Proclamation 2024: Public Comments

This report lists comments submitted by the public and includes the publishers' responses.

Publisher: Accelerate Learning Inc.

Science, Grade 8

STEMscopes Science TX - Grade 8: TEKS

Comment 1

Hello,

My name is Khang Ngo, and I am currently a Sophomore in high school. As a student, I want to make sure that ALL students get quality instructional material.

My comment (and review) is particularly focused on the "human impacts to climate change" aspect, as that was an addition to the TEKS that the SBOE made. After reviewing the material in question, I would recommend that the State Board approve the use of this program, at least in terms of its instructional material on climate change. Upon reviewing the instructional material that this program has on "Human Impacts on Climate Change," I am happy to say that I am satisfied. Specifically, in the "Teacher Background" section, it states that after the 1700s, "human activity has contributed substantially [to climate change] by adding carbon dioxide and other gases." It goes on to say that "we can mitigate the global warming trend by significantly reducing our use of fossil fuels." Plus, it teaches about things like the "greenhouse gas effect" and how we contributed to it. When we educate kids and students on climate change and the undeniable impact that humans have had on it, it is necessary to emphasize our impact on it, and how we can prevent it.

Further, it is important to teach about things like the greenhouse gas effect, and the ways that humans (and the burning of fossil fuels) have contributed to that. I am satisfied to find that all of these topics are included in this instructional material. Students deserve to know about climate change, and it is imperative that we teach them about such things. When we hide the truth from students, we are making the problem worse. We are currently seeing firsthand the impacts of climate change because Texas is currently going through one of its hottest summers on record. That's why it's important that we teach them about things like this.

Therefore, State Board members, I would ask that you approve the use of this program, at least to teach about human impacts on climate change. Students using this textbook/program will be more prepared and will be more knowledgeable about climate change and its impacts. Thank you.

Component Title: *STEMscopes Science TX - Grade 8 (Online)*

ISBN: 9798888266946

Link to Content

Publisher Response: Accept

No changes needed.

Comment 2

The Big Bang Theory (BBT) is the Faith and Belief of the Atheistic Religious School of Thought, and teaching BBT under the guise of science is a serious constitutional violation.

Atheism is a major world religious school of thought and hence BBT must be taught under Major World Religions in Social Studies, and not in a science class!

Publisher Response: Reject

Our curriculum fully covers the standards approved by the SBOE.

Comment 3

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!.

The "origin of life" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life.

Atheism is a religion with faith and hope that science someday will have the answers to the origins of the Universe and Life around us, and US Supreme Court in the Torcaso v. Watkins (1961) agree. The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

Atheists have a constitutional right to practice their religion of Atheism, however, the teaching of their faith and beliefs on, (1) Origin of the Universe (2)Origin of Life and subsequent Evolution by Natural Selection, which is the science of racism, CRT par excellence, under the guise of Science in a public school science class is unacceptable.

The major religious schools of philosophical thought can be uniquely classified into three distinct mutually exclusive classes – Monotheism, Monism and Atheism. There are others like Polytheism which is founded on Monism, and Agnosticism which focusses only on ethical living in this life. These philosophical thoughts must be structured and taught under Major World religions in a Social Studies class. In Texas, our current TEKS and subsequent curriculum materials are promoting the religion of Atheism in our science classrooms, while suppressing the religion of Creationism. This is a grievous violation of a student's constitutional right; however, this violation can be remedied by restructuring the teaching these TEKS of the faith and beliefs of the religion of Atheism in our Social Studies course under the study of the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Publisher Response: Reject

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Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude,

The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

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I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless one can provide a scientific proof for the "singularity" at essentially infinite density and temperature as taught in our science courses.

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Evolution, the Science of Racism

Darwin published the Descent of Man in 1871, and he placed human origins in Africa, and agreed with Huxley, "that man in all parts of his organization differs less from the higher apes, than these do from the lower members of the same group". Darwin considered every population that is not white and European to be a savage, and "Apes are much given to imitation, as are the lowest savages".

Darwin writes, With savages, the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the process of elimination; we build asylums for the imbecile, the maimed, and the sick; we institute poor-laws; and our medical men exert their utmost skill to save the life of every one to the last moment. There is reason to believe that vaccination has preserved thousands, who from a weak constitution would formerly have succumbed to small-pox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

THE DESCENT OF MAN AND SELECTION IN RELATION TO SEX by Charles Darwin, pg 168

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Remember the Jim Crow miscegenation laws! Darwin then hopes,

At some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate and replace throughout the world the savage races. At the same time the anthropomorphous apes, as Professor Schaaffhausen has remarked, will no doubt be exterminated. The break will then, be rendered wider, for it will intervene between man in a more civilized state, as we may hope, than the Caucasian, and some ape as low as a baboon, instead of as at present between the negro or Australian and the gorilla.

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In the Supreme Court decision of Dred Scott v Sanford, 1856, Chief Justice Roger B. Taney delivering the opinion of the court stated, "They had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit."

It is important to understand that the world was agnostic to one's skin color!

In the 1600s most Europeans lived on farms or small rural communities, and their economy was nothing compared to the affluence of the lands of India and China populated by people of color! Voltaire (1694–1778), a French writer, said,

"I am convinced that everything has come down to us from the banks of the Ganges, astronomy, astrology, metempsychosis, etc. It does not behoove us, who were only savages and barbarians when these Indians and Chinese peoples were civilized and learned, to dispute their antiquity".

So, for a Caucasian, a group of people having European ancestry classified with a light skin pigmentation, to think he/she was superior because of their skin color would be ridiculous! This is why Shakespeare in the early 1600s, wrote Othello where a person of color marries a white woman! Voltaire's statement is affirmed by Angus Madison, a world scholar on quantitative macroeconomic history.

The British landed in India in the early 1600s for the purpose of trade. Seeing the disunity and divisions in the land of India, they deceitfully used the conflicts to destroy opposition and use any means to gain control. The disingenuous nature of the British Empire is well evidenced in our history.

Evidence show the Indian Caste System was developed in India in the Rajput era (from about the 7th to 12th c AD). The law book of the caste system, Varnashrama Dharma or Manu Dharma was driven by one's skin color, varna, since the Rajputs were relatively light skinned. In reality they were a group of weak fiefdoms, living in isolation from the rest of the world, but, proud of themselves defining themselves as the Aryan (noble) race as outlined in Manu Dharma. The Rajputs subsequently fell victims to the Maratha confederacy, and Manu Dharma was sidelined. The Marathas were then defeated by the British, and the Rajputs accepted British suzerainty leading to an era of collaboration. The Rajputs during this era of collaboration revived Manu Dharma as their law of governance, and convinced the British of a common ancestry! A.A. McDonnell in his book titled 'India's Past' writes, "These two civilizations, starting from a common source, have after a separation of at least 3,000 years again become united".

William Jones, a jurist and linguist, studied Manu Dharma which was being used by the Rajputs to govern under the suzerainty of the British. He then started publishing his translation of Manu Dharma which was in Sanskrit into English in 1794. Through the translation of William Jones, the disingenuous concept of an Aryan race and Racism based on one's skin color entered the world society, catalyzed by the rise of affluence in the Western Nations dominated by Caucasians, and perverted the minds of men like Darwin and Adolf Hitler. This fallacy of the Aryan race was exposed with the discovery of the Indus Valley in 1920, however, much of erroneous world history of the east is yet to be rewritten.

Racism based on one's skin color is a social poison, and we must all strive to bring the world society back to being agnostic to one's skin color. The founding fathers of our nation were very clear that,

They believed in a Creator, God who, Created all of mankind equal, and Endowed them with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

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When William Jones translated Manu Dharma to English, the racist poison of the Indian Caste system based on one's skin color, spread into the British Empire, catalyzing Charles Darwin, a Britisher, to develop the "science" behind Manu Dharma. Sadly later, Darwin's theory influenced Margaret Sanger, who promoted "eugenics" and "forced sterilization" to eliminate inferior races. Sanger began a "Negro Project" in 1939 to reduce the African-American population. Her racist views are seen in her statement, "The lower down in the scale of human development we go the less sexual control we find. It is said the aboriginal Australian, the lowest known species of the human family, just a step higher than the chimpanzee in brain development."

