

**Parents and Students, after carefully reading this packet:
PLEASE SIGN AND RETURN ONLY THIS FRONT PAGE TO MR. GALLOWAY**

We have read Mr. Galloway's "Syllabus, Guidelines, Class Discipline/Management" paper.

We will do our best to follow them for God's honor and by His grace.

STUDENT'S SIGNATURE

DATE

PARENT'S SIGNATURE

DATE





10th Grade: BIOLOGY
(On-Level & Honors) 2011 -2012
Bio-Logic: Integrating Science
with Scripture and Technology
Mr. Galloway 985-285-4630 cell

www.soulcare.org

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Biology Web Page 11-11 http://soulcare.org/gsinew_creation_biology_11-12.html

Textbook (s): MODERN BIOLOGY, by Holt, Reinhart, Winston publishers

* **Note** – During my first year at NCS I transferred the textbook material into electronic format (Word Docs and Power Points) by typing content and scanning photos/graphs, etc. All of this digital material will be accessible on my website (soulcare.org). These electronic versions allow students to leave their physical textbook at home for reference if needed.

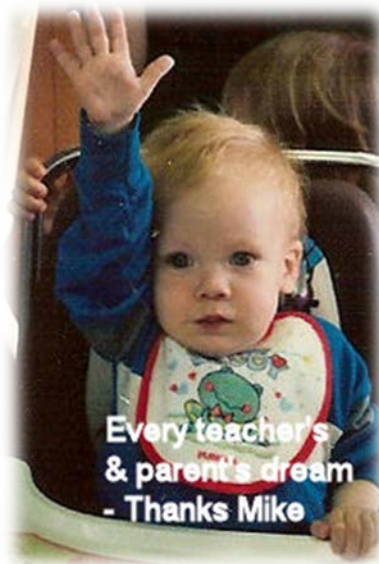
SO, YOU DO NOT NEED BRING IT TO CLASS – but protect it at home.

Supplemental Materials: Many journal articles and websites representing new discoveries, etc.

** New, up to date content is added to my digital material online & handed out each year.

*** This year will include exciting updates from a symposium on genetics and Intelligent Design at Cornell University in New York that I was invited to attend this past summer.

(See details at http://soulcare.org/gsinew_article_biological_information_conference.html)



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!**

Syllabus, Guidelines, Class Discipline/Management

(Honors has more intensive depth, breadth, & LOGIKOS thinking than on-level.)

The curriculum OUTLINES for Life Science, On-Level Biology, and Honors Biology are nearly identical. They begin with concepts of *Logikos* Thinking, Scientific Method, Origins, and Classification/Baraminology. Significantly different content detail, scope, & analytical thinking are the distinction between the three courses.

Tentative Agenda for 2011-2012 (this agenda is subject to necessary schedule changes as the NCS year unfolds)

SEMESTER ONE

QUARTER ONE

1. Science and the Scientific Method (*Modern Biology* textbook - Introduction & Chapter 1)
Bio-Logic: The **logikos** complementary fit of scientific and scriptural (*critical*) thinking.
** Both teach that we are to think *logically* and believe based on *evidence*.
Science Continuum: *Indirect Science vs. Direct Science*
Science Types: Observational/Operational Science vs. Historical/Origins Science
2. Origins Models: The Significance & Evidence for Intelligent Design & Creation vs. **Macro**-Evolution
Life Defined and Described (Nephesh vs. Non-Nephesh) (Biology vs. Thanatology)
3. Classification of our Creator's Creatures: Cladistics vs. Baraminology (Ch 14-18)

QUARTER TWO

1. Basic Physics / Chemistry / Biochemistry related to living systems (Ch 2-3)
2. Cytology: Cell Form and Function / Homeostasis and Transport (Ch 4-5)
3. Photosynthesis / Cellular Respiration (Ch 6-7)
4. Comprehensive Review of Semester One (**Mid-Year Exam**)

SEMESTER TWO

QUARTER THREE

1. Review of Bio-Logic and the Scientific Method
2. Cell Reproduction: *Mitosis/Meiosis/Embryology* (Ch 8)
3. Genetics and Inheritance (Ch 9-13)
4. Microbiology / Fungi / Plants (Ch 25-33)

QUARTER FOUR

1. Zoology (Invertebrates and Vertebrates Ch 34-45)
2. Human Anatomy Overview (Form/Function/Systems) (Ch 46-52)
3. Ecological Systems (Ch 19-23)
4. Comprehensive Review of the Year (**Final Exam**)

