January 19, 2016
Battleground, OR
"Winner Takes All. The Loser is Education."

Battleground, OR

Battleground, OR
School Book Review Meeting

Agenda

- Resolve dispute re 3 remaining textbook topics
- State Law = Federal Standards
  - Climate Change – Natural vs. Human Caused
  - Sex Education – Abstinence Only or "The Full Monty"
  - Evolution and – or Creationism

Overview of Standards

<u>BREAKING NEWS:</u>

<u>Every Student Succeeds Act (ESSA) Replaces No Child Left Behind Act (NCLB)!</u>

- Effective beginning 2017-2018 school year
- Returns authority to States to monitor success or failure of schools

Overview of Standards

<u>Oregon Currently Has NCLB Waiver and Has Adopted Common Core</u>

- Most states have NCLB waivers
- Under its waiver, Oregon schools are judged on a combination of factors and avoid federal sanctions such as required tutoring and transfers
- Oregon uses Common Core standards, the result of state-led effort coordinated by National Governor's Association for language arts and math in grades K through 12.

Overview of Standards

<u>Oregon Sets Curriculum Requirements, Not Federal Government</u>

ORS Chapter 329 is Oregon Educational Act for the 21st Century

Under ORS 329.045, State Board of Education is responsible for curriculum goals, performance indicators, diploma requirements, Essential Learning Skills and academic content standards

Oregon high school diploma requirements are found in ORS 329.451(2): Satisfy requirements established by State Board of Education and school district, and complete at least 24 total credits, with 3 credits of math and 4 credits of English.

Teaching About Climate Change

Cool Schools Tackle Global Warming

Edited by Tim Grant
and Gail Littlejohn

GREEN TEACHER

BOKBLUSTER.COM
COOLING IS THE NEW WARMING!
CLIMATE SCIENCE
©10 CREATORS.COM

CLIMATE CHANGE

IS GLOBAL WARMING REAL?
OF COURSE... JUST ASK THE GLOBAL-WARMING FAIRY
SCIENTIFIC RESEARCH CENTER
HOLBERT
BOSTON HERALD

Elijah Wood
Robin Williams
Brittany Murphy
Hugh Jackman
Nicole Kidman
Hugo Weaving
HAPPY FEET
Everybody Dance Now!
November 17th

Mike Keefe THE DENVER POST 11.21.10
THE SPECIAL COMMITTEE TO INVESTIGATE CLIMATE CHANGE HYSTERIA WILL NOW COME TO ORDER.
www.caglecartoons.com

THE "CONSENSUS GAP"

THE PUBLIC THINK...

IN REALITY...

That was a pretty depressing lesson on the effects of climate change.
I think I have Pre-Traumatic Stress Disorder.
(C) JOEMOHRTOONS.COM

The Greenhouse Effect
SUN
Some solar radiation is reflected by the Earth and the atmosphere.
Some of the infrared radiation passes through the atmosphere, and some is absorbed and re-emitted in all directions by greenhouse gas molecules. The effect of this is to warm the Earth's surface and the lower atmosphere.
Solar radiation passes through the clear atmosphere.
ATMOSPHERE
EARTH
Most radiation is absorbed by the Earth's surface and warms it.
Infrared radiation is emitted from the Earth's surface.

CLIMATE
SUMMIT
WHAT IF IT'S A BIG HOAX AND WE CREATE A BETTER WORLD FOR NOTHING?
• ENERGY INDEPENDENCE
• PRESERVE RAINFORESTS
• SUSTAINABILITY
• GREEN JOBS
• LIVABLE CITIES
• RENEWABLES
• CLEAN WATER, AIR
• HEALTHY CHILDREN
• ETC. ETC.
12/7/19 USATODAY
JOEL PETT

Oregon High School Climate Change Standard, Effective March 6, 2014

Oregon High School Climate Change Standard, Effective March 6, 2014

Found throughout 2014 Oregon Science Standards

Includes:

Impacts of human activities on the environment and biodiversity

Healthy Futures

A Comprehensive, Inclusive Sexual Education Curriculum

Old School: Abstinence Only Education

Abstinence-only sex ed curriculums have cost US taxpayers $200 million since 1981

Abstinence-based = Ignorance-Based

- "Materials must not encourage the use of any type of contraceptive outside of marriage or refer to abstinence as a form of contraception." Department of Health and Human Services, Administration for Children and Families, "Guidance Regarding Curriculum Content"

THE NATIONAL
VIRGINITY PLEDGE
short stories and other lies
barry graham

Virginity
Pledges break
more often than
Condoms

PURITY

But Does it Work?

- Students in abstinence only programs had a similar number of sexual partners and a similar age of first sexual intercourse as their peers not in the programs.

=

New School: Comprehensive Sex Education

- Presents abstinence as a choice, but also discusses contraception and techniques to avoid sexually transmitted diseases.

- Main focus is to ensure informed decisions about sexuality activity and

Teachers Should Use Anatomically Accurate Diagrams

- Teachers should be required to use anatomically accurate diagrams
- This will give our children the knowledge to keep themselves healthy and in control of their fertility.

And Props

And of course, in bigger classes, props need to be huge.

