

Twice Born Ministry

# **LEG-102: Constitutional Law & Religious Liberty**

Course Code: LEG-102

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### LEG-102: Constitutional Law & Religious Liberty

#### ## Course Description

Bill of Rights, establishment/free exercise, and defending religious liberty.

This course is part of **Layer 5 — Four-Year Degree Programs** (Track F: Public Policy / Legal / Civic Engagement) in the Twice Born Ministry Bible School catalog. **College category:** Legal Studies.

#### ## Course Details

| Field | Value |

|-----|-----|

| **Course Code** | LEG-102 |

| **Career Track** | F — Public Policy / Legal / Civic Engagement |

| **Catalog Track** | Constitutional Law |

| **College Category** | Legal Studies |

| **Credit Hours** | 3 |

| **Weeks** | 12 |

| **Lessons** | 12 |

| **Prerequisites** | LEG-101; POL-101 recommended |

| **Homeschool Band** | College |

| **Primary Text** | King James Version (KJV) |

| **Source / Resources** | Constitutional law survey; First Liberty resources |

#### ## TBM Cross-References

- Galatians 5:1 (KJV)

- • LEG-101
- • POL-101

#### ## Learning Outcomes

Upon completion, students will be able to:

1. Explain core concepts and vocabulary for this vocational domain at college introductory level.

2. Apply biblical ethics when secular models conflict with Kingdom priorities.
3. Complete practical assignments, scenarios, or lab exercises with documented integrity.
4. Articulate connections between vocation, stewardship, and local church ministry.
5. Pass module quizzes and capstone assessments at 70% or higher.

### ## Assessment Overview

- **Module quizzes:** JSON per module (multiple choice + short answer).
- **Assignments:** 3–4 rubric-graded projects.
- **Group projects:** 2 collaborative exercises.
- **Final exam:** Comprehensive short and extended responses.
- **Video scripts:** 3–5 instructor scripts for optional production.

### ## Christian Guardrails

- KJV citation standard; Christ-centered instruction.
- Career exploration does not replace licensure, trade apprenticeships, or professional counsel where required.
- AI tools may assist research but not replace original work or pastoral judgment.

### ## Instructor Notes

Professor Shepherd AI instructor shortcode: [tb\_ai\_instructor course\_code="LEG-102"]

*Twice Born Ministry Bible School — Layer 4 Career Tracks*

## Course Modules

# LEG-102 — Lesson 1: Constitutional Order and Limited Government

## Introduction

Welcome to Lesson 1 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Constitutional Order and Limited Government** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### *Christian Ethics Integration — Justice*

He hath shewed thee, O man, what is good; to do justly, and to love mercy (Micah 6:8, KJV). Legal and policy study serves neighbor-love, not partisan idolatry.

Apply this principle while studying **Constitutional Order and Limited Government**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Constitutional Order and Limited Government

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

### ### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

#### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## **TBM & Catalog Cross-References**

- Galatians 5:1 (KJV)
- • LEG-101
- • POL-101

## **Application for Vocation and Ministry**

**Constitutional Order and Limited Government** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 1:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Constitutional Order and Limited Government** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 1 Summary:** We examined **Constitutional Order and Limited Government** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 2. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship

using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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## Worship Integration

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## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Ministry Case Study**

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## **Supplemental Reading and Reflection**

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## **Historical Figure Spotlight**

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## **Historical Figure Spotlight**

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# LEG-102 — Lesson 2: Separation of Powers and Checks

## Introduction

Welcome to Lesson 2 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Separation of Powers and Checks** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### ***Christian Ethics Integration — Truth***

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **Separation of Powers and Checks**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Separation of Powers and Checks

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## **TBM & Catalog Cross-References**

- Galatians 5:1 (KJV)

- • LEG-101
- • POL-101

## Application for Vocation and Ministry

**Separation of Powers and Checks** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 2:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Separation of Powers and Checks** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 2 Summary:** We examined **Separation of Powers and Checks** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 3. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Worship Integration

