

## Some Critical [Framework](#) or [NGSS](#) Commentaries

### *Reports Objecting to the Framework/NGSS:*

- In-depth *Framework/NGSS* analysis: [Part 1](#), [Part 2](#), [Part 3](#), and [Part 4](#). (2023)
- [Report](#): *Dangers of the Next Generation Science Standards*. (2023)
- [Report](#): *The Critical Classroom*. (2022)
- [Report](#): *Climbing Down — How the Next Generation Science Standards Diminish Scientific Literacy*. (2021) [See accompanying [video discussion](#).]
- [Report](#): *Science Betrayed — The propaganda infecting K–12 science curricula, especially on the environment, won't go away*. (2021)
- [Presentation](#): *First, Do No Harm — States should get out of the K-12 standards-writing business*. (2021)
- [Book](#): *Challenging Science Standards — A Skeptical Critique of the Quest for Unity*. Charles Ault (2015)
- [Report](#): The *Fordham Institute* analyzed the K-12 Science curriculum of [every state](#) as well as the NGSS. The NGSS was only given a “C”. (2013)

### *Framework/NGSS Advancing a Progressive Agenda:*

- [Climate Alarmism Posing as Science Education for Children](#) (2022)
- [7th Grade Science Should Not Include Climate Indoctrination](#) (2022)
- [Environmental indoctrination in our schools](#) (2019)
- [Keep an eye on high school climate modeling](#) (2017)
- [Common Core and K-12 Science Education — Could This be a Start to Climate Youth?](#) (2014)
- [Wyoming Continues Battle Over Science Standards](#) (2014)
- [Citizens for Objective Public Education](#) take an official position and [Recommends Against the NGSS Science Standards](#) (2013)
- [States Respond to NGSS Science Standards](#) (2013)
- [If you're troubled by Common Core, check out the controversial NGSS](#) (2013)
- [Heather MacDonald](#) states that these “standards are troubling in their embrace of the [nostrums of progressive pedagogy](#).” (2013)

*Framework/NGSS and Religion:*

- Atheism is the only religion tolerated by NGSS: [Part 1](#) and [Part 2](#) (2015)
- [NGSS embraces materialism and the religion of Secular Humanism](#) (2013)
- [Atheism, Darwinism, and Environmentalism in a Lab Coat: Next Generation Science Standards Coming to YOUR State Soon!](#) (2013)
- [Kansas Families Sue to Stop NGSS \(on religious grounds\)](#) (2013)

*Other Framework/NGSS Content Complaints:*

- [NGSS overemphasizes engineering and stresses skills over content knowledge](#) (2017)
- [NGSS is Science Education Plague](#) (2015)
- [Kentucky Governor Overrides Legislature on NGSS](#) (2013)
- [How best to integrate content and practices in science](#) (2013)

*Misc Framework/NGSS Objections:*

- [Boxed In: How the NGSS Impedes Science Teaching](#) (2013)
- [Exiting the National Standards Bandwagon](#) (2012)
- [Five Criticisms of the Framework for K-12 Science Education](#) (2011)

“There is little criticism of the new *Framework* because it is not in the best interests of many science educators to upset or question such a prestigious group selected by one of the most significant science organizations, the *National Academy of Science*. There is little criticism because if you are a science education researcher it might have negative effects on future funding possibilities from government and non-government sources. If you are a science teacher, the culture of schools today does not support questioning of standards reform, or anything remotely connected to the *Common Core State Standards* movement.” See [here](#).

“The *Framework* and NGSS seek to imbue students with particular political views regarding climate change, sustainability, renewable energy, and other environmental matters. They fail to present these controversial issues objectively. For example, NGSS focuses on the negative effects of human interactions with the environment, while downplaying activities which show responsible stewardship of the Earth. NGSS also promotes the view that manmade greenhouse gas emissions are a major contributor to global warming. This (like other aspects of climate change) is debatable, but NGSS coverage of the issue lacks the needed balance. **The promotion of particular political opinions and positions should not play a role in science education.**” From [here](#).