

Year 2017-2018

Life Science 7th Grade

Parents & Students, READ, keep this packet for reference:

SIGN AND RETURN TO MR. GALLOWAY ONLY THIS FRONT PAGE.

Mr. Galloway BS, M.Div. *see biography* @ http://soulcare.org/gsinew_resume.html

We have READ Mr. Galloway's "Syllabus, Guidelines, Class Discipline/Management" paper.
By God's grace, we will do our best to follow them for Christ's honor and the benefit of others.

STUDENT'S SIGNATURE

DATE

PARENT'S SIGNATURE

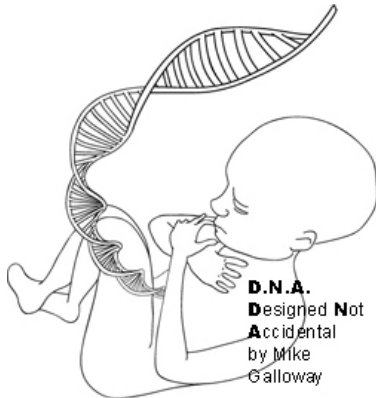
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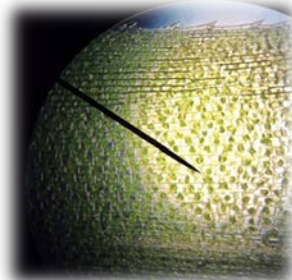
Scotty, our Good Shepherd Sheepdog



WELCOME to our NCZoo-Rescue-ARK-Classroom full of exotic creatures



D.N.A.
Designed Not
Accidental
by Mike
Galloway



7th Grade: Life Science 2017-2018

Bio-Logic: Integrating Science with Scripture and Technology

Mr. Galloway 985-285-4630 cell

Science Web page: http://soulcare.org/gsinew_creation_lifescience_17_18.html

Mr. G's Website: GOOD SHEPHERD INITIATIVE – SOULCARE.ORG

www.SoulCare.ORG (.ORG) : sgalloway@northlakechristian.org



Textbook: LIFE SCIENCE, 2017, by McGraw Hill / Glencoe Publishing. We chose this secular non-Christian textbook for many reasons. Its presentation of observational, direct science is accurate and excellent – able to prepare students for higher level rigorous science classes. Its presentation of historical, indirect science is an **inaccurate macroevolutionary** view - allowing many opportunities for training students in critical (bio-logical) thinking, **integrating** supplemental (biblical-integration) materials from respected PhD scientists who are **biblical** creationists.

BIBLICAL-INTEGRATION materials for CRITICAL THINKING re: macroevolution vs. creation

* *New, up to date content is added every year including, exciting updates from a symposium on genetics, epigenetics, and Intelligent Design that I was invited to attend on the campus of Cornell University in 2011. Twenty-five scientists presented to about 100 attendees, most of whom were PhD scientists or PhD students (yes I was way out of my league-☺, so I'm not sure how I got invited.).* These scholars presented amazing new discoveries, research, and conclusions showing that macroevolution by mutations is impossible. The only logical, scientific, and spiritual explanation for the massive coded **information** in living systems is a **supernatural Intelligent Designer, NOT natural** chemical processes.

Attending science/Scripture education conferences has been an exciting opportunity to meet and learn from some of world's leading **Christian** professors and researchers in science and Scripture (*see below*). Their research evidence is used to facilitate this critical thinking about ORIGINS, students will examine research from world renowned scholars that are **Christian-Creationists**.

There are thousands of such scholars, including:

SCIENTISTS

- inventor of the MRI, Dr. Raymond Damadian MD, and Dr. David Menton (award winning medical school anatomy professor)
- inventor of the Gene Gun at Cornell, professor John Sanford PhD, author of GENETIC ENTROPY
- inventor of the finest geophysics model of Earth's tectonic plates at the famous Los Alamos, Dr. Baumgardner PhD
- respected PhD geologists Snelling, Austin, Silvestru, Thomson, and many others ...
- respected PhD astrophysicists Hartnett, Humphreys, Lisle, Faulkner, plus more ...
- respected PhD biologists/geneticists/chemists Jeanson, Tomkins, Truman, Nevin, Barnard, Lumsden, Eirich, ...

THEOLOGIANs

- Dr. Wayne Grudem, internationally respected Scripture scholar, author of many seminary textbooks, *SYSTEMATIC THEOLOGY*, etc....
- Dr. John MacArthur, world renowned biblical exegete, president of Masters College/Seminary, see www.GTY.org
- many others like Dr. John Piper, Dr. Al Mohler, etc.....