Darwin's Evolution is Critical Race Theory (CRT) at its best!

The racist roots of Evolution must be exposed since the faith and beliefs of the religion of Atheism has spawned dangerous social effects – Nazism, Eugenics, Biased Supreme Court Case, Miscegenation Laws, etc., and must also be taught under Social Studies. These have deviated America from the faith of our Founding Fathers as seen in the Declaration of Independence.

Publisher Response: Reject

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Biology

STEMscopes Science TX - Biology: TEKS

Comment 1

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“I am convinced that everything has come down to us from the banks of the Ganges, astronomy, astrology, metempsychosis, etc. It does not behoove us, who were only savages and barbarians when these Indians and Chinese peoples were civilized and learned, to dispute their antiquity”.

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The British landed in India in the early 1600s for the purpose of trade. Seeing the disunity and divisions in the land of India, they deceitfully used the conflicts to destroy opposition and use any means to gain control. The disingenuous nature of the British Empire is well evidenced in our history.

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Publisher Response: Reject

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Publisher: BIOZONE Corporation

Biology

Biology for Texas: TEKS

Comment 1

Biozone p. 191 Divergent evolution should be taught in the context of genetic variation of a species with the understanding that the species did not completely change into something else. Convergent evolution is a theory with little research. Each species is made uniquely but their similarities do not necessarily mean they come from similar source. Gene variation is variation within species and not evolution. This concept can be discussed without mentioning evolution.

Affiliation: *Texas Values*

Component Title: *Biology for Texas*

ISBN: 978199104177

Page Number(s): p. 191

Location: https://www.flipsnack.com/95F7ACDD75E/texas-biology-for-public-review-edition/full-view.html

Link to Content

Publisher Response: Accept

BIOZONE thanks you for taking the time to review our book and provide comments. Biology for Texas was written to align to the Texas Essential Knowledge and Skills and we are proud to have received a score of 100% alignment to these.

Comment 2

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William Jones, a jurist and linguist, studied Manu Dharma which was being used by the Rajputs to govern under the suzerainty of the British. He then started publishing his translation of Manu Dharma which was in Sanskrit into English in 1794. Through the translation of William Jones, the disingenuous concept of an Aryan race and Racism based on one’s skin color entered the world society, catalyzed by the rise of affluence in the Western Nations dominated by Caucasians, and perverted the minds of men like Darwin and Adolf Hitler. This fallacy of the Aryan race was exposed with the discovery of the Indus Valley in 1920, however, much of erroneous world history of the east is yet to be rewritten.

Racism based on one’s skin color is a social poison, and we must all strive to bring the world society back to being agnostic to one’s skin color. The founding fathers of our nation were very clear that,

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When William Jones translated Manu Dharma to English, the racist poison of the Indian Caste system based on one's skin color, spread into the British Empire, catalyzing Charles Darwin, a Britisher, to develop the "science" behind Manu Dharma. Sadly later, Darwin's theory influenced Margaret Sanger, who promoted "eugenics" and "forced sterilization" to eliminate inferior races. Sanger began a "Negro Project" in 1939 to reduce the African-American population. Her racist views are seen in her statement, "The lower down in the scale of human development we go the less sexual control we find. It is said the aboriginal Australian, the lowest known species of the human family, just a step higher than the chimpanzee in brain development."

Evolution is Critical Race Theory (CRT) at its best!

The racist roots of Evolution must be exposed since the faith and beliefs of the religion of Atheism has spawned dangerous social effects – Nazism, Eugenics, Biased Supreme Court Case, Miscegenation Laws, etc., and must also be taught under Social Studies. These have deviated America from the faith of our Founding Fathers as seen in the Declaration of Independence.

Publisher Response: Reject

BIOZONE thanks you for taking the time to review our book and provide comments. Biology for Texas was written to align to the Texas Essential Knowledge and Skills and we are proud to have received a score of 100% alignment to these.

Publisher: Carolina Biological Supply Company

Science, Grade 8

Science Bits, Grade 8 program: TEKS

Comment 1

The Big Bang Theory

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude,

The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless CISD can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

All these concepts must be structured and taught under Major World religions in a Social Studies class. Our current TEKS and subsequent curriculum materials are promoting the religion of Atheism in our science classrooms, while suppressing the religion of Creationism. This is a grievous violation of a student’s constitutional right! So, I urge CISD to correct this violation by restructuring the teaching of these TEKS by moving the faith and beliefs of the religion of Atheism to our Social Studies course under the study of the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Publisher Response: Reject

Our mission at Science Bits is to present students and teachers with science materials aligned to the TEKS Science Standards. Our goal is to present current scientific consensus in a way that is understandable and relevant to a student of Grade 8 to support the requirements of the TEKS Science Standards.

We thank you for the feedback.

Publisher: Cengage Learning Inc.

Biology

National Geographic Biology, Texas Edition: TEKS

Comment 1

Origin of Life

The "origin of life" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life. Any hypothesis on the Origin of Life first requires a Universe.

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With savages, the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the process of elimination; we build asylums for the imbecile, the maimed, and the sick; we institute poor-laws; and our medical men exert their utmost skill to save the life of every one to the last moment. There is reason to believe that vaccination has preserved thousands, who from a weak constitution would formerly have succumbed to small-pox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

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“I am convinced that everything has come down to us from the banks of the Ganges, astronomy, astrology, metempsychosis, etc. It does not behoove us, who were only savages and barbarians when these Indians and Chinese peoples were civilized and learned, to dispute their antiquity”.

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Publisher Response: Reject

The public comment shared here calls into question the TEKS standard and where the learning belongs. National Geographic Biology, Texas Edition has been reviewed by TEA members and voted on as meeting 100% of the TEKs and ELPs for the state of Texas. Cengage Learning, Inc. is not in a position to respond to this particular comment based on the fact it calls into question the standard itself and not the materials.

Aquatic Science

Oceanography: An Invitation to Marine Science HS Edition: TEKS

Comment 1

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the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Publisher Response: Accept

The public comment included here calls into question the TEKS standard and where the learning belongs more than a question of the materials being reviewed. Due to this, Cengage is not in a position to respond to this particular comment.

Environmental Systems

Environmental Science: Sustaining Your World, Texas Edition: TEKS

Comment 1

Climate Change is a critical part of scientific learning that all students should be exposed to. Accuracy in knowledge powers future generations for years to come, and should not be omitted or diminished in importance.

Component Title: *Environmental Science: Sustaining Your World, Texas Edition, Assessment Handbook*

ISBN: 9798214076744

Publisher Response: Accept

Environmental Science is an interdisciplinary study of how Earth works, how humans interact with Earth, and how people address environmental problems and challenges. The scientific evidence of climate change is irrefutable. According to a recent statement from the United Nations, “climate change is the defining issue of our time” (qtd. in Bearer, C.F., Molloy, E.J., Tessema, M.T. *et al.* Global climate change: the defining issue of our time for our children’s health. *Pediatr Res* (2022)). Its effects on ecosystem services, economies, and human health are universal and will persist for many years to come; therefore, climate change is an important and necessary component of Environmental Science subject matter, and that is why it is treated in several chapters of *Environmental Science: Sustaining Your World*.