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## Ministry Case Study

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# LEG-102 — Lesson 3: Federalism and Local Church Autonomy

## Introduction

Welcome to Lesson 3 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Federalism and Local Church Autonomy** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Dignity*

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Federalism and Local Church Autonomy**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Federalism and Local Church Autonomy

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

#### ### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

#### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

#### ### Professional Standards

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## **TBM & Catalog Cross-References**

- Galatians 5:1 (KJV)
- • LEG-101
- • POL-101

## **Application for Vocation and Ministry**

**Federalism and Local Church Autonomy** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 3:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Federalism and Local Church Autonomy** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 3 Summary:** We examined **Federalism and Local Church Autonomy** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 4. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Worship Integration

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Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# LEG-102 — Lesson 4: First Amendment: Speech and Press

## Introduction

Welcome to Lesson 4 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **First Amendment: Speech and Press** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### ***Christian Ethics Integration — Justice***

He hath shewed thee, O man, what is good; to do justly, and to love mercy (Micah 6:8, KJV). Legal and policy study serves neighbor-love, not partisan idolatry.

Apply this principle while studying **First Amendment: Speech and Press**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: First Amendment: Speech and Press

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.

- Connect vocational skills to local church ministry or community service where applicable.

### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 5:1 (KJV)

- • LEG-101
- • POL-101

## Application for Vocation and Ministry

**First Amendment: Speech and Press** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 4:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **First Amendment: Speech and Press** align with Colossians 3:23 ("as to the Lord")?

- What secular practice in this field most often conflicts with biblical ethics?
- Which prerequisite course or TBM resource best supports this lesson?
- How would you teach this topic to a high school dual-enrollment student?
- What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 4 Summary:** We examined **First Amendment: Speech and Press** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 5. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# LEG-102 — Lesson 5: Establishment Clause History

## Introduction

Welcome to Lesson 5 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Establishment Clause History** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Truth*

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **Establishment Clause History**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Establishment Clause History

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

#### ### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

#### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

#### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## **TBM & Catalog Cross-References**

- Galatians 5:1 (KJV)
- • LEG-101
- • POL-101

## **Application for Vocation and Ministry**

**Establishment Clause History** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 5:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Establishment Clause History** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 5 Summary:** We examined **Establishment Clause History** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 6. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

# LEG-102 — Lesson 6: Free Exercise and Accommodation

## Introduction

Welcome to Lesson 6 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Free Exercise and Accommodation** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### ***Christian Ethics Integration — Dignity***

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Free Exercise and Accommodation**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Free Exercise and Accommodation

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.

- Connect vocational skills to local church ministry or community service where applicable.

### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 5:1 (KJV)

- • LEG-101
- • POL-101

## Application for Vocation and Ministry

**Free Exercise and Accommodation** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 6:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Free Exercise and Accommodation** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 6 Summary:** We examined **Free Exercise and Accommodation** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 7. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

# LEG-102 — Lesson 7: RFRA and State Religious Freedom Acts

## Introduction

Welcome to Lesson 7 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **RFRA and State Religious Freedom Acts** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Justice*

He hath shewed thee, O man, what is good; to do justly, and to love mercy (Micah 6:8, KJV). Legal and policy study serves neighbor-love, not partisan idolatry.

Apply this principle while studying **RFRA and State Religious Freedom Acts**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: RFRA and State Religious Freedom Acts

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

### Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 5:1 (KJV)
- • LEG-101
- • POL-101

## Application for Vocation and Ministry

**RFRA and State Religious Freedom Acts** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 7:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **RFRA and State Religious Freedom Acts** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 7 Summary:** We examined **RFRA and State Religious Freedom Acts** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 8. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

# LEG-102 — Lesson 8: Free Speech on Campus and Workplace

## Introduction

Welcome to Lesson 8 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Free Speech on Campus and Workplace** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Truth*