* **These 1,000's of courageous PhD scientists who represent all fields of scholarship, fully ACCEPT biological adaptation (natural selection), but they REJECT the unproven theory of macroevolution through selection of mutations. See the following sites amazing resources:**

See also - <http://www.answersingenesis.org/Home/Area/bios/>

See also - <http://creation.com/creation-scientists#modern>

See also - <http://www.discovery.org/a/2732>

See also - www.AnswersInGenesis.org, www.ICR.org,

<http://creation.com/>, www.logosresearchassociates.org

See also - www.LogosResearchAssociates.ORG

Why did I choose to give up my past teaching at colleges, seminaries, and high school biology to now focus on teaching middle school science & Bible? Dr. Herbert's comments below express my own heart on this question.

Dr. Jake Herbert PhD Physics from the Univ. of Texas shares his motivation that mirrors my own:

"My **journey** to taking part in a creation research ministry started early in life. I became a born-again Christian at the age of seven, but in **middle school** I started having intellectual doubts about the validity of the Christian faith. Although my doubts were more of a general nature and did not center exclusively on the creation-evolution issue, it's striking that surveys show nearly 40% of young people who no longer completely trust the Bible's account of history had their first doubts in **middle school**, likely due to their first systematic exposure to evolutionary and old-earth doctrine. By the **Lord's providence**, a close family friend loaned me the book *Scientific Creationism*, written by ICR's founder Dr. Henry M. Morris. This book answered many of my questions and ignited a **lifelong passion** for Christian **apologetics**, inspiring a dream to one day enter Christian **ministry**."

Acts & Facts Magazine, July 2015. www.icr.org

**** However, "Dr." JESUS** is my number one reason for choosing Middle School

"Then they **brought** little **children** to [Jesus], that He might touch them; but the **disciples rebuked** those who brought *them*. **But** when **Jesus** saw *it*, He **was greatly displeased** and said ..., "**Let the little children come to Me, and do not forbid them; for of such is the kingdom of God. Assuredly, I say to you, whoever does not receive the kingdom of God as a little child will by no means enter it.**" And [**Jesus**] **took them up in His arms**, laid *His* hands on them, **and blessed them.**" [Mark 10:13-16](http://www.bible.com/bible/1/Mark/10/13-16)

Please NO FRAGRANCES (perfumes or colognes).

- My over exposure to *pesticides* way back when I worked at the Audubon Zoo and a vet hospital caused a chemical sensitivity to fragrances and other pesticide related chemicals that trigger **migraine headaches**. Our students and teachers have been very kind and accommodating to this difficulty over the past years. **Thank You!**

<http://www.m.webmd.com/allergies/features/fragrance-allergies-a-sensory-assault>

Syllabus, Guidelines, Class Discipline/Management



STUDENTS, much of your work will involve using **DIGITAL** electronic documents **INSTEAD** of **PAPER** documents.

So we will teach you how as the days and weeks unfold. Your responsibility is to **PRACTICE** and learn how to receive, work on, store, send, and receive materials between you and your teachers. We will be glad to answer any tech questions you have as the year unfolds. **DON'T WAIT TILL TOO LATE ☺**

I look forward to serving as your teacher, studying together the fascinating truths of God's **World** (*Science*) in the light of God's **Word** (*Scripture*). As a former zookeeper (literally *lions, tigers, bears, elephants, etc* at the Audubon Zoo), animal trainer, and emergency veterinary surgical assistant, I can't wait to share many "creature-feature" stories, pictures, and principles that reveal the awesome power, love, and wisdom of our Creator. Plus, I believe you will enjoy our classroom "NCZoo" aquariums/vivariums (featuring many of God's exotic animals). My years here at NCS have been the greatest blessing in my **family's** life, far surpassing the 30+ years as a **zookeeper**, wildlife **rescuer**, seminar **speaker**, Christian family **counselor**, regional **supervisor** of counselors for various counseling organizations, and **church-planter**/pastor (all sort of the same basic role –

just a *sheepdog* caring for different creatures).

Why study apologetics and science? Even for those who do not plan to pursue science related vocations, knowing science facts and principles can make your life safer, healthier, and more enjoyable. Science knowledge can protect you from deceptive advertisements, questionable theories, diseases, and dangerous creatures. Even better, it can open up to you God's exciting world of wonder - eclipsing any hi-tech human products from Hollywood or Microsoft (**EVEN iPADS & iPhones**).

My prayer is that you will not only learn to *discern* in this corrupted world of *deception*, but to establish a strong foundation of science knowledge. My desire is for all of us to have fun as we investigate the physical, biological, and relational world God has created. In addition to class lecture, I plan to include field trips, videos, hundreds of PowerPoint visuals, website resources, plus practical laboratory experiences and experiments. I'll be working hard for you, so in turn you will be expected to work hard and follow the rules. That way, all students can enjoy a quiet and peaceful learning atmosphere.