Teen Sexting Should Be Discussed Openly and Sensibly

- Our curriculum should teach our kids the potential consequences of over-sharing.

- But we need to recognize the difference between teenage flirtation and possession and distribution of child pornography

Canon City, CO

DENVER AND THE WEST

Cañon City adults worry about punishment in teen sexting scandal

In sexting cases, Colorado prosecutors, parents weigh how harshly to react

By Jesse Paul
The Denver Post

POSTED: 11/12/2015 03:19:56 PM MST | UPDATED: ABOUT A MONTH AGO 88 COMMENTS

Not Everyone is Straight

- We should offer a welcoming environment to our children, particularly those who do not fit neatly into the hetero-normative binary.

Affirmative Consent: It Is the Law.

- California Senate Bill 967 makes each partner responsible for ensuring that they have obtained the affirmative consent to engage in sexual activity.

Oregon High School Sex Education Standard, Effective January 2013

Covered by ORS 336.455 and OAR 581-022-1440 – must be medically accurate

Promotion of Sexual Health standard includes:

Why abstinence is safest, most effective method of protection from sexually transmitted diseases and pregnancy

Contraceptive methods and their effectiveness and proper use, including condoms

Impact of alcohol and other drug use on sexual decision making

Healthy and unhealthy sexual relationships and sexual consent

Oregon High School Evolution Standard

- Found in 2014 Oregon Science Standards, HS-LS4 Biological Evolution
- Includes:
- Scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence
- Evolution primarily results from 4 factors: (1) potential increase in number for species; (2) heritable genetic variation of individuals; (3) competition for limited resources; and (4)

Oregon High School Evolution Standard

- Oregon position regarding teaching evolution, March 21, 2007:
- Schools may teach about explanations of life on earth, including religious ones (such as "creationism"), in comparative religion or social studies classes. In science class, however, they may present only genuinely scientific critiques of, or evidence for, any explanation of life on earth, but not religious critiques (beliefs unverifiable by scientific

Evolution versus Creationism

What can (and can’t) be taught in our schools

Tennessee's Butler Act
Tennessee Code Annotated Title 49, Section 1922

- It shall be unlawful for any teacher… to teach any theory that denies the Story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a

Scopes v. State, 154 Tenn. 105, 1927

- Reversed because fines in excess of $50 had to be assessed by a jury. In this case, the trial judge imposed the minimum statutory fine of $100.
- However, the Court found the statute itself to be constitutional.
- They were "not able to see how the prohibition of teaching the theory that man has descended from a lower order of animals gives preference to any religious

Epperson v. Arkansas, 393 U.S. 97 (1968)

- State has no legitimate interest in protecting any or all religions from views distasteful to them.
- The state may not prohibit the teaching of evolution "for the sole reason that it is deemed to conflict

“Evolution and creationism both require faith. It's just a matter of where you choose to place that faith.“

- Ben Carson, as a keynote speaker at the National Science Teachers convention.

*Carson, B. S. 2008. *Take the Risk*. Grand Rapids, MI: Zondervan, 128.

Edwards v. Aguillard, 482 U.S. 578 (1987)

- Louisana's "Creationism Act" forbade the teaching of evolution unless schools also taught "creation science."
- Supreme Court found that this failed the first prong of the *Lemon* test: it did not not further its stated secular purpose of

Kitzmiller v. Dover Area School District, 400 F. Supp. 2d 707 (M.D. Pa. 2

- The School District also failed the first prong of the *Lemon* test: despite their stated "secular purpose" of making alternative theories available, their real goal was to "was to promote religion in the public school

GIVEN: TWO SKEW LINES IN GENERAL POSITIONS
DETERMINE: A VIEW SUCH THAT THE LINES APPEAR
IN A SPECIFIED LENGTH RATIO (HERE: 3/4 : 1)

The first step in the ionization of H_2SO_4 is complete in aqueous solution. The second step is nearly complete in very dilute aqueous solutions. The first step in the ionization of a polyprotic acid always occurs to a greater extent than the second step because it is easier to remove a proton from a neutral acid molecule than from a negatively charged anion.

Sulfurous acid, H_2SO_3, is a polyprotic acid that contains the same elements as H_2SO_4, but with one fewer electronegative, electron-withdrawing oxygen atom. This makes H_2SO_3 a weaker acid, which tells us that the H — O bonds in H_2SO_3 are stronger than those in H_2SO_4.

Similarly, comparison of the acid strengths of nitric acid, HNO_3, and nitrous acid, HNO_2, shows that HNO_3 is a much stronger acid than HNO_2.

Electrostatic charge potential plots of H_2SO_4 (top) and HSO_4^- (bottom) showing the decrease in positive charge (blue) on the hydrogen atom in the anionic HSO_4^-. This explains the reduced acidity of HSO_4^- compared to H_2SO_4.

> Acid strengths of most ternary acids containing the same central element increase with increasing oxidation state of the central element and with increasing numbers of oxygen atoms.

