SCIENCE INSTRUCTION

The School Board believes that science education should give students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and aware of ways in which science, mathematics and technology depend upon one another. The school district will ensure that a balanced approach to environmental issues will be taught in the school.

The Board expects that students shall come to know that science, mathematics and technology are human enterprises, with strengths and limitations. As part of their science instruction, students should learn how to use scientific knowledge and ways of thinking for individual and social purposes.

A scientific fact is an understanding based on confirmable observations and is subject to test and refinement. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

From time to time, natural science teachers are asked to teach content that does not meet the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences and defined in this policy. As a matter of principle, science teachers are professionally bound to limit their teaching to science and should resist pressure to do otherwise.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Legal Reference:
*   ALASKA ADMINISTRATIVE CODE*
*   4 AAC 04.060 Science Performance Standards*

Revised 9/97

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
Adoption Date: 10/13/99