Publisher: CEV Multimedia

Child Development

iCEV Child Development (Individual Course): TEKS

Comment 1

The words "woman, girl or female" are never used anywhere in unit 1 or 2. I'm sure this will continue to be an issue thru the rest of the units. Word "individual" is used in place of the female gender in every instance. In some places within the videos and slide presentations, the effort to NOT use the word woman is so awkward that the meaning of the sentences is lost. This is ridiculous! Let me give you a few instances: "the weeks are counted from the first day of an INDIVIDUAL'S last menstrual cycle..." "Gestational Diabetes is a type of diabetes which develops during pregnancy in INDIVIDUALS..." "life develops inside the womb or uterus of an INDIVIDUAL..." Here are my actual notes from Lesson 1 ICEV Pre Conception Video- @1:00 “even if an individual is not planning to have a baby…” “….preconception health care is the medical care an individual receives….” (video) Pre conception Health and Well Being-Medical Care and Advice “…focusing on ensuring individuals are healthy…” “…prior to conception …. Important for individuals are healthy…” “Developing an individuals health history….” “…and the age at which a person conceives can also….” “Genetic counselors are available to help individuals and families…” “…recommended for individuals who have ….” “…food are important for individuals to have with their physician…” “…pre-conception patients….” (video) Preconception Health and Well-Being : Nutrition “…is vital to the health of an individual during ….” “…it is advised for individuals of childbearing age….” “…an anemic individual who delivers a baby…..” “….if a person is wanting to get pregnant…” Precoception Health and Well Being Healthy Lifestyle Behaviors “…prior to pregnancy helps individuals carry over….” “….individuals may speak to supervisors for possible reassignment…” (videos) Careers Damon Hill – OK Jennifer Gorman – OK Ralph Treadway – OK Action Plan - OK Student Handout – Vocabulary Preconception Health – “…state of health of individuals …” Preconception Healthcare – “…medical care an individual receives from a doctor….” Activity – Career Connections – OK Activity – Preconception Nutrition Questons – OK Project – Preconception Health and Well-Being Directions: 1. “Using all available resources, investigate reasons individuals should schedule regular medical check-ups prior to pregnancy….” 2. “….locate community resources available to help individuals locate info on medical care…” 3. “….how heredity influences an individuals ability to conceive…” Key Concepts 1 – Overview Blank 7 “Is the _____ care an individual receives….” Last Blank “..appointments help an individual stay up to date with …..” Key Concept II – Medical Care and Advice Blank #2 – “….it is important for individuals of child bearing age to have a yearly wellness exam Under PRE-PREGNANCY APPOINTMENTS “…are designed for individuals who desire to become _____” Key Concepts III – Nutrition – OK Key Concepts IV – Healthy Lifestyle Behaviors Directions: “What steps might individuals take to improve health habits and ….” Under PHYSICAL ENVIRONMENTS Blank #10 “Toxplasmosis can be _____ to pregnant individuals ….” Vocabulay – Preconception Health and Well Being Definition of Preconception Health and Preconception Healthcare “individual receives” “state of health of individual…” Check for Understanding – Overview Question 4 “…healthcare to ensure individuals are healthy…which might impact pregnancy….” Checking for Understanding II – Medical Care and Advice Question 4 “… it is important for individuals of childbearing age….” Understanding III – Nutrition OK Understanding IV – Healthy Lifestyle Behaviors OK Final Assessment - Pre Conception Health and Well Being Question 3 (answer 2) “The state of health of individuals in their reproductive years…” Question 5 “What should an individual who desires to conceive do if they are exposed to hazardous…..” Question 9 (answer 1) “..to discourage individuals from engaging in recreational activities.” (answer 2) “…to make sure individuals are healthy and to identify any issues that could impact pregnancy.” (answer 3) “..the state of health of individuals in their reproductive years”

Component Title: *iCEV Child Development (Individual Course)*

ISBN: 8888640012001

Location: My comments are concerning every component in the First and Second Units. These products never use the words "woman, girl, or female" when talking about who can become or is pregnant. They refer to the "child bearer" as an individual. This is unbelievable.....everyone can see what is trying to be done here.....discount the woman since anyone who thinks they are a woman can get pregnant. This is madness and is not biologically correct.

Publisher Response: Accept

The choice of language was carefully selected to ensure inclusivity and respect for diverse experiences and identities while not discounting the biological realities of pregnancy. In our development of instructional materials, we strive to adhere to the language presented in the Texas Essential Knowledge and Skills (TEKS) to ensure our alignment with and adherence to state standards. The TEKS for the Child Development course refrain from gender-specific terminology when addressing topics like pregnancy. The term "individual" was chosen with the guidance of well-regarded organizations, including the American College of Obstetricians & Gynecologists, CDC, FDA, Department of Health Care Finance, Substance Use & Mental Health Services Administration, and the U.S. Department of Labor. It is important to note that this choice does not negate the recognized biological distinctions between men and women.

Publisher: Discovery Education Inc

Science, Grade 8

Science Techbook for Texas by Discovery Education - Grade 8: TEKS

Comment 1

Origin of Life

The "origin of life" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life. Any hypothesis on the Origin of Life first requires a Universe.

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THE DESCENT OF MAN AND SELECTION IN RELATION TO SEX by Charles Darwin, pg 168

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Remember the Jim Crow miscegenation laws! Darwin then hopes, at some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate and replace throughout the world the savage races. At the same time the anthropomorphous apes, as Professor Schaaffhausen has remarked, will no doubt be exterminated. The break will then, be rendered wider, for it will intervene between man in a more civilized state, as we may hope, than the Caucasian, and some ape as low as a baboon, instead of as at present between the negro or Australian and the gorilla.

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It is important to understand that the world was agnostic to one’s skin color!

In the 1600s most Europeans lived on farms or small rural communities, and their economy was nothing compared to the affluence of the lands of India and China populated by people of color! Voltaire (1694–1778), a French writer, said,

“I am convinced that everything has come down to us from the banks of the Ganges, astronomy, astrology, metempsychosis, etc. It does not behoove us, who were only savages and barbarians when these Indians and Chinese peoples were civilized and learned, to dispute their antiquity”.

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The British landed in India in the early 1600s for the purpose of trade. Seeing the disunity and divisions in the land of India, they deceitfully used the conflicts to destroy opposition and use any means to gain control. The disingenuous nature of the British Empire is well evidenced in our history.

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Darwin's Evolution is Critical Race Theory (CRT) at its best!

The racist roots of Evolution must be exposed since the faith and beliefs of the religion of Atheism has spawned dangerous social effects – Nazism, Eugenics, Biased Supreme Court Case, Miscegenation Laws, etc., and must also be taught under Social Studies. These have deviated America from the faith of our Founding Fathers as seen in the Declaration of Independence.

Component Title: *Science Techbook for Texas by Discovery Education - Grade 8 (Digital)*

ISBN: 9781616296544

Publisher Response: Accept

Discovery Education is committed to developing high quality instructional materials for Texas students and educators. Discovery Education's Grade 8 Science Techbook was written and developed to address the Texas Essential Knowledge and Skills (TEKS) defined by the Texas Education Agency. Throughout the adoption timeframe, Discovery Education will review and edit our program materials to align to any changes in the Texas state standards.

Biology

Science Techbook for Texas by Discovery Education - Biology: TEKS

Comment 1

Origin of Life

The "origin of life" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life. Any hypothesis on the Origin of Life first requires a Universe.

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude,

The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless CISD can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

All these concepts must be structured and taught under Major World religions in a Social Studies class. Our current TEKS and subsequent curriculum materials are promoting the religion of Atheism in our science classrooms, while suppressing the religion of Creationism. This is a grievous violation of a student’s constitutional right! So, I urge CISD to correct this violation by restructuring the teaching of these TEKS by moving the faith and beliefs of the religion of Atheism to our Social Studies course under the study of the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Publisher Response: Accept

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Publisher: EduSmart

Science, Grade 8

2024 EduSmart Science Grade 8: TEKS

Comment 1

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Evolution, the Science of Racism

Darwin published the Descent of Man in 1871, and he placed human origins in Africa, and agreed with Huxley, “that man in all parts of his organization differs less from the higher apes, than these do from the lower members of the same group”. Darwin considered every population that is not white and European to be a savage, and “Apes are much given to imitation, as are the lowest savages”.