The following orders of increasing acid strength are typical.

$$H_2SO_3 < H_2SO_4$$
$$HNO_2 < HNO_3$$
$$HClO < HClO_2 < HClO_3 < HClO_4$$

(strongest acids are on the right side)

> For most ternary acids containing different elements from the same periodic table group, in the same oxidation state, acid strengths increase with increasing electronegativity of the central element.

$$H_2SeO_4 < H_2SO_4 \qquad H_2SeO_3 < H_2SO_3$$
$$H_3PO_4 < HNO_3$$
$$HBrO_4 < HClO_4 \qquad HBrO_3 < HClO_3$$

Contrary to what we might expect, H_3PO_3 is a stronger acid than HNO_2. Care must be exercised to compare acids that have *similar structures*. For example, H_3PO_2, which has two H atoms bonded to the P atom, is a stronger acid than H_3PO_3, which has one H atom bonded to the P atom. H_3PO_3 is a stronger acid than H_3PO_4, which has no H atoms bonded to the P atom.

> **Stop & Think**
> In *most* ternary inorganic acids, the H atoms are bonded to the O atoms. But it is very important to be sure of their structures before comparing them. The phosphorus-containing ternary acids are more complicated and can have both P — H and O — H bonding.

$$H_2PO_2 \quad < \quad H_3PO_4 \quad < \quad H_3PO_3$$

Minerals A large range of natural substances that make up rocks and soil.
Ozone gas A form of oxygen, which is high in the sky and helps protect against some of the sun's harmful rays.
Permafrost Soil that stays frozen all the time, not even thawing in summer.
Phytoplankton Tiny plants, mostly too small to see, that float in seas, oceans and large lakes.
Predator An animal that hunts others for food.
Sanctuary A safe, protected place.
Shoal A large gathering of water animals, such as fish or krill.
Zooplankton Tiny animals, mostly too small to see, that float in seas, oceans and large lakes.

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What's in a Name?

Like many educated people of his time, Christopher Columbus believed the world was round. He was sure that by sailing west instead of east, he would find a shortcut to the spices and riches of the islands of the Indies, near China. Instead, North America got in his way!

When Columbus landed, he was so sure he had found the treasure-islands of the Indies that he called the people on the shores "**Indians,**" and the name stuck. Today, to avoid confusion, we call the place where Columbus landed the "West Indies," and the islands near China the "East Indies."

Markers of the Past

People have been living in t
for at least 15,000 years. How
Americans get here? If you ask
Indians how long they have li
they will say, "We have always

By the time Columbus mad
transatlantic trip in 1492, ther
millions of people living in the
more than 500 nations speaki
different languages. On the da
explorers sailed into Chesapea
1607, there were at least 50 u
nations living in the land that
Virginia, each speaking a diffe
language or dialect.

Many towns dotted the lan
people were well fed and lived
communities. But all that was
change when the first ships fr
began to explore the waters o
Chesapeake Bay and cross pat
Powhatan (*POW-uh-tan*) Indian

*"Virginia was not a wilderness
it was a known and loved hom
and we shared our resources w
strangers who came among us
among our communities."*

KARENNE WOO

Every year artifacts of the past are dug up, and each arrowhead, pottery shard, tool, or **fossil** tells a wonderful story about Virginia's first peoples. We also have the writings and drawings of the colonists and stories handed down from generation to generation that tell us about the folks that first called this land "home."

- ***Artifacts***– ARE-tuh-facts
  Historical objects such as arrowheads, tools, and pottery, made or used by humans.
- ***Fossil***– FAH-sul
  The remains or imprint of something that once lived, such as plants or animal bones.

Many Virginia Indians lived in longhouses in villages tucked in the woods. About 1,000 years ago they began to clear areas for crops and started farming.

Virginia Indian's Language Groups

At the time of first contact with European settlers, there were three main language groups being spoken.

ALGONQUIAN LANGUAGES
(al-GONK-ee-in)
Spoken primarily in the Tidewater region

SIOUAN LANGUAGES
(SOO-in)
Spoken primarily in the Piedmont region

IROQUOIAN LANGUAGES
(ear-uh-KOY-in)
Spoken in southwestern and southern Virginia, near North Carolina

TEXT BOOK REVIEW & EDUCATION IN OUR SCHOOLS

NARRATOR
Somewhere in the panhandle of Texas, a former Texas Board of Education member, now turned school book sales agent, tells his tale.

The campfire flickers as BIG BUBBA LONGHORN regales the campers about days gone by.

Or have they?

1. EXT. — TEXAS CAMPFIRE

A large Texan in a gi-normous cowboy hat chomps a cigar as several people sit at his feet, all around a campfire.

BIG BUBBA LONGHORN (BIG BUBBA)
(heavy Texas accent)
Well let me tell you what it was like way back in the good ole days.

CAMPFIRE PEOPLE
Tells us Big Bubba! Tell us!

BIG BUBBA
First, you gotta understand that Texas has 5.2 million public-school students, making it the second largest school book purchasing state in the Union — second only to them liberal Sodomites in California. And we been that big for a LONG LONG time.

So, ever since the 1960's, when all that rock and roll music caught on, and all that marijuana smoking, and the godless hippy-ism and what-not started happening, some of the "right people" decided we had enough of our schoolchildren being indoctrinated with all that godless secularism, Civil Rights nonsense, environmental clap trap, and so on and what not.