Course Description: This *introductory* "LIFE"/bio-logic course is designed to establish a foundational awareness of the origin of life and Bio-Info (programmed DNA coding), the characteristics and qualities of living creatures, contrasting the biblical and the non-biblical views regarding the science of life. *Secular* textbooks and courses in biology and life science spend approximately 20-25% of course time promoting **macro**-evolution by mutations as the **mechanism** for biological change. Therefore, we will cover these issues thoroughly, yet also demonstrate the *unsubstantiated hypotheses* that underlie the theoretical *assumptions* of Neo-Darwinian **macro**evolutionary theory.

SCIENCE-SCRIPTURE ANALOGY: Faith is the same for *scientific* and for *spiritual* beliefs ...

"Now faith is the substance of things hoped for, the **evidence** of things **not [yet] seen**. For by it the elders obtained a *good* testimony. By faith we understand that the worlds were framed by the word of God, so that the things which are seen were not made of things which are visible." **Hebrews 11:1-3**



Smelling smoke is evidence for a rational belief or faith that it was caused by a fire that you cannot YET see. In the same way, there is a massive-mountain, an overwhelming-ocean, of evidence pointing to Christ our Creator whom we cannot YET see. Biblical faith is *evidential*, rational faith, NOT blind, irrational faith. It is the foundation of the scientific method, (see Proverbs 14:15 and Isaiah 1:18).

Dr. Peter Harrison, *Oxford University Professor of Science & Religion*

"Strange as it may seem, the **Bible** played a **positive role** in the **development** of **science**. ... Had it not been for the rise of the **literal interpretation** of the Bible and the subsequent appropriation of biblical narratives by early modern scientists, **modern science may not have arisen at all**. In sum, the **Bible** and its **literal interpretation** have played a **vital role** in the **development** of **Western Science**." **Harrison, P., The Bible & the rise of science, *Australasian Science* 23(3):21-24, 2009**

The Bible teaches us to believe only that which is supported by strong evidence, logically and analytically evaluated. In fact, the word *logical* comes from the NT Greek term, *logikos*, which means "reasoned according to the Word". Therefore, our emphasis will be "**Bio-Logic**", learning to think scientifically / scripturally.

CLASS ROUTINE – GRADING POLICY

All units will be presented using PowerPoint, a large screen projector, and **our iPads**. Many science DVD's, practicum labs, field exercises, and class/home assignments will supplement my PowerPoint lectures. Approximately every two weeks we will cover a new topic/unit. After each first week of a unit, a **QUIZ** will be given to help the students stay focused. At the end of about the second week of each unit, a **TEST** will be given.

Class Preparation:

1. Homework assignments, reports, or projects (on time)
2. Positive attitude: **Choose God's Attitude for J.O.Y. – Jesus 1st, Others 2nd, Yourself 3rd**
Soon, you will be out in the world with your own job. Your boss will be more inclined to give you a raise or promotion if you have conducted yourself as a faithful, *respectful* employee ("Yes, sir" works: ☺)
 - Choose to be faithful to God, your parents, and your school – with J.O.Y.
 - I have **zero** tolerance for teasing, name-calling, or bullying of any kind.
 - Speak only when you have permission. Raise your hand anytime you're curious or confused.
 - Show respect to those in authority by saying "Yes sir" and "No sir", "Please", "Excuse me", etc.
 - No food or drink in class, unless approved with a doctor's recommendation.
 - Don't touch anything in class, without permission, that does not belong to you.
 - The principal (my boss ☺) has said that NO student will be allowed in class if late.
So if you don't make it to class before the bell, you must get a slip from the office.

Grading / Assessment: Grades will be updated on **Ren-Web** weekly.
See the NCS Handbook for the different GRADING SCALES.

Each 9 weeks we will have approximately 10 grades:

- About 4 quizzes, 4 tests, a lab grade, and a possible project.
- also a Homework/Classwork grade that **starts** with 100 points each 9 weeks (each late or incomplete assignment results in a loss of **4 points**)
- Makeup **tests** must be completed according to **NCS policy (see Handbook)**.
- Late **projects** will also be subject to **NCS policy (see Handbook)**.