Darwin writes,

With savages, the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the process of elimination; we build asylums for the imbecile, the maimed, and the sick; we institute poor-laws; and our medical men exert their utmost skill to save the life of every one to the last moment. There is reason to believe that vaccination has preserved thousands, who from a weak constitution would formerly have succumbed to small-pox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

THE DESCENT OF MAN AND SELECTION IN RELATION TO SEX by Charles Darwin, pg 168

Darwin was pleased that society has placed a check on miscegenation. He writes, Hence we must bear without complaining the undoubtedly bad effects of the weak surviving and propagating their kind; but there appears to be at least one check in steady action, namely the weaker and inferior members of society not marrying so freely as the sound; and this check might be indefinitely increased, though this is more to be hoped for than expected, by the weak in body or mind refraining from marriage.

Remember the Jim Crow miscegenation laws! Darwin then hopes, at some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate and replace throughout the world the savage races. At the same time the anthropomorphous apes, as Professor Schaaffhausen has remarked, will no doubt be exterminated. The break will then, be rendered wider, for it will intervene between man in a more civilized state, as we may hope, than the Caucasian, and some ape as low as a baboon, instead of as at present between the negro or Australian and the gorilla.

THE DESCENT OF MAN AND SELECTION IN RELATION TO SEX by Charles Darwin, pg 201

Thus, Evolution is the “Science” of Racism, showing the superiority of the Caucasian race!

In the Supreme Court decision of Dred Scott v Sanford, 1856, Chief Justice Roger B. Taney delivering the opinion of the court stated,

"They had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit."

It is important to understand that the world was agnostic to one’s skin color!

In the 1600s most Europeans lived on farms or small rural communities, and their economy was nothing compared to the affluence of the lands of India and China populated by people of color! Voltaire (1694–1778), a French writer, said,

“I am convinced that everything has come down to us from the banks of the Ganges, astronomy, astrology, metempsychosis, etc. It does not behoove us, who were only savages and barbarians when these Indians and Chinese peoples were civilized and learned, to dispute their antiquity”.

So, for a Caucasian, a group of people having European ancestry classified with a light skin pigmentation, to think he/she was superior because of their skin color would be ridiculous! This is why Shakespeare in the early 1600s, wrote Othello where a person of color marries a white woman! Voltaire’s statement is affirmed by Angus Madison, a world scholar on quantitative macroeconomic history.

The British landed in India in the early 1600s for the purpose of trade. Seeing the disunity and divisions in the land of India, they deceitfully used the conflicts to destroy opposition and use any means to gain control. The disingenuous nature of the British Empire is well evidenced in our history.

Evidence show the Indian Caste System was developed in India in the Rajput era (from about the 7th to 12th c AD). The law book of the caste system, Varnashrama Dharma or Manu Dharma was driven by one’s skin color, varna, since the Rajputs were relatively light skinned. In reality they were a group of weak fiefdoms, living in isolation from the rest of the world, but, proud of themselves defining themselves as the Aryan (noble) race as outlined in Manu Dharma. The Rajputs subsequently fell victims to the Maratha confederacy, and Manu Dharma was sidelined. The Marathas were then defeated by the British, and the Rajputs accepted British suzerainty leading to an era of collaboration. The Rajputs during this era of collaboration revived Manu Dharma as their law of governance, and convinced the British of a common ancestry! A.A. McDonnell in his book titled ‘India’s Past’ writes, “These two civilizations, starting from a common source, have after a separation of at least 3,000 years again become united”.

William Jones, a jurist and linguist, studied Manu Dharma which was being used by the Rajputs to govern under the suzerainty of the British. He then started publishing his translation of Manu Dharma which was in Sanskrit into English in 1794. Through the translation of William Jones, the disingenuous concept of an Aryan race and Racism based on one’s skin color entered the world society, catalyzed by the rise of affluence in the Western Nations dominated by Caucasians, and perverted the minds of men like Darwin and Adolf Hitler. This fallacy of the Aryan race was exposed with the discovery of the Indus Valley in 1920, however, much of erroneous world history of the east is yet to be rewritten.

Racism based on one's skin color is a social poison, and we must all strive to bring the world society back to being agnostic to one's skin color. The founding fathers of our nation were very clear that,

- They believed in a Creator, God who,

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Publisher Response: Reject

Thank you for taking the time to review our product. We are committed to ensuring that we comprehensively cover the Texas Essential Knowledge and Skills for grade 8 science. We are rejecting your concerns as scientific errors that need to be corrected.

Grade 8 standards do not address the origin of life. As far as the origin of the universe is concerned, our resources clearly state that any explanations are theoretical, and we do not address proving these theories with scientific facts. You also reference textbooks in this comment, and we are a digital product with no textbooks for students.

As far as your statements from the writings of Charles Darwin (published in 1871), any current coverage of the topic of natural selection is based on genetics. A paper postulating the link between genetics and natural selection was not published until 1916. An understanding of the genetic basis for natural selection cannot be taught from any of Darwin's publications.

You also stated that you think these topics should be taught in social studies instead of science. We cannot address this topic because we are required to cover the science TEKS as written.

Topics such as Jim Crow, Supreme Court decisions, the writings of Voltaire, atheism, racism, a caste system, eugenics, or Critical Race Theory are not part of the Texas Essential Knowledge and Skills for Grade 8 Science, so they are not addressed in our grade 8 science resources.

Again, we appreciate your review of our product and hope we have addressed your concerns.

Biology

2024 EduSmart Science Biology: TEKS

Comment 1

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Publisher Response: Reject

Thank you for taking the time to review our product. We are committed to ensuring that we comprehensively cover the Texas Essential Knowledge and Skills for biology. We are rejecting your concerns as scientific errors that need to be corrected.

Texas biology standards do not address the origin of life. The TEKS only require coverage of the origin of DNA. Students are asked to do a project that clearly asks them to research explanations, not facts. Origin of the universe is not a topic covered in the biology TEKS. You also reference textbooks in this comment, and we are a digital product with no textbooks for students.

You also stated that you think these topics should be taught in social studies instead of science. We cannot address this topic because we are required to cover the science TEKS as written.

As far as your statements from the writings of Charles Darwin (published in 1871), any current coverage of the topic of natural selection is based on genetics. A paper postulating the link between genetics and natural selection was not published until 1916. An understanding of the genetic basis for natural selection cannot be taught from any of Darwin's publications.

Topics such as Jim Crow, Supreme Court decisions, the writings of Voltaire, atheism, racism, a caste system, eugenics, or Critical Race Theory are not part of the Texas Essential Knowledge and Skills for Biology, so they are not addressed in our Biology resources.

Again, we appreciate your review of our product and hope we have addressed your concerns.

Publisher: eDynamic Holdings LP

Astronomy

Astronomy 1a/1b: TEKS

Comment 1

The lesson mentions the “Big Bang Theory” as the predominant theory for how the universe was created. However, no other theories are mentioned to balance out this opinion.

Component Title: *Astronomy 1a/1b*

ISBN: 9781959433507

Page Number(s): 14

Location: Entire lesson

Link to Content

Publisher Response: Reject

Thank you for the feedback. Astronomy 1a/1b addresses the Texas Essential Knowledge and Skills, which require teaching the Big Bang Theory. Per the TEKS (15) (A) The student is expected to describe and evaluate the historical development of evidence supporting the Big Bang Theory.

The standards do not require the teaching of alternate theories. The courseware presents the Big Bang Theory as a *theory*.

As a publisher, eDynamic has met its obligations for teaching the Texas Education Agency's standards.

Comment 2

The Big Bang Theory

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude,

The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

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Publisher Response: Reject

Thank you for sharing this feedback.

Astronomy 1a/1b addresses the Texas Essential Knowledge and Skills, which do require teaching the Big Bang Theory. Per the TEKS (15) (A) The student is expected to describe and evaluate the historical development of evidence supporting the Big Bang Theory.

The standards do not require the teaching of alternate theories. The courseware presents the Big Bang Theory as a *theory*.