CAMPFIRE PEOPLE
Tell us more Big Bubba! Tell us more!

BIG BUBBA

It started with a man by the name **of Mel Gabler, and his wife Norma.** They started rounding up folks to go to the Board of Education meetings and unrolling their "scroll of shame," listing objections to the kids reading material.

At one time that scroll of shame was fifty-four feet long. With all the commotion we caused about what we didn't like in them textbooks, hell, we even got The New Deal struck from the "significant events" in American History.

Then we got real smart.

Back then, the Board of Education had 15 members – elected from 15 districts – that did not follow congressional districts – or really – anything whatsoever. We'd elect our Board members during off year elections, when nobody would show up at the polls. But we'd round up all the good God-fearing folks, and get us a Board stacked with ALL the right people.

And, Texas would pay 100% of the cost of all public school textbooks – IF that book was on the "APPROVED LIST." Not on the approved list? They get nothing!

So we would have 9 out of 15 Board members being the "right people," and they were the ones that would review – and "approve" – or disapprove of text books.

Oh we had some high times! We didn't worry to much about no "science," or no "history." You know, "history" belongs to the teller of the story – so we told it our way.

CAMPFIRE PEOPLE

What do you mean Big Bubba?

BIG BUBBA

Oh well, for example, one time, the Board Chairman was of the strong opinion that

"evolution is hooey." And I'm quoting him — well, we made some changes.

Back in 1974 - the Board made a rule that any mention of evolution "**should identify it as only one of SEVERAL explanations of the origins of humankind,**" and that the mention of it should be listed as "**theoretical rather than factually verifiable.**" The State A-G didn't let that fly, - but - we made a difference.

Back in 1994, we requested 400 revisions in 5 health textbooks — including

- deleting telephone numbers for "the gays," and teen suicide prevention groups;
- we tamped down criticism of the Crusades
- held off too much discussion on Isreal
- made sure the right story got told about the Islamic's
- made sure Ronald Reagan got credit for saving the world from communism — and FOR saving the economy 'cause he lowered taxes.'

Got the GREEDY sounding word "**capitalism**" rejuvenated into "**free enterprise system,**" and got "**democratic**" — which just promotes the Democrats - worked up into "**constitutional republic.**"

See, it's all in how you say something.

Also, no sex. Don't mention it in them books. No Sir! Don't mention it — they won't do it.

PROFESSOR IVORY-TOWER (Travis)
Tell them why all that's important Bubba.

BIG BUBBA
Oh! Professor Ivory-Tower… I didn't see you sitting there.

Well, it's important cause it's all true!

It's what every red blooded American needs to know – and none of the clap trap that they don't!

PROFESSOR IVORY-TOWER
No. Not that part. The part about – if Texas gets the book written the way they want it – and they're covering 100% of the cost – then the **OTHER** States are more likely to buy **THAT** exact same book because it won't cost them as much money – Texas subsidized the production cost of the books, so the other States can buy those same books at a lower price.

In other words, the Texas Book Review Board is exporting it's message to the rest of the country.

BIG BUBBA
Well what of it. California pulls more weight than Texas, and they do the same thing – they just want to talk about the gays, and Civil Rights, and hippies, and fornication, and fornicators, and FEMALE anatomy and nipples and shit.

PROFESSOR IVORY-TOWER
(mockingly)

Science, and evolution, and biology. Oh my!

BIG BUBBA
Well it don't matter anyway. The good ole days are gone. Gone with the wind.

CAMPFIRE PEOPLE
What happened Big Bubba?

BIG BUBBA
Liberals. Same thing that always happens. Liberals. They got wise and pushed back. The "Texas Freedom Network" ginned up to give us hell. By 2011 there were only 7 TRUE conservative Christians on the Board.

Yep. The hay ride was over. All this other clap trap started making its way into our textbooks.

But we fixed 'em. We made them textbooks unreadable! Text books have a "narrative," — the main part of the book - and then get sprinkled with "boxes," sidebars about specific people, trends, social issues. That kind of nonsense.

We made 'em put in so many boxes that now the books are hardly readable. Unreadable mush.

CAMPFIRE PEOPLE
Is that when the good ole days died Big Bubba?

BIG BUBBA
Sure is. Dead and gone.

PROFESSOR IVORY-TOWER
(holding a newspaper)

NOT SO FAST COW POKE !!

This just in:

"The New York Times, November 18, 2015 — TEXAS REJECTS LETTING ACADEMICS VET PUBLIC SCHOOL TEXTBOOKS — Top Texas education officials rejected Wednesday letting university experts fact-check textbooks approved for use in public-school classrooms statewide, instead reaffirming a vetting system that helped spark years of ideological battles over how potentially thorny lessons in history and science are taught."

Oh — this came about when a McGraw-Hill textbook referred to African slaves as "workers."

BIG BUBBA
Well they were working weren't they?

PROFESSOR IVORY-TOWER
(continuing)
"Kathy Miller, president of the board watchdog group the Texas Freedom Network, said in a statement: "With all the controversies that have made textbook adoptions in Texas look like a clown show, it's mindboggling and downright embarrassing that the board voted this down."