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **Free Speech on Campus and Workplace**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Free Speech on Campus and Workplace

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

**Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 5:1 (KJV)
- • LEG-101
- • POL-101

## Application for Vocation and Ministry

**Free Speech on Campus and Workplace** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 8:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Free Speech on Campus and Workplace** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 8 Summary:** We examined **Free Speech on Campus and Workplace** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 9. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# LEG-102 — Lesson 9: Due Process and Equal Protection Intro

## Introduction

Welcome to Lesson 9 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Due Process and Equal Protection Intro** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## ***Christian Ethics Integration — Dignity***

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Due Process and Equal Protection Intro**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Due Process and Equal Protection Intro

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## **TBM & Catalog Cross-References**

- Galatians 5:1 (KJV)
- • LEG-101

- POL-101

## Application for Vocation and Ministry

**Due Process and Equal Protection Intro** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 9:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Due Process and Equal Protection Intro** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 9 Summary:** We examined **Due Process and Equal Protection Intro** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 10. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Historical Figure Spotlight**

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

# LEG-102 — Lesson 10: Supreme Court Case Method

## Introduction

Welcome to Lesson 10 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Supreme Court Case Method** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### *Christian Ethics Integration — Justice*

He hath shewed thee, O man, what is good; to do justly, and to love mercy (Micah 6:8, KJV). Legal and policy study serves neighbor-love, not partisan idolatry.

Apply this principle while studying **Supreme Court Case Method**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Supreme Court Case Method

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

**Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

**### Professional Standards**

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

**TBM & Catalog Cross-References**

- Galatians 5:1 (KJV)
- • LEG-101
- • POL-101

**Application for Vocation and Ministry**

**Supreme Court Case Method** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

**Lab, Scenario, or Field Exercise**

**Exercise 10:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Supreme Court Case Method** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 10 Summary:** We examined **Supreme Court Case Method** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 11. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Ministry Case Study

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

# LEG-102 — Lesson 11: International Religious Persecution Awareness

## Introduction

Welcome to Lesson 11 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **International Religious Persecution Awareness** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed

prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### ***Christian Ethics Integration — Truth***

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **International Religious Persecution Awareness**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: International Religious Persecution Awareness

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 5:1 (KJV)

- • LEG-101
- • POL-101

## Application for Vocation and Ministry

**International Religious Persecution Awareness** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 11:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **International Religious Persecution Awareness** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 11 Summary:** We examined **International Religious Persecution Awareness** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 12. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Ministry Case Study

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# LEG-102 — Lesson 12: Capstone: Religious Liberty Brief

## Introduction

Welcome to Lesson 12 of **Constitutional Law & Religious Liberty** (LEG-102). This session explores **Capstone: Religious Liberty Brief** within the **Track F — Public Policy / Legal / Civic Engagement** pathway at Twice Born Ministry Bible School.

This track prepares believers for law, government, and civic leadership with Micah 6:8 justice, religious liberty defense, and Romans 13 discernment.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Dignity*

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Capstone: Religious Liberty Brief**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Capstone: Religious Liberty Brief

Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's (Matthew 22:21, KJV). Civic engagement demands discernment between legitimate authority and idolatrous statism.

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Micah 6:8, KJV). Law and government exist to restrain evil and promote justice—not to usurp God's throne.

#### ### Practical Focus

Bill of Rights, establishment/free exercise, and defending religious liberty.

#### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

#### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## **TBM & Catalog Cross-References**

- Galatians 5:1 (KJV)
- • LEG-101
- • POL-101

## **Application for Vocation and Ministry**

**Capstone: Religious Liberty Brief** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 12:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Capstone: Religious Liberty Brief** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 12 Summary:** We examined **Capstone: Religious Liberty Brief** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to the capstone module. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Ministry Case Study

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 1: Constitutional Order and Limited Government

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **LEG-102 — Lesson 1: Constitutional Order and Limited Government** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **LEG-102 — Lesson 1: Constitutional Order and Limited Government**. Include at least two KJV citations and one personal application.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Constitutional, Order

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 2: Separation of Powers and Checks

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **LEG-102 — Lesson 2: Separation of Powers and Checks** with KJV integration and measurable evidence in the submission.