Publisher: Great Minds

Science, Grade K

PhD Science Texas Level K Texas Program Bundle (Modules 1-3): TEKS

Comment 1

Texas PhD Science materials do not align well to the TEKS. Multiple lessons are dedicated to topics that are not part of the grade level TEKS. The spotlight lessons seem like they are added in as an attempt to address TEKS that were not covered through the modules. There are TEKS that are inadequately covered in the PhD science modules which will require the classroom teacher to locate and use supplemental resources. This will most likely be an out of pocket expense for the teacher. While Texas PhD Science does encourage hand-on student experiences and critical thinking skills through short answer questions and experiments, it is overly focused on this aspect. It doesn't provide opportunities for students to answer multiple choice questions or short answer questions in a STAAR format. I would not recommend the adoption of Texas PhD Science.

Publisher Response: Reject

PhD Science Texas is a brand-new curriculum not yet in use designed to meet the newly adopted TEKS for Proclamation 2024 requirements. PhD Science Texas was reviewed under Proclamation 2024 criteria by the State Review Panel and was found to have 100% TEKS and ELPS alignment. PhD Science Texas also earned 100% quality review scores from the Texas Resource Review based on analysis by Texas educators. As all TEKS are fully covered, no supplemental resources are required. Module and Spotlight lessons are framed around phenomena that drive student learning and provide real-world application of science ideas. These phenomena provide relevancy for students to apply their TEKS understanding.

PhD Science Texas includes a variety of assessments and item types, including multiple choice and short answer that are based on the STAAR Redesign question types. PhD Science Texas also includes optional STAAR-aligned Benchmark assessments in Levels 3-5 that provide additional opportunities for review and evaluation of students' content mastery.

Science, Grade 1

PhD Science Texas Level 1 Texas Program Bundle (Modules 1-3): TEKS

Comment 1

Texas PhD Science materials do not align well to the TEKS. Multiple lessons are dedicated to topics that are not part of the grade level TEKS. The spotlight lessons seem like they are added in as an attempt to address TEKS that were not covered through the modules. There are TEKS that are inadequately covered in the PhD science modules which will require the classroom teacher to locate and use supplemental resources. This will most likely be an out of pocket expense for the teacher. While Texas PhD Science does encourage hand-on student experiences and critical thinking skills through short answer questions and experiments, it is overly focused on this aspect. It doesn't provide opportunities for students to answer multiple choice questions or short answer questions in a STAAR format. I would not recommend the adoption of Texas PhD Science.

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PhD Science Texas includes a variety of assessments and item types, including multiple choice and short answer that are based on the STAAR Redesign question types. PhD Science Texas also includes optional STAAR-aligned Benchmark assessments in Levels 3-5 that provide additional opportunities for review and evaluation of students' content mastery.

Science, Grade 2

PhD Science Texas Level 2 Texas Program Bundle (Modules 1-3): TEKS

Comment 1

Texas PhD Science materials do not align well to the TEKS. Multiple lessons are dedicated to topics that are not part of the grade level TEKS. The spotlight lessons seem like they are added in as an attempt to address TEKS that were not covered through the modules. There are TEKS that are inadequately covered in the PhD science modules which will require the classroom teacher to locate and use supplemental resources. This will most likely be an out of pocket expense for the teacher. While Texas PhD Science does encourage hand-on student experiences and critical thinking skills through short answer questions and experiments, it is overly focused on this aspect. It doesn't provide opportunities for students to answer multiple choice questions or short answer questions in a STAAR format. I would not recommend the adoption of Texas PhD Science.

Publisher Response: Reject

PhD Science Texas is a brand-new, not yet in use curriculum designed to meet the newly adopted TEKS for Proclamation 2024 requirements. PhD Science Texas was reviewed under Proclamation 2024 criteria by the State Review Panel and was found to have 100% TEKS and ELPS alignment. PhD Science Texas also earned 100% quality review scores from the Texas Resource Review based on analysis by Texas educators. As all TEKS are fully covered, no supplemental resources are required. Module and Spotlight lessons are framed around phenomena that drive student learning and provide real-world application of science ideas. These phenomena provide relevancy for students to apply their TEKS understanding.

PhD Science Texas includes a variety of assessments and item types, including multiple choice and short answer that are based on the STAAR Redesign question types. PhD Science Texas also includes optional STAAR-aligned Benchmark assessments in Levels 3-5 that provide additional opportunities for review and evaluation of students' content mastery.

Science, Grade 3

PhD Science Texas Level 3 Texas Program Bundle (Modules 1-3): TEKS

Comment 1

Texas PhD Science materials do not align well to the TEKS. Multiple lessons are dedicated to topics that are not part of the grade level TEKS. The spotlight lessons seem like they are added in as an attempt to address TEKS that were not covered through the modules. There are TEKS that are inadequately covered in the PhD science modules which will require the classroom teacher to locate and use supplemental resources. This will most likely be an out of pocket expense for the teacher. While Texas PhD Science does encourage hand-on student experiences and critical thinking skills through short answer questions and experiments, it is overly focused on this aspect. It doesn't provide opportunities for students to answer multiple choice questions or short answer questions in a STAAR format. I would not recommend the adoption of Texas PhD Science.

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PhD Science Texas includes a variety of assessments and item types, including multiple choice and short answer that are based on the STAAR Redesign question types. PhD Science Texas also includes optional STAAR-aligned Benchmark assessments in Levels 3-5 that provide additional opportunities for review and evaluation of students' content mastery.

Science, Grade 4

PhD Science Texas Level 4 Texas Program Bundle (Modules 1-3): TEKS

Comment 1

Texas PhD Science materials do not align well to the TEKS. Multiple lessons are dedicated to topics that are not part of the grade level TEKS. The spotlight lessons seem like they are added in as an attempt to address TEKS that were not covered through the modules. There are TEKS that are inadequately covered in the PhD science modules which will require the classroom teacher to locate and use supplemental resources. This will most likely be an out of pocket expense for the teacher. While Texas PhD Science does encourage hand-on student experiences and critical thinking skills through short answer questions and experiments, it is overly focused on this aspect. It doesn't provide opportunities for students to answer multiple choice questions or short answer questions in a STAAR format. I would not recommend the adoption of Texas PhD Science.

Publisher Response: Reject

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PhD Science Texas includes a variety of assessments and item types, including multiple choice and short answer that are based on the STAAR Redesign question types. PhD Science Texas also includes optional STAAR-aligned Benchmark assessments in Levels 3-5 that provide additional opportunities for review and evaluation of students' content mastery.

Science, Grade 5

PhD Science Texas Level 5 Texas Program Bundle (Modules 1-3): TEKS

Comment 1

Texas PhD Science materials do not align well to the TEKS. Multiple lessons are dedicated to topics that are not part of the grade level TEKS. The spotlight lessons seem like they are added in as an attempt to address TEKS that were not covered through the modules. There are TEKS that are inadequately covered in the PhD science modules which will require the classroom teacher to locate and use supplemental resources. This will most likely be an out of pocket expense for the teacher. While Texas PhD Science does encourage hand-on student experiences and critical thinking skills through short answer questions and experiments, it is overly focused on this aspect. It doesn't provide opportunities for students to answer multiple choice questions or short answer questions in a STAAR format. I would not recommend the adoption of Texas PhD Science.

Publisher Response: Reject

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Publisher: Green Ninja

Science, Grade 6

Green Ninja Middle School Science - Texas: TEKS

Comment 1

Green Ninja, Introductory letter The introductory letter for these Science materials addresses “Family members” and “Caregivers”. This letter is over politicized by refusing to use the word “parent” and could give kids the wrong idea of who should be responsible for their learning. Letter should read “Parents and Caregivers”.

Affiliation: *Texas Values*

Location: Beginning of all modules

Link to Content

Publisher Response: Accept

Thank you for the above comment. To be as clear as possible in our support for all learners, we will update the text to read "Parents, family members and caregivers".

Science, Grade 8

Green Ninja Middle School Science - Texas: TEKS

Comment 1

The Big Bang Theory

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude, The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless CISD can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

All these concepts must be structured and taught under Major World religions in a Social Studies class. Our current TEKS and subsequent curriculum materials are promoting the religion of Atheism in our science classrooms, while suppressing the religion of Creationism. This is a grievous violation of a student’s constitutional right! So, I urge CISD to correct this violation by restructuring the teaching of these TEKS by moving the faith and beliefs of the religion of Atheism to our Social Studies course under the study of the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Publisher Response: Accept

This comment does not seem to be directed at any particular curriculum including our own, but more broadly towards the Texas education standards themselves. We will continue to follow the guidelines provided by TEA and the TEKS for science, grade 8.