BIG BUBBA
Uggghhhh... (quoting Toy Story's Woody)

THERE'S A SNAKE IN MY BOOT!!

2. INT. - SCHOOL BOARD BOOK REVIEW MEETING

STAGING

(STAGE LEFT)	(STAGE RIGHT)
LIBERALS	CONSERVATIVES
PROF. IVORY TOWER	BIG BUBBA LONGHORN

[Board members are arguing, talking over one another, being generally rowdy]

All right everybody, quiet down, quiet down! It's time to call this ding dang meeting to order! [Chair strikes gavel]

Welcome everyone one to the January meeting of the Battleground, OR School Board. I'm Brenda Befuddled, your Chairperson. Welcome Board members and welcome parents and community members!

This is an important meeting tonight, VERY important indeed, because we've got to make a decision about which ding dang textbook company we're going to hire to produce our ding dang 2017 science, health and social studies text books. Everybody is all worked up about it! All worked up! It's distressing and damn confusing is what it is.

We have with us tonight representatives of two text book publishing companies. Over here is **Big Bubba Longhorn** from "**Ignorance is Power, Inc.**" And here is **Professor Ivory Tower** from "**NPR is our God.org.**" Each one has some associates with 'em and tonight they're going to debate the finer points of what should go into our ding dang textbooks.

To make it all the more distressing and confusing, the ding dang press is here riling up the populace. Look there's a reporter right back there!

AUDIENCE MEMBERS PLEASE NOTE — we will be coming to you at the end of each of our three main topics. We expect actual

questions and comments. You have been warned.

To top it off, we've got politicians coming out of the word work making our textbook issues fodder for their ding dang stump speeches! Good lord, the stress. I'm getting the vapors, I truly am!

Okay everyone, let's begin.

I want to start by offering a special welcome to our legal advisor, Christine. Apparently we can't just do what we want around here, there's some ding dang law we've got to pay attention to and what have you! Christine, I understand the feds have something to say about all this, something about leaving children behind or some such, and then our fair state of Oregon, Land of the Empire Builders, has something in its laws and rules and regulations and what not. Give us some guidance, my dear, a framework, a roadmap so to speak. Fill us in Christine!

OVERVIEW OF STANDARDS

CHRISTINE

[ESSA/NCLB/Oregon Common Core segment]

The biggest thing happening right now is the December 2015 passage of the Every Student Succeeds Act, Replacing No Child Left Behind. If you recall, under No Child Left Behind the federal government set standards for schools and if a state had an underperforming school you had to spend part of your federal funding on tutoring students and allowing students to transfer to other better performing schools. Every Student Succeeds puts the Sates back in control of educating their students. The States monitor the success or failure of schools, under accountability plans that the States submit to the Federal DOE. No more federal

sanctions. And although reading and math tests are still required, the State can choose multiple interim tests instead of a single year-end exam. And, the Federal government will no longer be pushing the Common Core standard.

What does this mean for us in Battleground, Oregon? It's not clear because the State hasn't decided yet.

Every Student Succeeds does not kick in until the 2017-2018 school year, so we have another year and a half of No Child Left Behind. But Oregon, like most states, has a No Child Left Behind Waiver and is not subject to the federal sanctions such as tutoring and transfers. And, Oregon has adopted the Common Core standards, which are the result of a state-led effort coordinated by the National Governor's Association for language arts and math.

And Oregon, like all of the states, sets its own curriculum requirements, not the federal government. ORS 329.045, part of the Oregon Educational Act for the 21st Century, makes the State Board of Education responsible for curriculum goals. The State Board of Education has established standards for different subject areas for the various grade levels, which will have some impact on our book discussion.

Board Chair

OK. Thanks, Christine. Clear as mud, I'd say. Clear as mud!

Our first topic of discussion is what to do about this so-called **climate change**, or global warming or whatever it's called. All I know is I've seen pictures of some pretty sorry looking polar bears gazing kinda forlornly into the ocean. Most of us think less ice is a good thing but apparently not these ding dang bears! Go figure!

We'll hear first from Professor Ivorytower:

CLIMATE CHANGE SEGMENT

Climate Change introduced (climate change chalkboard image)

Travis
Our children are our future, and we need to equip them with the tools and knowledge to thrive for generations to come. That's why our science books include detailed information on climate change.

Big Bubba
Hocus pocus. Our books teach REAL science. Not stuff that is hip in Hollywood. Kids need to know the difference between what is real and what is not. (Cooling is Warming Image)

Kristen
I am in favor of Mr. Longhorn's book on this one. Scientists don't all agree that there is even climate change. I mean, at least abstinence is 100% reliable. Science says so. Would we put Santa or the Tooth fairy in a science book? (GW fairy image)

Conservative Board member (David)
My high schooler loved penguins growing up. But "Happy Feet" gave her nightmares. She kept worrying that the penguins wouldn't have a place to live because of global warming. I don't think we should tell kids about climate change because it's scary. And also, I told her that the movie exaggerated global warming and that there wasn't really any climate change so she would finally stop sleeping in our bed. So I don't think we should talk about climate change in schools at all. (happy feet image)

Karen
Uh, first off all, not a good idea to lie to your kids. But more importantly, I don't think the purpose of our schools is to have

kids feel safe in school. The real purpose is education.