Your Biology 2011-2012 Web Page

http://soulcare.org/gsinew_creation_biology_11-12.html

SPECIFIC GUIDELINES for Biology On-Level & Honors

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 stories, pictures, and principles that reveal the awesome power, love, and wisdom of our Creator. Plus, I believe you will enjoy our classroom's "NCZoo's" 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, seminar speaker, family counselor, counseling supervisor, and church planter/pastor (all the same basic role - *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. They include the inventor of the MRI, Dr. Raymond Damadian, Dr. John Baumgardner from the famous Los Alamos Laboratories, Dr. Russell Humphreys from Sandia National Laboratories, as well as master-teachers like Dr. David Menton, award winning professor at Washington University Medical School, and Dr. John Sanford of Cornell, inventor of the Biolistic Gene Gun and author of the pivotal book *GENETIC ENTROPY*. New, cutting edge discoveries have led thousands of similar scientists to believe in an Intelligent Designer, and hundreds have embraced faith in Jesus as Messiah.

Why study 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 Hollywood or Microsoft could ever hope to produce.

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: *Modern Biology*, by Holt, Rinehart, Winston, 1999. (Plus many up to date supplements)

Your text is an excellent resource, actually containing content that can be *selected* for 3-4 different, complete biology related courses. Therefore, over the years, I've converted, condensed, and transferred the necessary core content for this particular course from the **textbook** into both PowerPoint visual lectures and Word documents. I've also put them on my website (http://soulcare.org/gsinew_creation_biology_11-12.html) for more efficient study, along with updated, supplementary materials. Since the *core* of my notes comes directly from the textbook, **you do not need to carry it to school every day**. Keep it at home as a reference, and for reading assignments. 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.

[For more information on this significant issue, please see: AnswersInGenesis.org, ICR.org, CRS.org, Creation.com]

Course Description: My BIOLOGY courses build upon the principles learned earlier in junior high "Life Science", exploring the characteristics and life cycles of organisms, while explaining their interdependent relationships with each other and the environment. The *basic ON-LEVEL* course is less intensive than honors and does not cover content to the same breadth and depth of Logikos inquiry. The *advanced HONORS* course offers a *special emphasis* on *molecular* biology, particularly *genetics*, especially the mathematical modeling of various mutation based theories. In addition, the **honors** classes utilize more complex graphic organizational and analysis tools for comprehension, evaluation, and application. Both on-level and honors address the *scientific method*, cytology, energy relationships within organisms and ecosystems, organization of living systems, and contemporary health issues.

Secular textbooks and courses in biology or life science spend approximately 20-25% of course time promoting **macro**-evolution via *mutations* as the mechanism for biological change. Therefore, we will cover these issues thoroughly, yet demonstrating the *unsubstantiated hypotheses* that underlie the theoretical assumptions of Neo-Darwinian **macro**evolution.

“Now faith is the substance of things hoped for, the **evidence** of things not 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**

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 New Testament Greek term, *logikos*, which means “reasoned according to the Word”. Therefore, our emphasis will be “Bio-**Logic**”, learning to think scientifically / scripturally.

Class/Course Routine: All units will be presented using PowerPoint, a large screen projector, and Promethean Smart Board. 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.

Binder Organization: It’s best to have 1 binder for **each** of the 4 terms/quarters.

1. **Date and put your name on EVERYTHING**
2. Keep all class notes, homework, quizzes, and lab reports in order by date.
3. Remember that an organized binder is a great study guide.

PC Backup: Download a copy of **EVERY Doc, PDF, or PPT file** from your science web page as I put it up.

Class Preparation: * Keep your textbook *at home*. Please remember that I’ve outlined and summarized the textbook into detailed Word and PowerPoint documents, so that your text will be used as a *home reference*.

You must bring **daily**:

1. Binder, pencil and pen
2. Homework assignments, reports, or projects (on time)
3. 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.

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 result 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)

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



Little “Flower” – One of our past, rescued, rehabilitated, and released raccoons.

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!

OPTIONAL BELOW: (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:

sid@soulcare.org sgalloway@northlakechristian.org



Socialization: Ever notice that when one person yawns, almost everyone else in the room is also tempted to yawn? God 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 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*” and “*No sir*”, 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*”.

**** Keep in mind that tone and facial expressions are just as important as the actual “words” you use!**

Training - Beyond Mere Teaching: The following is from my parenting seminar online – 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)

It helps my own children to think of *training* according the following seven biblical principles/practices that build upon each other, culminating in the peaceful rest of a harmonious relationship of *agape* love and *hypotasso* order (rank). By the way, these biblical principles even worked in training wild animals 30 years ago when I worked 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 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*, parents, etc.

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.

