Long Beach and Paul Gross of the University of Virginia say that is not true. Beginners in science don’t and can’t practice as experts. They don’t have the knowledge, memorization of facts, experience, procedures, technical know-how, solutions or vocabulary. But because of their lack of knowledge beginning students can be much more easily indoctrinated to one certain viewpoint. (<http://www.frontpagemag.com/2014/mary-graber/common-cores-little-green-soldiers/>)
5. **NGSS leave out essential math skills, thus lowering the science taught:** Without higher math, little true chemistry and physics can be taught in high school because the math will not be there to support them. (Statement by Dr. Sandra Stostky, who was one of the five members of the Common Core Validation Committee who refused to sign off on the standards, <http://www.breitbart.com/Big-Government/2014/07/14/Minority-Parents-Don-t-Want-a-Workforce-Common-Core-Curriculum-for-their-Kids-Either.>)

6. **NGSS will not prepare students for STEM or for a true university education.** Douglas Buttrey, a chemical engineering professor at the University of Delaware, who finds the NGSS's treatment of chemistry particularly lacking, states: "The standards lack the required science background, particularly in chemistry and physics, that students who are going to pursue university studies in STEM fields would need." [STEM stands for science, technology, engineering and math.] (<http://www.livescience.com/40283-ngss-science-standards-change-education.html>.)
7. **The standards have a heavy emphasis on evolution** being taught as scientific fact, when it is still just a theory. This offends Christian students and their beliefs.
8. **The NGSS are deceptive in their origin.** We are told they were created by educators from 26 states, but they are heavily connected to Common Core and written by the same chief writers of Common Core, such as Achieve.net. (<http://www.nextgenerationscience.org/toward-integration-ngss-and-common-core-classroom> and Orlean Koehle, *The Hidden C's of Common Core*, pp. 172-177.)

For all of the above reasons, I urge you to rethink your position on the NGSS and rescind your approval of them.

Sincerely,

E. Orlean Koehle, State President