Kristen

Yes, but education doesn't need to be scary. If we teach kids about polar ice caps melting and penguins dying, they're going to be scared. (Scared children image)

Karen

Agreed. But schools are obligated to teach students "essential skills." OAR 581-022-0102 defines "essential skills" as including civic engagement, global skills, and critical thinking. Educating children about the state of the world and the environment they live in is crucial. And sometimes the world can be "scary." But fear isn't an excuse for ignorance. (head in sand image)

Kristen

I AM NOT saying our children should be ignorant. I'm saying they should be safe. Because there isn't scientific consensus about climate change, it shouldn't be taught. Kids get enough misinformation from TV.

Karen

How do you argue with this? That's scientific data that shows temperatures rising.

Kristen

There have still been hotter temperatures in years past. And there isn't definitive proof of climate change. It still snows in the winter, doesn't it? And there's still icebergs. (polar bear image).

Conservative Board Member

Plus Al Gore was wrong.

Liberal Board Member (Travis)

I'm concerned about our country's standing in the world. You see all these reports about other countries doing better on tests than our kids, especially math and science. Other countries teach climate change. How

can America still be the greatest country in the world when our kids don't receive scientific education?

Kristen
I'm not anti-science. I'm just saying that there isn't scientific consensus. I'd rather us not teach climate change at all. Or, if you fear mongers insist on teaching climate change, you need to balance it by saying that scientists disagree about there being climate change. (CC committee image)

Conservative board member
I heard that only 55% of scientists believe in climate change.

Karen
But scientists don't really disagree about climate change. Studies show that 97% of climate experts agree that humans are causing global warming. (97 percent image)

Kristen
See? That will make our kids feel bad about being human because they're responsible for the death of penguins. (teeter totter image)

Karen
But any curriculum on climate change would also talk about the steps we can take to reduce global warming. Climate change doesn't only refer to science, it also encompasses current events and civic education. The United Nations Climate Change Conference in Paris in December is a perfect example. We can not only teach children about the science behind climate change, but also about the United Nations, and how our actions affect each other across the globe. And that if we agree to reduce carbon emissions, we can make a real difference in saving the penguins. (greenhouse effect image)

Kristen
All I'm saying is that we should let our children know that there are multiple

viewpoints. I mean, you can argue that true education is acknowledging that there are different views and then being free to choose your own. The last thing I'd want to do is teach something to our kids that turns out to not be real! (hoax cartoon)

BOARD CHAIR
Counsel, can you tell us a little bit about what Oregon's Standards are for teaching climate change?

CHRISTINE

Sure.

Oregon's high school climate change standard is found throughout the 2014 Oregon Science Standards. Oregon requires a fact based and analysis driven study of climate change in high school science courses. Schools are required to teach about the impacts of human activities on the environment and biodiversity, including the study of climate feedback such as how greenhouse gas causes the global temperature to rise. Schools are required to include projects that use modeling to show how variations in the energy flow into and out of the Earth's systems result in climate change. We have some pretty strict standards to meet.

BOARD CHAIR
Now, we need to hear from the people, need to give the citizens a chance to weigh in and whatnot! Any of you parents or neighbors out there got any comments or questions?

REPORTER

OPEN QUESTIONS

BOARD CHAIR
Now the next subject we've got to discuss is sex education. Great. That ought to be

easy! If you think we can discuss this issue without coming to ding dang blows then let's roll.

DAVID (as Liberal)
In America there are two basic categories of Sex education: Abstinence-only programs and Comprehensive programs. Abstinence only programs emphasize abstinence from sex to the exclusion of topics such as birth control and safe sex.

To ensure children in Battleground, Oregon receive a comprehensive, healthy, inclusive sexual education we need to establish a curriculum that builds from the premise that....

WHITNEY
David, you ignorant slut.

As Americans, we have the freedom to choose what we are going to teach our children about sex. Mothers and Fathers, not the school system, should be making this very sensitive and personal decision.
If your children are getting pregnant or VD or Aids, this is not my problem. I will take care of my own children – unlike those welfare mamas.

DAVID
Abstinence-based curriculums have never been shown to reduce adolescent sexuality.
Despite $200 million dollars in federal funding since 1981, no published studies of abstinence-only programs have found consistent and significant delays in the onset of intercourse. Battleground students are surely no different. We should adopt a curriculum that equips our students with the knowledge to have healthy, fulfilling sexual lives.

WHITNEY
Robert Rector, a leading authority on poverty and welfare programs for 3 decades and a senior research fellow for the

Heritage Foundation says you are wrong. There are currently 10 scientific evaluations demonstrating the effectiveness of abstinence programs in altering teenage sexual behavior. These programs include: (1) Virginity Pledge Programs; (2) Not Me, Not Now; and (3) Abstinence by Choice. Each of these programs reduces teenage sexuality and while doing so our children are not provided or encouraged to use of contraceptives.

True abstinence programs help young people to develop an understanding of commitment, fidelity and intimacy that will serve them well as the foundation of a healthy marital life.

