

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

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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

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PARENT'S SIGNATURE

DATE

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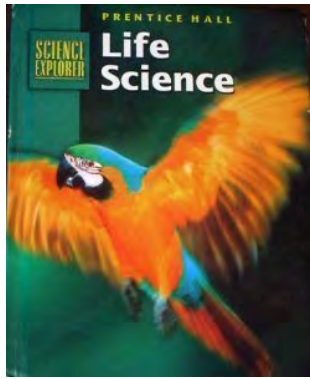
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**Scotty, our Good Shepherd Sheepdog**



**Our NCZoo Classroom full of exotic creatures**



## 7<sup>th</sup> Grade: Life Science 2015-2016

**Bio-Logic:** Integrating Science with Scripture and Technology

Mr. Galloway 985-285-4630 cell

Science Web page:

[http://www.soulcare.org/gsinew\\_creation\\_lifescience\\_15\\_16.html](http://www.soulcare.org/gsinew_creation_lifescience_15_16.html)

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

[www.SoulCare.ORG](http://www.SoulCare.ORG) (.ORG, not .com, not .net ...)

EMAIL:

[sgalloway@northlakechristian.org](mailto:sgalloway@northlakechristian.org)

**Textbook (s):** *Life Science*, by Prentice Hall

\* *Note* – During my first year at NCS I hand typed all core textbook material into electronic format (Word Docs, PDFs, Power Points) and scanned photos/graphs, etc.

All of this digital material will be accessible on your course webpage (see above) on my website ([soulcare.ORG](http://www.soulcare.org)), and you have PDF copies of chapters on GOOGLE DRIVE.

### **Supplemental Materials for CRITICAL THINKING re: evolution vs. creation**

\* *New, up to date 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 presented amazing new discoveries, research, and conclusions showing that macroevolution by mutations is impossible. 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 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](http://www.AnswersInGenesis.org), [www.ICR.org](http://www.ICR.org),

<http://creation.com/>, [www.logosresearchassociates.org](http://www.logosresearchassociates.org)

See also - [www.LogosResearchAssociates.ORG](http://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](http://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**."

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>

## Syllabus, Guidelines, Class Discipline/Management

### LIFE SCIENCE SEMESTER ONE

#### QUARTER/TERM 1

**What is "Science" & the "Scientific Method"** (Textbook Introduction)

**Basic Bio-Logic:** Logikos thinking is both scriptural and scientific.

\*\* Both teach that we are to think logically and believe based on evidence, distinguishing between "Origins" Science vs. "Operational" Science

#### UNIT 1 - SCIENCE, LIFE, BIO-INFO

**INTRO to Life Science p. xxii What is Science?**

**Appendix SKILLS:** Think Like a Scientist p. 786

Making Measurements p. 788

Conducting a Scientific Investigation p. 790

Thinking critically p. 792

Organizing Information p. 794

Creating Data Tables and Graphs p. 796

Appendix A: Laboratory Safety p. 799

Appendix 8: Using the Microscope p. 802

**(APPROXIMATELY 1.5 WEEKS)**

Chapter 1 **Cells:** The Building Blocks of Life p. 16

1 What Is Life? p. 18

2 Discovering Cells p. 27 - 3 Looking Inside Cells p. 34

4 Integrating Earth Science: The Origin of Life p. 44

**(APPROXIMATELY 1.5 WEEKS)**

Chapter 2 **Cell Processes and Energy** p. 50

1 Integrating Chemistry: Compounds in Cells p. 52

2 The Cell in Its Environment p. 56

3 Photosynthesis p. 61 4 Respiration p. 66

5 Cell Division p. 72

**(APPROXIMATELY 2 WEEKS)**

Chapter 3 **Genetics:** The Science of **Heredity** p. 84

1 Mendel's Work p. 86

2 Integrating Mathematics: Probability and Genetics p. 94

3 The Cell and Inheritance p. 102

4 The DNA Connection p. 107

**(APPROXIMATELY 2 WEEKS)**

Chapter 4 **Modern Genetics** p. 116

1 Inheritance p. 118

2 Genetic Disorders p. 125

3 Technology: Advances in Genetics p. 132

**(APPROXIMATELY 2 WEEKS)**



## QUARTER/TERM 2

<p><b>UNIT 2 EVOLUTION, MICROBIO, PLANTS</b>  <b>* We will also examine evidence for Creation.</b>                  Chapter 5 <b>Changes Over Time</b> p. 144                  1 Darwin's Voyage p. 146                  2 Integrating Earth Science: The Fossil Record p. 157                  3 Other Evidence for Evolution p. 165                  Interdisciplinary Exploration:                  Dogs- Loyal Companions p. 174                  Unit 2 From Bacteria to Plants</p> <p>Chapter 6 Bacteria and Viruses p. 180                  1 Classifying Organisms p. 182                  2 The Six Kingdoms p. 189                  3 Bacteria                  4 Integrating Health : Viruses p. 204</p>	<p>Chapter 8 Introduction to Plants p. 246                  1 The Plant Kingdom p. 248                  2 Mosses, Liverworts, and Hornworts p. 256                  3 Ferns and Their Relatives p. 261                  4 Integrating Technology: Feeding the World p. 266</p> <p>Chapter 9 Seed Plants p. 272                  1 The Characteristics of Seed Plants p. 274                  2 Gymnosperms p. 284                  3 Angiosperms p. 289                  4 Chemistry: Plant Responses and Growth p. 297                  Nature of Science: From Plants to Chemicals p. 304</p> <p>Chapter 7 Protists and Fungi p. 216                  1 Protists p. 218 2 Algal Blooms p. 228                  3 Fungi p. 233</p>
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## QUARTER/TERM 3

