Dear Members of the Texas State Board of Education,

We write to you as climate scientists concerned with the quality and integrity of Texas science education with regard to climate change.

Now, as you are considering revisions to the science standards for kindergarten through grade 8, we urge you to ensure that students are prepared for the demands of these high school classes, as well as for the challenges of the 21st century.

We write to you as climate scientists concerned with the quality and integrity of Texas science education with regard to climate change.

First, “can” was added. But the influence of human activities on climate is not a mere possibility, as “can” suggests: it is now more certain than ever, based on many lines of evidence, that humans are changing Earth’s climate. So the standard should read “including the release of greenhouse gases.”

Additionally, we urge you to retain 8.11.A in current form, “use scientific evidence to describe how natural events, including volcanic eruptions, meteor impacts, and abrupt changes in ocean currents, and the release and absorption of greenhouse gases, influence climate.” This represents basic knowledge about climate science that every citizen should acquire.

Finally, we note that 76 percent — more than three in four — of Texans agree that schools should teach about the causes, consequences, and potential solutions to global warming, according to the Yale Program on Climate Change Communication’s estimate. Adopting standards containing 8.11.A, the corrected version of 8.11.B, and 8.11.C would help Texas’s schools to do so.

Sincerely,

Brett Baker, University of Texas
Jaye Baker, Texas A&M University
Three Houston

Philip Bennett, University of Texas
Joan Braden, University of Texas

Dan Breider, University of Texas
Sara Brophy, Texas A&M University

Goodwin College, University of Texas
Dana Delaney, Texas A&M University

Gerry Celante, University of Texas
Amy Cramar, St. Anthony’s College

Don Conlee, Texas A&M University
Amy Concilio, St. Edward’s University

David Cannatella, University of Texas
Sarah Brooks, Texas A&M University

Sarah Brooks, Texas A&M University

Don Conlee, Texas A&M University
Amy Concilio, St. Edward’s University

David Cannatella, University of Texas
Sarah Brooks, Texas A&M University

Sarah Brooks, Texas A&M University

Don Conlee, Texas A&M University
Amy Concilio, St. Edward’s University


3. Yue Zhang, Texas A&M University

Colin Zelt, Rice University

Laurence Yeung, Rice University

Zong-Lian Yang, University of Texas

Feiqin Xie, Texas A&M University-Corpus Christi

Yuankun Xu, Southern Methodist University

Gunnar Schade, Texas A&M University

Anne Stoner, Texas Tech University

Lisa Smykla, University of Texas Marine Science Institute

Nicholas Smith, Texas Tech University

Courtney Schumacher, Texas A&M University

Anja Schulze, Texas A&M University at Galveston

Susan Schonberg, University of Texas Marine Science Institute

Gerald R. North, Texas A&M University

Kristin Nielsen, University of Texas

James McClelland, University of Texas

Matthew McCary, Rice University

Mikhail Matz, University of Texas

Caroline Masiello, Rice University

David Lumley, University of Texas at Dallas

Chuntao Liu, Texas A&M-Corpus Christi

Timothy Keitt, University of Texas

Thomas Juenger, University of Texas

Shalene Jha, University of Texas

Marc Hesse, University of Texas

Patrick Heimbach, University of Texas at Austin

Pedram Hassanzadeh, Rice University

Breanna Harris, Texas Tech University

John Geissman, University of Texas at Dallas

Lee Fuiman, University of Texas

Norma Fowler, University of Texas

Joseph Felix, Texas A&M-Corpus Christi

Caroline Farrior, University of Texas

André Droxler, Rice University

Andrew Dessler, Texas A&M University

David Apartment, Rice University

Yue Zhang, Texas A&M University

 Institutions and affiliations are provided only for the purpose of identification.