DAVID

We start by giving teachers the authority to use anatomically accurate diagrams and props. Our kids should know more than just medical terms. They should have a base knowledge that ensures they are healthy and able to avoid unwanted pregnancies. Are we protecting our children when we modestly put a condom on a banana? We should follow these examples and show our kids how to safely use a condom in the real world. And let me just say that with class sizes always increasing, the bigger the prop the better. The kids in the back of the classroom need to see too. At the very least our kids will know to call bullshit when their partner claims he is “too big” to wear a condom.

WHITNEY

My problem is the school system scaring my child by showing her pornographic and lewd photographs suggesting that premarital sex is “normal” and accepted.
Teaching sex education to our children is going to increase teenage sexuality when adults like you are implicitly authorizing, no promoting, teen age sexuality with lascivious photographs and obscene acts with a banana.

What is appropriate is to leave the teaching of this sensitive topic to those with the God given right-the parents.
The school system should appropriately limit sex education to the biological X's and O's of conception.

DAVID

Kids have smartphones and are seemingly unable to resist exchanging photos. Teen sexting is a fact of life. Along with having a curriculum that teaches our children the dangers of over-sharing (SLIDE) we should recognize the difference between teenage flirtation and possession and distribution of child pornography. This topic made national news recently. In November the Canon City, Colorado DA's office was presented with decision of whether to prosecute more than 100 kids. They chose not to prosecute. This is happening everywhere. This is happening here. We do our kids a disservice to pretend otherwise.

WHITNEY

We need to punish children who break the law, not coddle them. Deterrence, not sex education, is going to limit teen sexting. Rather than graphic sexual education in the classroom, we need to have police officers and prosecutors coming into our schools and putting a little fear of God into the little tikes. A field trip to the county jail and a little talking to by Judge Amy Holms-Hehn is the right medicine, not more discussion on sexuality.

DAVID

Our curriculum should also offer a welcoming, non-judgmental space to our kids who do not fit neatly into a hetero-normative gender binary. Our program should offer our kids a helping hand by ensuring our kids are not ashamed of who they are and who they are attracted to. Nor should they be ashamed if they identify as lesbian, gay, bi-sexual, transgender or queer.

Finally, our curriculum should heavily emphasize the importance of affirmative consent to sexual activity. This has been a hot topic of late, particularly for our college bound kids. California passed Senate Bill 967 last year that requires an "affirmative consent" and states that consent can't be given if someone is asleep or incapacitated by drugs or alcohol. The law defines affirmative consent as "affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity."

WHITNEY

You are recommending we promote "alternative lifestyles" before our children's brains are even formed. I am as liberal as the next guy --- and some of my best friends are gay --- and they have said to me "do you think I would choose this lifestyle if I had a choice". Well Gosh darn it, I don't think we should be choosing this lifestyle for our children.

And asking our children to "affirmatively consent" to sex is the most hypocritical teaching of all. It suggests and assumes that my teenage child is already sexually active. Well my teenage daughter isn't going to have pre-marital sex --- so I don't want you telling her that she is going to. Any discussion of consent, again, is nothing but legitimizing an immoral act and giving her boyfriend the coercive tool to get in her pants.

TRANSITION – JUDGE TO DRAFT

CHRISTINE

[Sex Ed Segment Legal Input]

ORS 336.455 and OAR 581-022-1440 cover Sex Education requirements in Oregon, and Oregon has a specific high school Sex Education standard which was effective in 2013. ORS 336.455 specifically requires that course instruction shall be medically accurate and comprehensive. Topics that schools must teach include abstinence, contraceptive methods, the impact of alcohol and drug use on sexual decision making, and sexual consent. ORS 336.465 requires school districts to inform parents in advance of any sex education instruction, allow parents to review the instructional materials, and submit a written objection to the school district to excuse their child from the sex education instruction.

TRANSITION – JUDGE TO DRAFT

[Audience inclusion]

BOARD CHAIR (ON HER PHONE)
Oh! I'm so sorry! Geez! I was, what do you call it, "sexting?" I mean texting.

Our final topic is creationism vs. evolution. I'm not exactly sure what those words mean, but they've sure got a lot of letters in 'em. We're going to turn to our experts to enlighten us:

PROFESSOR IVORY TOWER
It is time for the students of Battleground, Oregon, and their parents for that matter, to step out of the stone age and embrace science when it comes to learning about life, our planet, and how we as people came to be. Our science textbooks teach science only, including proven facts about the age of the earth, pre-historic man and evolution. I encourage this board to join the rest of the intellectually superior countries, [insert cough] I mean first world countries who do the same.

SIMPLE RANCHER (BEN)
Sir, did you just call me a "CAVE MAN" – AND – stupid? !!

While I calm down, could the Attorney please tell us what Oregon law is on this.

CHRISTINE
Oregon has a specific standard for evolution within the 2014 Oregon Science Standards, called HS-LS4 Biological Evolution. Schools are required to teach scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence and the four factors that primarily lead to evolution. Oregon limits what can be taught in science class regarding evolution, as reflected in the 2007 Oregon position statement about teaching evolution which states in part: "Schools may teach about explanations of life on earth, including religious ones (such as 'creationism') in comparative religion or social studies classes. In science class, however, they may present only genuinely scientific critiques of, or evidence for, any explanation of life on earth, but not religious critiques (beliefs, unverifiable by scientific methodology)."

