

1 HJR78
2 181658-1
3 By Representatives Butler, Mooney, Farley, Standridge, Moore
4 (B), Rich, Ledbetter, Brown, Wingo, Drake, Clouse, Greer,
5 Gaston, Faust, Ainsworth, Whorton (I), Wood, Wilcox,
6 Patterson, Pettus, Ball, Williams (P), Fridy, South,
7 Treadaway, Sessions, Weaver, Blackshear and Shedd
8 RFD: Rules
9 First Read: 23-FEB-17

2

3

4

5

6

7

8 URGING TEACHER ACADEMIC FREEDOM REGARDING SCIENTIFIC
9 EVIDENCE SUBJECTS.

10

11 WHEREAS, an important purpose of science education
12 is to inform students about scientific evidence and to help
13 students develop critical thinking skills necessary to become
14 intelligent, productive, and scientifically informed citizens;
15 and

16 WHEREAS, the teaching of some scientific subjects
17 required to be taught under the curriculum framework developed
18 by the State Board of Education may cause controversy
19 including, but not limited to, biological evolution, the
20 chemical origins of life, global warming, and human cloning;
21 and

22 WHEREAS, some teachers may be unsure of the
23 expectation concerning how they should present information
24 when controversy occurs on such subjects; now therefore,

25 BE IT RESOLVED BY THE LEGISLATURE OF ALABAMA, BOTH
26 HOUSES THEREOF CONCURRING, That we strongly urge:

(a) The State Board of Education, public elementary and secondary school governing authorities, directors of schools, school system administrators, and public elementary and secondary school principals and administrators and teachers should endeavor to create an environment within public elementary and secondary schools that encourages students to explore scientific questions, develop critical thinking skills, analyze the scientific strengths and weaknesses of scientific explanations, and respond appropriately and respectfully to differences of opinion about scientific subjects required to be taught under the curriculum framework developed by the State Board of Education.

(b) The State Board of Education, public elementary or secondary school governing authorities, directors of schools, school system administrators, and public elementary or secondary school principals and administrators should refrain from prohibiting any teacher in a public school system of this state from helping students understand, analyze, critique, and review in an objective manner the scientific strengths and scientific weaknesses of existing scientific theories covered in the course being taught within the curriculum framework developed by the State Board of Education.

BE IT FURTHER RESOLVED, That this resolution is intended to support the teaching of scientific information and shall not be construed to promote any religious or nonreligious doctrine, promote discrimination for or against a

1 particular set of religious beliefs or non-beliefs, or promote
2 discrimination for or against religion or non-religion.