### Task

**Apply:** Recite this week's memory verse from memory, then write 250 words explaining how it applies to daily discipleship.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Separation, Powers

### Week 03

## Week 03 Assignment — Expository Outline

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 3: Federalism and Local Church Autonomy

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **LEG-102 — Lesson 3: Federalism and Local Church Autonomy** with KJV integration and measurable evidence in the submission.

### Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **LEG-102 — Lesson 3: Federalism and Local Church Autonomy**. Include pericope titles and one-sentence themes.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Federalism, Local

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 4: First Amendment: Speech and Press

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **LEG-102 — Lesson 4: First Amendment: Speech and Press** with KJV integration and measurable evidence in the submission.

## Task

**Explain:** Answer two discussion prompts from the Week 4 reading in 200 words each. Cite KJV only.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, First, Amendment

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 5: Establishment Clause History

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **LEG-102 — Lesson 5: Establishment Clause History** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **LEG-102 — Lesson 5: Establishment Clause History** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Manual review (practical/upload).

**Pass:** 70%

*Rubric (100 points)*

## Week 06

# Week 06 Assignment — Witness Outline

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 6: Free Exercise and Accommodation

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **LEG-102 — Lesson 6: Free Exercise and Accommodation** with KJV integration and measurable evidence in the submission.

## Task

**Construct:** Draft a 3-minute spoken witness outline using this week's theme. Include gospel bridge, one objection with biblical answer, and call to faith.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Exercise, Accommodation

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 7: RFRA and State Religious Freedom Acts

## Learning objective (Bloom's taxonomy)

Students will **compare** course content from **LEG-102 — Lesson 7: RFRA and State Religious Freedom Acts** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **LEG-102 — Lesson 7: RFRA and State Religious Freedom Acts**. Write 400 words comparing themes (OT + NT).

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, State, Religious

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 8: Free Speech on Campus and Workplace

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **LEG-102 — Lesson 8: Free Speech on Campus and Workplace** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **LEG-102 — Lesson 8: Free Speech on Campus and Workplace**. Minimum four KJV citations.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Speech, Campus

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 9: Due Process and Equal Protection Intro

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **LEG-102 — Lesson 9: Due Process and Equal Protection Intro** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **LEG-102 — Lesson 9: Due Process and Equal Protection Intro** points to Christ in 400–600 words. Use literal-grammatical-historical method.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Process, Equal

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 10: Supreme Court Case Method

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **LEG-102 — Lesson 10: Supreme Court Case Method** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **LEG-102 — Lesson 10: Supreme Court Case Method** suitable for a small group or homeschool lesson.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Supreme, Court

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** LEG-102 · Constitutional Law & Religious Liberty

**Week focus:** LEG-102 — Lesson 12: Capstone: Religious Liberty Brief

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **LEG-102 — Lesson 12: Capstone: Religious Liberty Brief** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Constitutional Law & Religious Liberty. 600 words, minimum six KJV citations, one paragraph on personal growth.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Capstone, Religious

## Week 12

## Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing Constitutional Law & Religious Liberty with KJV fidelity and scholarship-gallery quality.

# Creative Ministry Project — LEG-102

**Course:** Constitutional Law & Religious Liberty

Integrate professional skills from this course with gospel witness. Submit a capstone artifact (report, demo, script, or plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for excellence distinction.

## Grading

**Grading mode:** Manual review (creative upload).

**Pass:** 70%

***Rubric (100 points)***

## Creative Ministry Project

# Creative Ministry Project — LEG-102

**Course:** Constitutional Law & Religious Liberty

Integrate professional skills from this course with gospel witness. Submit a capstone artifact (report, demo, script, or plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for excellence distinction.