SIMPLE RANCHER (BEN)
Ladies and gentlemen, I'm just a simple rancher. I take care of my family and my cattle. I put food on our table every night. I can't say I know many big words or have many fancy degrees like Professor Ivory Tower up there. But I do know a few simple truths. I know that the earth is 6,000 years old, that god created every gol' darn critter here, and I know that my two kids oughta learn these truths in science class. When we're making this here textbook, we should go by the same rule that the Tennessee legislature passed many years ago: Don't let them make a monkey out of you!

Now, that was the main idea. But the Tennessee legislature used some awfully fancy words and called it the Butler Act, which says :

That it shall be unlawful for any teacher in any of the Universities, Normals and all other public schools of the State which are supported in whole or in part by the public school funds of the State, to teach any theory that denies the Story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals.

CHRISTINE
I have to disagree – that same law made any offending teacher guilty of a misdemeanor, and was punishable by a fine of $100 to $500 for each offense! It lead to the infamous Scopes trial, where a teacher was actually convicted for teaching evolution, and –

SIMPLE RANCHER (BEN)
And it was one of the few times those activist judges got something right! That conviction was appealed to the Tennessee Supreme court, which found the act constitutional. In their decision they were "not able to see how the prohibition of teaching the theory that man has descended from a lower order of animals gives preference to any religious establishment or mode of worship." Our textbooks should teach what the people and courts of Tennessee wanted – it's a crime to teach some theory that we came from lesser animals!

CHRISTINE
Even the Tennessee Supreme Court threw out the appellant's conviction on a technicality. And that case was ninety years old! By 1967, the Tennessee legislature took the Butler Act off the books. And one year later, a similar Arkansas law was found unconstitutional in Epperson v. Arkansas! There, the court held that Arkansas prohibited the teaching of evolution "for

the sole reason that it is deemed to conflict with a particular religious doctrine;

That is, with a particular interpretation of the Book of Genesis by a particular religious group."

Furthermore, they held that "[T]he state has no legitimate interest in protecting any or all religions from views distasteful to them."

SIMPLE RANCHER (BEN)

Well if we can't have creationism-only science classes, we should at least teach creation science alongside your liberal theories. Like my favorite candidate, Ben Carson has said: I know that "Evolution and creationism both require faith. It's just a matter of where you choose to place that faith." My family and all our children should get the chance to choose between creationism. Or evolution, or any other cockamamie theory about how we came to be.

CHRIS

Louisana tried that with the "Creationism Act," which forbade the teaching of the theory of evolution in public elementary and secondary schools unless accompanied by instruction in the theory of "creation science." In Edwards v. Aguillard. the Supreme Court found that law failed the three-pronged Lemon test, which requires that (1) The government's action must have a legitimate secular purpose (2) The government's action must not have the primary effect of either advancing or inhibiting religion; and (3)The government's action must not result in an "excessive entanglement" of the government and religion. Louisana's law violated the first prong of this test: it did not further its stated secular purpose of "protecting academic freedom" and it impermissibly endorsed religion by advancing the religious belief that a supernatural being created humankind.

BEN

I've had about enough of these liberal judges making up new laws. If it were up to me, we'd be a Christian nation just like the founding fathers intended. But you know what? If it keeps the federal government off our ranches, I'll let the school board poison our children's minds. I just have one small request: that teachers tell our children there are other theories out there. We don't even have to include creationism in the curriculum. I'd just like teacher's to acknowledge that another scientific theory – intelligent design – is a different explanation of the origins of life. This statement, used by the Dover Area School District, should work just fine for us here in Battleground.

CHRISTINE

The Pennsylvania District considered that and rejected it. Applying the "**Lemon Test,**" they found that "**intelligent design is nothing less than the progeny of creationism**" and that the School Board's real purpose "**was to promote religion in the public school classroom, in violation of the Establishment Clause.**"

BEN

That's enough! You've been quoting these high-falutin court decisions at me all day, but I can do the same to you. Kitzmiller v. Dover was decided in the United States District Court for the Middle District of Pennsylvania – it's not controlling law here in Battleground!

CHRIS

True, but it's persuasive authority, and our court is far more liberal than the Middle District of Pennsylvania…

BEN

I told you, I've had it! I don't care if we need to take on the Federal Government in the schools, in the court, or however we

need. This school shouldn't be teaching atheist propaganda in our science classrooms. I say we teach the Divine Creation only in our classrooms! Just like the Tennesee legislature and the founding fathers intended way back when.

[Audience inclusion]

BOARD CHAIR

While we've all been jibber jabbering our aides have been working on some mock-ups of how our text books might look given all this input we've receiving and the controversy and so forth, trying to come up with kinda the best of all worlds so to speak. I think they call it "teach the controversy." So show us what you've got!

[Slide of crazy mixed up textbook page]

I love it! Love it! [Everyone applauds, except Professor Ivorytower, who looks downcast and forlorn, shaking his head] Any final questions or comments you people out there?