Quarter grades are calculated as follows:

- 50 % - tests (papers and projects are considered test grades)
- 30 % - quizzes (lab reports are considered quiz grades)
- 20 % - combined homework/classwork grades

Year-end grades are calculated as follows:

- 50% - first semester 50% - second semester



CHARACTER-Attitude/Actions/Affect! Class Accountability / Discipline / Management

"A perfect parent is a person with excellent child-rearing theories,
and NO actual children." 😊 Dave Barry, comedian



*** Students must be in the room, seated, and quietly working on that day's BELL assignment AS SOON AS the tardy bell rings. So, move to class quickly! Use your break & lunch wisely.**

*** AUDIO-VIDEO of Mr. G's presentations are accessible on the following subjects & others @ [http://soulcare.org/gsi AUDIO VIDEO GSI.html](http://soulcare.org/gsi_AUDIO_VIDEO_GSI.html)**

(Participation affects your Home/Class work): Every term (*quarter*), each student **begins** with a maximum of 100 home/class work points for class participation and cooperation. *Disruptive* behavior and/or *lack* of participation will result in loss of some points. "Lack of participation" does not mean shy students, but students who refuse to adequately complete class assignments, etc.

INDIVIDUAL Strikes, Infractions, & Detentions:

In addition to a loss of *some* points, any *significant* disruption during a particular class period also earns **one strike**. A **second** strike results in further loss of points plus extra work. At the **third** strike during that class period, the student receives a written *infraction*, which is given to the school disciplinarian. Generally, the school disciplinarian will assign a *detention* for each infraction, but that is up to his discretion. Strikes do not carry over into the next day. If a student ends class with only two strikes, he will begin the next day's class fresh, with zero strikes. An **infraction** will **immediately** be given for a **serious** disruption, even if there were *no* previous strikes. * **Beware** – a serious behavior issue can earn an immediate infraction even if it is the first one that day!

Below are some related principles *from a sample of my articles on the website*. Please go to the web links, if you'd like to get a more comprehensive view of what I mean by these very brief, summary outlines. Feel free to contact me by **EMAIL** if you have any questions at any time: sgalloway@northlakechristian.org



Socialization: Ever notice that when one person yawns, almost everyone else in the room is also tempted to yawn? God has created us socially contagious to learn good habits from those around us. This can positively enhance good discipleship growth or negatively worsen bad patterns of attitude, actions, and affect.

I Cor 15:33 "Do not be deceived: 'Evil company corrupts good habits.'"

Prov 12:26 "The righteous should choose friends carefully, for the way of the wicked leads them astray."

Prov 13:20 "He who walks with wise men will be wise, but the companion of fools will be destroyed."

© L.E.A.D. -

Years ago, in order to help my own six children to understand and easily remember the "why" behind my rules, I made up the acronym © L.E.A.D. based on core biblical principles. One of our responsibilities as teachers is to cooperate with parents in their desire to produce maturity in their children. As *Christian* authorities, the objective is to help *lead* toward maturity in Christ's own character qualities (Gal 5:22-25), for God's glory. These four central concepts are necessary in order to lead according to Scripture.

- **Loving** (Mat 22:36-40; Joh 13:34-35; Rom 13:8-10; 1 Co 12-14; Gal 5:14)
- **Equipping** (Rom 1:12; 1 Th 3:1-2; 5:14; 2 Ti 3:15-17)
- **Accountability** (Mat 18:15-20; 28:18-20; 2 Tim 2:1-4; Titus 2:3-5)
- **Discipline** (Mat 18:15-20; 1 Co 5:9-13)

Why & When to L.E.A.D.? When a Christian is in a position of authority, he or she is to lead as Christ, not the way of the world. If we *love* and *equip*, but do not exercise *accountability* and *discipline*, our leadership is unbiblical and will fail to honor God, benefit others, and establish peace and harmony. Chaos will eclipse order. Disorder becomes dysfunction personally and as a culture. Likewise, if we **over** focus on *accountability* and *discipline* yet **neglect** *loving* and *equipping*, then our leadership will fail just the same. It will be harsh and provoke those under our authority to bitterness (Eph. 6:4).

Also, we must beware of the modern *myth* of *mutual* submission. The New Testament term for submission is *hypotasso*, literally “to get in rank under”. It cannot be *mutually* applied. If one is submissive in a relationship, then the other person must be in authority. A parent, for example, is to be loving and kind, but never *submit* to their children. Teachers must exercise firm, loving authority over the students, and not let a student take over a class. (See the article by Wayne Grudem, PhD on “[The Myth of Mutual Submission](#)”.)