Publisher: Houghton Mifflin Harcourt

Science, Grade 8

HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS

Comment 1

Textbooks that reach about climate change should be based solely on science, not politics. It is a fact that humans contribute to climate change and without that knowledge the planet is doomed. Children must be taught the hard truth.

Publisher Response: Accept

HMH thanks the commenter for engaging in the process. With that said, *HMH Into Science® Texas* has been independently verified to be in compliance with Grade 8 TEKS 11.B, which specifically requires what the commenter asks—that students "…use scientific evidence to describe how human activities, including the release of greenhouse gases, deforestation and urbanization, can influence climate…" As such, no change is needed to the program.

Comment 2

Mentioning of a scientist's sexual identity is not relevant to the subject. This fact should be deleted and just focus on Shayle Matsuda's contribution to Science.

Affiliation: *Texas Values*

Location: Bottom of page

Link to Content

Publisher Response: Accept

HMH thanks the commenter for engaging in the process. Please note, the content of this feature was created to support the requirement to connect the contributions of diverse scientists to lesson content, as prescribed in Grade 8 TEKS 4.A: "[Students will] relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content…"

Comment 3

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the teaching of these TEKS by moving the faith and beliefs of the religion of Atheism to our Social Studies course under the study of the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Publisher Response: Accept

HMH thanks the commenter for engaging in the process. With that said, the comment is directed to an overall concern about the TEKS, and not the *HMH Into Science® Texas* program in particular. As such, there is no change needed to the program.

Publisher: Kiddom

Science, Grade 8

OpenSciEd 8th grade Science powered by Kiddom - Online and Print: TEKS

Comment 1

The Big Bang Theory

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude, The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

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Publisher Response: Reject

OpenSciEd powered by Kiddom addresses the latest Texas Science TEKS for grades 6-8 via research-based content. All content in this rich curriculum was authored to 100% alignment and in-depth coverage of the TEKS as reviewed through the Texas Proclamation 2024 process.

The content in these materials is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses.

Per the TEKs, these materials incorporate multiple scientific theories to support a thorough understanding of prevailing theories on the origin of the universe.

While the Big Bang theory currently stands as the most widely accepted explanation for the origin of the universe, scientific inquiry remains dynamic. Alternative theories, such as cosmic inflation or cyclic models, are continually evaluated through ongoing data analysis and refined observations. The collective endeavor of scientists to analyze and interpret a spectrum of data ensures that our understanding of the cosmos evolves, allowing theories to be refined, revised, or replaced based on the weight of empirical evidence. In this dynamic pursuit of knowledge, the synthesis of scientific data serves as the cornerstone for constructing and validating theories that illuminate the grand cosmic narrative.

A consortium of world-class curriculum developers completed these materials. They drew from noted experts in the fields of science education, curriculum design, learning sciences, professional learning, and data analysis. They ensured the materials’ effectiveness in the classroom. Developers include The BSCS Science Learning Team, The University of Texas at Austin,

The Northwestern University, The Michigan State University, The Horizon Research, Inc., and the Oakland University Team. We thank them for their contributions.

Biology

OpenStax Biology powered by Kiddom - Online and Print: TEKS

Comment 1

Evolution, the Science of Racism

Darwin published the Descent of Man in 1871, and he placed human origins in Africa, and agreed with Huxley, “that man in all parts of his organization differs less from the higher apes, than these do from the lower members of the same group”. Darwin considered every population that is not white and European to be a savage, and “Apes are much given to imitation, as are the lowest savages”.

Darwin writes,

With savages, the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the process of elimination; we build asylums for the imbecile, the maimed, and the sick; we institute poor-laws; and our medical men exert their utmost skill to save the life of every one to the last moment. There is reason to believe that vaccination has preserved thousands, who from a weak constitution would formerly have succumbed to small-pox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

THE DESCENT OF MAN AND SELECTION IN RELATION TO SEX by Charles Darwin, pg 168

Darwin was pleased that society has placed a check on miscegenation. He writes,

Hence we must bear without complaining the undoubtedly bad effects of the weak surviving and propagating their kind; but there appears to be at least one check in steady action, namely the weaker and inferior members of society not marrying so freely as the sound; and this check might be indefinitely increased, though this is more to be hoped for than expected, by the weak in body or mind refraining from marriage.

Remember the Jim Crow miscegenation laws! Darwin then hopes,

At some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate and replace throughout the world the savage races. At the same time the anthropomorphous apes, as Professor Schaaffhausen has remarked, will no doubt be exterminated. The break will then, be rendered wider, for it will intervene between man in a more civilized state, as we may hope, than the Caucasian, and some ape as low as a baboon, instead of as at present between the negro or Australian and the gorilla.

THE DESCENT OF MAN AND SELECTION IN RELATION TO SEX by Charles Darwin, pg 201

Thus, Evolution is the “Science” of Racism, showing the superiority of the Caucasian race!

In the Supreme Court decision of Dred Scott v Sanford, 1856, Chief Justice Roger B. Taney delivering the opinion of the court stated,

"They had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit."

It is important to understand that the world was agnostic to one’s skin color!

In the 1600s most Europeans lived on farms or small rural communities, and their economy was nothing compared to the affluence of the lands of India and China populated by people of color! Voltaire (1694–1778), a French writer, said,

“I am convinced that everything has come down to us from the banks of the Ganges, astronomy, astrology, metempsychosis, etc. It does not behoove us, who were only savages and barbarians when these Indians and Chinese peoples were civilized and learned, to dispute their antiquity”.

So, for a Caucasian, a group of people having European ancestry classified with a light skin pigmentation, to think he/she was superior because of their skin color would be ridiculous! This is why Shakespeare in the early 1600s, wrote Othello where a person of color marries a white woman! Voltaire’s statement is affirmed by Angus Madison, a world scholar on quantitative macroeconomic history.

The British landed in India in the early 1600s for the purpose of trade. Seeing the disunity and divisions in the land of India, they deceitfully used the conflicts to destroy opposition and use any means to gain control. The disingenuous nature of the British Empire is well evidenced in our history.

Evidence show the Indian Caste System was developed in India in the Rajput era (from about the 7th to 12th c AD). The law book of the caste system, Varnashrama Dharma or Manu Dharma was driven by one’s skin color, varna, since the Rajputs were relatively light skinned. In reality they were a group of weak fiefdoms, living in isolation from the rest of the world, but, proud of themselves defining themselves as the Aryan (noble) race as outlined in Manu Dharma. The Rajputs subsequently fell victims to the Maratha confederacy, and Manu Dharma was sidelined. The Marathas were then defeated by the British, and the Rajputs accepted British suzerainty leading to an era of collaboration. The Rajputs during this era of collaboration revived Manu Dharma as their law of governance, and convinced the British of a common ancestry! A.A. McDonnell in his book titled ‘India’s Past’ writes, “These two civilizations, starting from a common source, have after a separation of at least 3,000 years again become united”.

William Jones, a jurist and linguist, studied Manu Dharma which was being used by the Rajputs to govern under the suzerainty of the British. He then started publishing his translation of Manu Dharma which was in Sanskrit into English in 1794. Through the translation of William Jones, the disingenuous concept of an Aryan race and Racism based on one’s skin color entered the world society, catalyzed by the rise of affluence in the Western Nations dominated by Caucasians, and perverted the minds of men like Darwin and Adolf Hitler. This fallacy of the Aryan race was exposed with the discovery of the Indus Valley in 1920, however, much of erroneous world history of the east is yet to be rewritten.

Racism based on one’s skin color is a social poison, and we must all strive to bring the world society back to being agnostic to one’s skin color. The founding fathers of our nation were very clear that,

- They believed in a Creator, God who,

- Created all of mankind equal, and

- Endowed them with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

This is evidenced in the Declaration of Independence.