<p><b>UNIT 3 ANIMALS</b></p> <p>Chapter 10 Sponges, Cnidarians, and Worms p. 308                  1 What Is an Animal? p. 310                  2 Integrating Mathematics: Symmetry p. 315                  3 Sponges and Cnidarians p. 320                  4 Worms p. 327</p> <p>Chapter 11 Mollusks, Arthropods, and Echinoderms p. 338                  1 Mollusks p. 340                  2 Arthropods p. 346                  3 Insects p. 354                  4 Integrating Chemistry:                  The Chemistry of Communication p. 362                  5 Echinoderms p. 365</p>	<p>Chapter 12 Fishes, Amphibians, and Reptiles p. 372                  1 Integrating Earth Science: Evolution of Vert. p. 374                  2 Fishes p. 381                  3 Amphibians p. 389                  4 Reptiles p. 395</p> <p>Chapter 13 Birds and Mammals p. 408                  1 Birds p. 410                  2 Integrating Physics: The Physics of Bird Flight p. 420                  3 What Is a Mammal? p. 423                  4 Diversity of Mammals p. 431</p> <p>Chapter 14 Animal Behavior p. 440                  1 Integrating Psychology:                  Why Do Animals Behave As They Do? p. 442                  2 Patterns of Behavior p. 450</p>
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## QUARTER/TERM 4

<p><b>Unit 4 Human Biology and Health</b>                  Chapter 15 Bones, Muscles, and Skin p. 470  <b>Body Organization and Homeostasis p. 472</b></p> <p><b>This Unit will be reduced and summarized, since we now have an entire Human Anatomy course available in High School.</b></p> <p>Chapter 16 Food and Digestion p. 504                  1 Integrating Chemistry: Food and Energy p. 506                  Chapter 17 Circulation p. 534                  1 The Body's Transportation System p. 536                  Chapter 18 Respiration and Excretion p. 564                  Chapter 19 Fighting Disease p. 590                  Chapter 20 The Nervous System p. 620                  Chapter 21 The Endocrine System and Reproduction p. 656</p>	<p><b>Unit 5 Ecology</b>                  Chapter 22 Populations and Communities p. 686                  1 Living Things and the Environment p. 688                  2 Integrating Mathematics: Studying Populations p. 695                  3 Interactions Among Living Things p. 703</p> <p>Chapter 23 Ecosystems and Biomes p. 714                  1 Energy Flow in Ecosystems p. 716                  2 Integrating Chemistry: Cycles of Matter p. 723                  3 Biogeography p. 728                  4 Earth's Biomes p. 734                  5 Succession p. 748</p> <p>Chapter 24 Living Resources p. 754                  1 Integrating Environmental Science: Issues p. 756                  2 Forests and Fisheries p. 762                  3 Biodiversity p. 768</p>
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Much of your work will involve using **DIGITAL** electronic documents **INSTEAD** of **PAPER** documents.

So you will need 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 WORRY ☺ WE WILL HELP YOU IF YOU ASK AND SOON YOU'LL FIGURE IT ALL OUT SOONER THAN YOU THINK!**

### GUIDELINES for LIFE SCIENCE 7<sup>TH</sup> Grade

## Welcome Parents and Students!

I look forward to serving as your science 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 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 for many summers has been an exciting opportunity to meet and learn from some of world's leading *Christian* professors and researchers in 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.

**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 anything produced by 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.

**TEXTBOOK:** *Life Science*, by Prentice Hall is an excellent resource. Over the years, I've condensed and transferred the necessary core content for our particular course from the text into Power Point visual lectures, Word documents, & PDFs. I've also put them on your webpage and **IT'S LEARNING** for more efficient study, along with updated, supplementary materials. Like most secular, non-Christian textbooks, yours is saturated with atheistic *assumptions* and *unproven macro-evolutionary hypotheses*. This provides us with the opportunity to apply analytical, critical, bio-**logical** thinking skills as we see how scientific evidence best fits the model of theistic/biblical creation.





## **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](mailto: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 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; 1 Jo 3-4)
- **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.

**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**

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.



**YOUR GOOD SHEPERD**



**YOUR SERVICE SHEEPDOGS Mr. Galloway & SCOTTY!**



**YOUR NCZoo CLASSROOM # 107**