I expect students to respond to adults at school with “*Yes sir/ma’am*” and “*No sir/ma’am*”, in order to help them prepare for future college and jobs. Most professors and employers will react more rewardingly to those under their authority who show *verbal* respect. When it comes to a raise/promotion, the employee who has had a habit of answering the boss with “*Yeah*” will not fare as well as the one who regularly said, “*Yes sir/ma’am*”. *Keep in mind, tone & expressions are just as important as the actual “words” you use!*

*** [AUDIO-VIDEO](http://soulcare.org/gsi) of Mr. G’s presentations are accessible on the following subjects & others @ <http://soulcare.org/gsi> AUDIO VIDEO GSI.html**

TRAINING - Beyond Mere Teaching: The New Testament Greek term (*parakletos*) means “one called alongside”, and its verb form is often used in the many commands to train “one another”. As I emphasize in my family seminars around the country - biblically there are at least **three** dimensions to serving as a *parakletos* authority (trainer/coach, i.e. parent, pastor, teacher, etc.):

Show Them: our Heavenly Father's Face, by modeling the character we expect of them (2 Cor. 3:18)

Know Them: individually, through careful, open and active listening (Prov. 27:23)

Grow Them: so that they learn discernment and self-control (both soul and body) (Eph. 4:15)

Think of *training* in light of the following seven biblical principles/practices, culminating in the peaceful rest of a harmonious relationship of *agape* love and rank order (Greek = *hypotasso*). By the way, these biblical principles even worked in training wild animals 30 years ago when I served as a zookeeper and animal trainer at the Audubon Zoo / Asian Domain (carnivores and elephants).

1. **Rules** (Clarify rules, since it’s unfair to punish for a rule that was unknown.)
2. **Consequences** (Emphasize positive consequences for respect and obedience.)
3. **Command** (Given once, not repeated over and over as an empty threat)
4. **Application** (Consistently apply consequences, pos. or neg., as deserved)
5. **Overcome** (An authority must “win” and NEVER *blow up* or *give up* when challenged)
6. **Praise** (When the child finally obeys, encourage him genuinely and with joy.)
7. **Rest** (Consistent application of 1-6 increases trust, respect, and love producing peaceful rest)

Positive Peer Accountability (Matt 18:15-20) – IS NOT TATTLING

Seven simple (yet not easy) steps for positive peer pressure (accountability):

1. **Cover** (1 Pet 4:8) As a student, you should *tolerate* little problems with your peers.
2. **Confront** (Mat 18:15) Serious problems require a private, personal talk with a peer. Be sure that the information you believe about someone is accurate. **Clarify**.
3. **Confirm** (Mat 18:16) If necessary, get only 1 or 2 others to also talk with that person. Tell authorities if it is very serious and the person will not change
4. **Condemn** (Mat 18:17) Only authorities have the right and responsibility to punish.
5. **Cutoff** (Mat 18:17) Break off a destructive relationship until change occurs.
6. **Continue** (Mat 5:43-48) Keep praying for that person and remain humble and kind.
7. **Rest** (Mat 11:28-30) Trust God to take care of things that are not your job.

By the way, these biblical principles work not only for students dealing with one another, but also for *teachers* and *parents*, and even for the Good Shepherd’s *nephesh* animals!



APPEAL: A Right and Sometimes a Responsibility (Matthew 18:15-20)

It is also important for anyone under authority (including students) to know that they have a *right* to make an appeal regarding decisions by authorities that they believe are inaccurate, unfair, or even sinful. Sometimes it becomes more than just a *right*. It is at times a *responsibility* to appeal not only directly to a sinful authority, but even *above* that authority to higher authorities. This, of course, would be the case if there is a serious need to protect self, someone else, or even that authority from foolish or sinful decisions. Please remember that a person *under* authority does *not* have the right to “rebuke” an authority. That’s the job of others either *equal* to or *above* that authority in *rank* (hypotasso principle, Luke 2, note how Jesus as a boy spoke to His parents and the Jewish teachers).

GOSSIP: Never Acceptable for Students OR STAFF (Ephesians 4:29)

Also, it is never Christ-like to gossip. Whether a problem involves a peer who is in equal rank, an authority like a teacher or parent, or those *under* authority, Scripture condemns gossip. Use the biblical processes of *appeal* and *accountability*, trusting God.

Remember, strong love stands firm when conflict arises (Eph 6:10-20) and **never** *blows up* or *gives up*. So, when tempted beyond your own limited human “goodness”, the only way to respond like Christ is to submit to Him in humble faith, and let Him rule (in that moment) over our natural will. That means, to let Him live His goodness through us, even to those who are hurtful (Luke 9:23-26). Only God has the goodness to love His enemies (Romans 5:1-10), yet by the grace of His Spirit ruling over our hearts we can **and should** reflect His image and character.



YOUR SERVICE SHEEPDOGS Mr. Galloway & SCOTTY!