When William Jones translated Manu Dharma to English, the racist poison of the Indian Caste system based on one’s skin color, spread into the British Empire, catalyzing Charles Darwin, a Britisher, to develop the “science” behind Manu Dharma. Sadly later, Darwin's theory influenced Margaret Sanger, who promoted "eugenics" and "forced sterilization" to eliminate inferior races. Sanger began a "Negro Project" in 1939 to reduce the African-American population. Her racist views are seen in her statement,

"The lower down in the scale of human development we go the less sexual control we find. It is said the aboriginal Australian, the lowest known species of the human family, just a step higher than the chimpanzee in brain development."

Darwin's Evolution is Critical Race Theory (CRT) at its best!

The racist roots of Evolution must be exposed since the faith and beliefs of the religion of Atheism has spawned dangerous social effects – Nazism, Eugenics, Biased Supreme Court Case, Miscegenation Laws, etc., and must also be taught under Social Studies. These have deviated America from the faith of our Founding Fathers as seen in the Declaration of Independence.

Publisher Response: Reject

OpenStax Biology powered by Kiddom addresses the latest Texas Science TEKS for high school biology via research-based content. All content in this rich curriculum was authored to 100% alignment and in-depth coverage of the TEKS as reviewed through the Texas Proclamation 2024 process.

These materials focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. Per the TEKS, By the end of 12th grade, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. These materials also offer content that supports analyzing and evaluating how natural selection produces change in populations (not in individuals).

Natural selection, as elucidated by Charles Darwin, operates as a mechanism of evolutionary change that acts upon populations rather than individuals. Individuals within a population exhibit variation in their traits due to genetic diversity. The focus on populations rather than isolated individuals is crucial in understanding the dynamics of evolutionary change. Natural selection operates on the statistical likelihood of certain traits contributing to reproductive success across a group, providing a framework for the gradual adaptation of populations to their environments.

Darwin's contributions centered on the understanding of biodiversity, adaptation, and the interconnectedness of life through empirical observations and rigorous scientific inquiry.

A consortium of world-class curriculum developers completed these materials. They drew from noted experts in the fields of science education, curriculum design, learning sciences, professional learning, and data analysis. They ensured the materials' effectiveness in the classroom. Developers include Rice University, Texas Wesleyan University, Texas A&M University, University of North Carolina at Chapel Hill, Brown University, The University of Texas Pan American, University of North Texas. We thank them for their contributions.

Publisher: McGraw Hill

Science, Grade 8

McGraw Hill Texas Science, Grade 8: TEKS

Comment 1

As a parent and a TRA retiree, former science teacher I applaud the Board's decision to include a scientific educational process in 8th grade science on the changing climate in Texas, the US and world.

I would suggest an advanced treatment of the topic be placed in High School General Science and Biology studies.

Congratulations and I hope Texas' cave man politics do not derail this effort.

Location: State wide

Publisher Response: Reject

Thank you for the comment. As no specific issue or error has been identified in a McGraw Hill program, we have no change to propose at this time. We believe our material is accurate and fully aligned to the TEKS and the course requirements of the state of Texas.

Comment 2

Textbooks that reach about climate change should be based solely on science, not politics. It is a fact that humans contribute to climate change and without that knowledge the planet is doomed. Children must be taught the hard truth.

Publisher Response: Reject

Thank you for the comment. As no specific issue or error has been identified in a McGraw Hill program, we have no change to propose at this time. We believe our material is accurate and fully aligned to the TEKS and the course requirements of the state of Texas.

Comment 3

Origin of Life

The "origin of life" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life. Any hypothesis on the Origin of Life first requires a Universe.

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude,

The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless one can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

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Darwin writes,

With savages, the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the process of elimination; we build asylums for the imbecile, the maimed, and the sick; we institute poor-laws; and our medical men exert their utmost skill to save the life of every one to the last moment. There is reason to believe that vaccination has preserved thousands, who from a weak constitution would formerly have succumbed to small-pox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

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Remember the Jim Crow miscegenation laws! Darwin then hopes, at some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate and replace throughout the world the savage races. At the same time the anthropomorphous apes, as Professor Schaaffhausen has remarked, will no doubt be exterminated. The break will then, be rendered wider, for it will intervene between man in a more civilized state, as we may hope, than the Caucasian, and some ape as low as a baboon, instead of as at present between the negro or Australian and the gorilla.

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It is important to understand that the world was agnostic to one’s skin color!

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Racism based on one’s skin color is a social poison, and we must all strive to bring the world society back to being agnostic to one’s skin color. The founding fathers of our nation were very clear that,

- They believed in a Creator, God who,

- Created all of mankind equal, and

- Endowed them with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

This is evidenced in the Declaration of Independence.

When William Jones translated Manu Dharma to English, the racist poison of the Indian Caste system based on one’s skin color, spread into the British Empire, catalyzing Charles Darwin, a Britisher, to develop the “science” behind Manu Dharma. Sadly later, Darwin's theory influenced Margaret Sanger, who promoted "eugenics" and "forced sterilization" to eliminate inferior races. Sanger began a "Negro Project" in 1939 to reduce the African-American population. Her racist views are seen in her statement, "The lower down in the scale of human development we go the less sexual control we find. It is said the aboriginal Australian, the lowest known species of the human family, just a step higher than the chimpanzee in brain development."

Darwin's Evolution is Critical Race Theory (CRT) at its best!

The racist roots of Evolution must be exposed since the faith and beliefs of the religion of Atheism has spawned dangerous social effects – Nazism, Eugenics, Biased Supreme Court Case, Miscegenation Laws, etc., and must also be taught under Social Studies. These have deviated America from the faith of our Founding Fathers as seen in the Declaration of Independence.

Publisher Response: Reject

Thank you for the comment. As no specific issue or error has been identified in a McGraw Hill program, we have no change to propose at this time. We believe our material is accurate and fully aligned to the TEKS and the course requirements of the state of Texas.

Biology

McGraw Hill Texas Biology: TEKS

Comment 1

Origin of Life

The "origin of life" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life. Any hypothesis on the Origin of Life first requires a Universe.

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude,

The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless one can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

All these concepts must be structured and taught under Major World religions in a Social Studies class. Our current TEKS and subsequent curriculum materials are promoting the religion of Atheism in our science classrooms, while suppressing the religion of Creationism. This is a grievous violation of a student’s constitutional right! So, correct this violation by restructuring the teaching of these TEKS by moving the faith and beliefs of the religion of Atheism to our Social Studies course under the study of the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Evolution, the Science of Racism

Darwin published the Descent of Man in 1871, and he placed human origins in Africa, and agreed with Huxley, “that man in all parts of his organization differs less from the higher apes, than these do from the lower members of the same group”. Darwin considered every population that is not white and European to be a savage, and “Apes are much given to imitation, as are the lowest savages”.

Darwin writes,

With savages, the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the process of elimination; we build asylums for the imbecile, the maimed, and the sick; we institute poor-laws; and our medical men exert their utmost skill to save the life of every one to the last moment. There is reason to believe that vaccination has preserved thousands, who from a weak constitution would formerly have succumbed to small-pox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

THE DESCENT OF MAN AND SELECTION IN RELATION TO SEX by Charles Darwin, pg 168

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At some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate and replace throughout the world the savage races. At the same time the anthropomorphous apes, as Professor Schaaffhausen has remarked, will no doubt be exterminated. The break will then, be rendered wider, for it will intervene between man in a more civilized state, as we may hope, than the Caucasian, and some ape as low as a baboon, instead of as at present between the negro or Australian and the gorilla.

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In the Supreme Court decision of Dred Scott v Sanford, 1856, Chief Justice Roger B. Taney delivering the opinion of the court stated,

"They had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit."

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Publisher: Myriad Sensors, Inc.

Biology

Conceptual Academy Biology (Texas Edition): TEKS

Comment 1

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Publisher Response: Accept

We appreciate the reviewers insights. We agree that the history of science should also be studied in the context of a social studies program. However, this is beyond our scope.

