

**Parents and Students, READ & keep this for reference:
SIGN AND RETURN TO MR. GALLOWAY ONLY THIS FRONT PAGE.**

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

DATE



Scotty, our Good Shepherd Sheepdog



Our NCZoo Classroom full of exotic creatures

Mr. Galloway 985-285-4630 cell

MR. G'S BIBLE Web page: http://www.soulcare.org/gsinew_creation_BIBLE_class_15_16.html

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

www.SoulCare.ORG (.ORG, not .com, not .net ...)

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defend their faith, and proclaim the gospel of Jesus Christ in a loving and effective way.

Textbook/Materials - All of us in the NCS Middle School Bible department are excited about the new *Answers Bible Curriculum* we will begin this year. It's a three-year chronological study of God's history (i.e., **His-story**) developed by a team from Answers in Genesis. Answers in Genesis (AiG) is an apologetics ministry that includes internationally recognized scholars in both Scripture and science. AiG is committed to training Christians to honor God our Father, defend their faith, and proclaim the gospel of Jesus Christ in a loving and effective way.

The *Answers Bible Curriculum (ABC)* teaches students how to apply Bible **interpretation** skills (*hermeneutics*). It presents the history of the world in seven key historical periods called the "7-C's" that are easy to remember. Relevant Scripture verses and passages will be memorized for life application. The first "C" stands for **Creation**, because our Creator's revelation of **ORIGINS** (how, why, and when He created all things) is the **foundation** undergirding every major Christian doctrine. Since Christ, God's Word - our Creator - is the cornerstone of this foundation, our 8th graders will **begin** at the **beginning**. They will start with the foundational truths of **Genesis** and then work/walk their way on through **Exodus**. All along the way, students will utilize the rest of the Bible, learning to interpret each passage in the context of all Scripture.

Supplemental Materials for CRITICAL THINKING about evolution vs. creation:

* *New content will be included, especially 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 ☺). These scholars shared amazing new discoveries, research, and conclusions demonstrating the impossibility of macroevolution by mutations. The only logical, scientific, and of course spiritual explanation for the massive coded **information** in living systems is a *supernatural Intelligent Designer NOT natural chemical processes*. To facilitate this critical thinking when we discuss Scripture passages about ORIGINS, students will examine research from world renowned scholars that are **Christian/Creationists, There are thousands of such scholars, including:***

- inventor of the MRI, Dr. Raymond Damadian MD
- inventor of the Gene Gun at Cornell, professor John Sanford PhD
- inventor of the geophysics model at Los Alamos, Dr. Baumgardner PhD
- respected PhD geologists Snelling, Austin, Silvestru, Thomson, ...
- respected PhD astrophysicists Hartnett/Humphreys/Lisle, Faulkner, ...
- respected PhD biologists/geneticists/chemists Menton, Jeanson, Tomkins, Truman, Nevin, Barnard, Lumsden, Eirich

* These 1,000's of courageous PhD scientists who represent all fields, **ACCEPT** adaptation (natural selection), but **REJECT** macroevolution through mutations

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,

See also - www.ICR.orghttp://creation.com/,

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

My Creation Journey, Dr. Jake Herbert PhD Physics, Univ. of Texas “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**.” [Dr. Jake Hebert PhD]

However, “**Dr.**” JESUS is my number one reason for choosing MS . . .

“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

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>

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 reflecting On-Level, Honors, and AP.

Quarter grades are calculated as follows:

- 50 % - tests (papers and projects are considered test grades)
- 25 % - quizzes (lab reports are considered quiz grades)
- 25 %- combined homework/classwork grades

Semester grades are calculated as follows:

40 % - first quarter 40 % - second quarter 20 % - exam

Year-end grades are calculated as follows:

50% - first semester 50% - second semester

Welcome Parents and Students! - some extra supplemental stuff ☺

I look forward to serving as your **8th Grade BIBLE** teacher, studying together the fascinating truths of God's **Word** (*Scripture*), while also demonstrating its complementary fit to the truths of God's **World** (*Science*). 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 and vivariums (featuring many living creatures). 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 Christian family counseling organizations, and church planter/pastor (all sort of the same basic role - a *sheepdog*).

Attending science education conferences over the decades has been an exciting opportunity to meet and learn from some of world's leading **Christian** professors and researchers in both science and Scripture. They include Dr. Raymond Damadian - the inventor of the MRI; Dr. John Sanford at Cornell University - the inventor of the Gene Gun and author of the pivotal book *GENETIC ENTROPY*; Dr. John Baumgardner - inventor of the world's finest supercomputer geophysics model at the famous Los Alamos Laboratories, Dr. Russell Humphreys from Sandia National Laboratories, as well as master-teachers like Dr. David Menton, award winning anatomy professor at Washington University Medical School

"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 belief or faith that it was caused by a fire you cannot YET see. In the same way, there is a massive amount of evidence pointing to Christ our Creator whom we cannot YET see. Biblical faith is *evidential* faith, NOT blind faith. It is the foundation of the scientific method, (see Proverbs 14:15 and Isaiah 1:18). 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 scripturally, which is also scientifically.



BEHAVIOR! **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.**

(Behavior affects your Home/Class work) Points:

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 a few related principles *from 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.

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 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 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. 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 that tone and facial expressions are just as important as the actual "words" you use!*

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". Biblically there are at least three dimensions to serving as a *parakletos* authority (trainer / coach):

Show Them: the Father's Face, by modeling the character we expect of them

Know Them: individually, through careful, open and active listening

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

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 NOT *blow up* or *give up* when challenged)
6. **Praise** (When the child finally obeys, encourage him)
7. **Rest** (Consistent application of 1-6 increases trust, respect, and love)

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.

Appeal: A Right and Sometimes a Responsibility

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 is the job of others who are either *equal* to or *above* that authority in *rank* (*hypotasso* principle – Luke 2, note the boy Jesus to His parents and the Jewish teachers).

Gossip: Never Acceptable for Students or Staff

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 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 reflect His image and character.

