

## Academic Standards:

### Evolution vs. Intelligent Design: How has this Debate Affected Religious Communities?

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#### Science

**Standard 7:** Understands biological evolution and the diversity of life

**Level III, Benchmark 1; Level IV, Benchmark 4**

<http://www.mcrel.org/compendium/topicsDetail.asp?topicsID=818&subjectID=2>

**Level III, Benchmark 1.** Knows basic ideas related to biological evolution (e.g., diversity of species is developed through gradual processes over many generations; biological adaptations, such as changes in structure, behavior, or physiology, allow some species to enhance their reproductive success and survival in a particular environment)

**Level IV, Benchmark 4.** Knows that the basic idea of evolution is that the Earth's present-day life forms have evolved from earlier, distinctly different species as a consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring

**Standard 11:** Understands the nature of scientific knowledge

**Level III, Benchmark 2; Level IV, Benchmark 2**

<http://www.mcrel.org/compendium/topicsDetail.asp?topicsID=662&subjectID=2>

**Level III, Benchmark 2.** Understands the nature of scientific explanations (e.g., use of logically consistent arguments; emphasis on evidence; use of scientific principles, models, and theories; acceptance or displacement of explanations based on new scientific evidence)

**Level IV, Benchmark 2.** Knows that scientific explanations must meet certain criteria to be considered valid (e.g., they must be consistent with experimental and observational evidence about nature, make accurate predictions about systems being studied, be logical, respect the rules of evidence, be open to criticism, report methods and procedures, make a commitment to making knowledge public)

**Standard 12:** Understands the nature of scientific inquiry

**Level III, Benchmark 2**

<http://www.mcrel.org/compendium/reference.asp?item=benchmark&BenchmarkID=1019&subjectID=2>

**2.** Understands that questioning, response to criticism, and open communication are integral to the process of science (e.g., scientists often differ with one another about the interpretation of evidence or theory in areas where there is not a great deal of understanding; scientists acknowledge conflicting interpretations and work towards finding evidence that will resolve the disagreement)

#### Language Arts

**Standard 4:** Gathers and uses information for research purposes

**Level IV, Benchmarks 2, 5**

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=7&StandardID=4>

- 2. Uses a variety of print and electronic sources to gather information for research topics
- 5. Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies

**Standard 8:** Uses listening and speaking strategies for different purposes

**Level IV, Benchmarks 2, 4, 8**

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=8>

- 2. Asks questions as a way to broaden and enrich classroom discussions
- 4. Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade)
- 8. Responds to questions and feedback about own presentations (e.g., clarifies and defends ideas, expands on a topic, uses logical arguments, modifies organization, evaluates effectiveness, sets goals for future presentations)

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