Publisher: Savvas Learning

Science, Grade 8

Texas Experience Science Grade 8 (Print with digital): TEKS

Comment 1

The Big Bang Theory

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude, The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

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I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless CISD can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

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Publisher Response: Reject

Thank you for your feedback.

Biology

Texas Miller & Levine Experience Biology (Print with digital): TEKS

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Publisher Response: Reject

Thank you for your comment.

Publisher: School-it!

Science, Grade 8

Elemental Science - 8th: TEKS

Comment 1

The Big Bang Theory

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude, The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless CISD can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

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Publisher Response: Reject

Yes, and we appreciate your perspective on this complex subject. We understand there are diverse viewpoints on the origins of the universe. As it currently stands, the Big Bang Theory is included in the 8th-grade science TEKS as an educational standard set by the State Board of Education. It is our responsibility to teach the curriculum as prescribed. Should the SBOE adjust these standards in the future, we will promptly reflect those changes in our teaching materials and practices. Thank you for expressing your concerns; we value the input of our community members.

Publisher: Smart Biology

Biology

BIOLOGY Texas: TEKS

Comment 1

Origin of Life

The "origin of life" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life. Any hypothesis on the Origin of Life first requires a Universe.

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"They had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit."

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So, for a Caucasian, a group of people having European ancestry classified with a light skin pigmentation, to think he/she was superior because of their skin color would be ridiculous! This is why Shakespeare in the early 1600s, wrote Othello where a person of color marries a white woman! Voltaire’s statement is affirmed by Angus Madison, a world scholar on quantitative macroeconomic history.

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Publisher Response: Reject

Thank you for your comment. Since it's quite extensive, we will address it in sections:

Origin of life:

Natural selection occurs not only in populations of individuals, but also at the molecular and macromolecular levels. This is especially relevant for self-replicating ribozymes 4 billion years ago. As a simple example, a "population" of one type of ribozyme that self-replicates faster will outcompete another "population" that self-replicates slower, all else being equal.

The input of energy from the sun (and from the core of the Earth via hydrothermal vents) was the driving force for the origin of life and continues to power all life today. With an input of energy acting on small molecules (nucleotides, amino acids, etc, all of which can form naturally based on physics and chemistry), macromolecules can be formed, then liposomes, protocells, etc.

Where does the sun's (and Earth's core's) energy come from, or how did it originate? The big bang provides a good answer to this, but this is really beyond the scope of what we're teaching in a biology textbook. Our starting point for evolution in this biology textbook is the sun and the Earth, so we will not address your comments/questions on the big bang theory or origin of the universe.

Religion of atheism:

The contents of this book (biology) teach students the physical makeup of cells and molecules, based on empirical data published in the public literature, as well as how they function. We say nothing about religion, atheism, spiritualism, faith, or anything of the sort, as that is one's personal beliefs, and has nothing to do with the contents of this book.

Evolution, Darwin, and the science of racism:

What Charles Darwin may or may not have said is irrelevant to this book. Our unit on evolution teaches students evolutionary concepts based on empirical, publicly available scientific data.

Publisher: Summit K12 Holdings

Science, Grade 8

Dynamic Science 8th Grade: TEKS

Comment 1

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Biology

Dynamic Biology: TEKS

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Publisher Response: Accept

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Publisher: TPS Publishing

Science, Grade 8

STEAM into Science - Grade 8 Edition: TEKS

Comment 1

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Racism based on one’s skin color is a social poison, and we must all strive to bring the world society back to being agnostic to one’s skin color. The founding fathers of our nation were very clear that,

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When William Jones translated Manu Dharma to English, the racist poison of the Indian Caste system based on one’s skin color, spread into the British Empire, catalyzing Charles Darwin, a Britisher, to develop the “science” behind Manu Dharma. Sadly later, Darwin's theory influenced Margaret Sanger, who promoted "eugenics" and "forced sterilization" to eliminate inferior races. Sanger began a "Negro Project" in 1939 to reduce the African-American population. Her racist views are seen in her statement, "The lower down in the scale of human development we go the less sexual control we find. It is said the aboriginal Australian, the lowest known species of the human family, just a step higher than the chimpanzee in brain development."

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The racist roots of Evolution must be exposed since the faith and beliefs of the religion of Atheism has spawned dangerous social effects – Nazism, Eugenics, Biased Supreme Court Case, Miscegenation Laws, etc., and must also be taught under Social Studies. These have deviated America from the faith of our Founding Fathers as seen in the Declaration of Independence.

Publisher Response: Accept

The content is written to exactly align to the TEKS for this grade, as set out by the State Board of education.

Biology

STEAM into Biology - High School Edition: TEKS

Comment 1

Origin of Life

The ""origin of life"" (OOL) is best described as the chemical and physical processes that brought into existence the first self-replicating molecule. OOL theories must create the first life using only the laws of chemistry and physics, and cannot rely upon natural selection. Natural Selection is the process through which populations of living organisms adapt and change and is not applicable since there is no reproduction before the first life. Any hypothesis on the Origin of Life first requires a Universe.

Science is unable to prove the Origin of the Universe, and what is taught is theories with conflicting views. With this science to conclude,

The Big Bang model envisions all energy and matter in the universe as having initially been concentrated in an extremely hot, dense singularity much smaller than an atom, or as stated by some, smaller than a proton.

So is the teaching Scientific Facts on the Origin of the Universe, or mere Hypotheses which are the Faith and Beliefs of the Religion of Atheism? There is nothing in the textbooks that even hypothesizes how the singularity came into existence! The First Law of Thermodynamics explicitly states that energy cannot be created or destroyed!

The Big Bang Theory is the heart of the Religion of Atheism, since without its singularity of infinite energy, there is no universe, and with no universe, there is no origin of life, the first self-sustaining, self-replicating cell, and with no self-sustaining, self-replicating cell, there is no Evolution, the Science of Racism, a Critical Race Theory (CRT) par excellence!

I therefore conclude that what is taught under the guise of science is the Statement of Faith and Beliefs of the Religion of Atheism, unless one can provide a scientific proof for the “singularity” at essentially infinite density and temperature as taught in our science courses.

All these concepts must be structured and taught under Major World religions in a Social Studies class. Our current TEKS and subsequent curriculum materials are promoting the religion of Atheism in our science classrooms, while suppressing the religion of Creationism. This is a grievous violation of a student's constitutional right! So, correct this violation by restructuring the teaching of these TEKS by moving the faith and beliefs of the religion of Atheism to our Social Studies course under the study of the World Religions. Evolution by Natural Selection, which is the science of racism, should also be included since it is part of the religion of Atheism.

Evolution, the Science of Racism

Darwin published the Descent of Man in 1871, and he placed human origins in Africa, and agreed with Huxley, "that man in all parts of his organization differs less from the higher apes, than these do from the lower members of the same group". Darwin considered every population that is not white and European to be a savage, and "Apes are much given to imitation, as are the lowest savages".

Darwin writes,

With savages, the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the process of elimination; we build asylums for the imbecile, the maimed, and the sick; we institute poor-laws; and our medical men exert their utmost skill to save the life of every one to the last moment. There is reason to believe that vaccination has preserved thousands, who from a weak constitution would formerly have succumbed to small-pox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

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It is important to understand that the world was agnostic to one's skin color!

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Publisher Response: Accept

- The text is explicitly written in accordance with Board of Education's State requirements – TEKS 10 - The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple mechanisms. The State Board fully accepts the text.
- There is no mention nor attempt to explain the origins of the universe, or life in the text, and nor should there be. It is not within the remit of this course, or the TEKS to discuss either of these things – then origin of the universe would not even be described as biology.

Aquatic Science

STEAM into Aquatic Science - High School Edition: TEKS

Comment 1

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Publisher Response: Accept

The origin of the universe is not a subject dealt with in the high school aquatic science curriculum. It is not listed as a topic in the Texas State standards (the TEKS) for the course. The topic is not included in either the TPS high school aquatic science curricula.