

Twice Born Ministry

TBM-SAL-101: Heaven's Standard & Human Sin (Problem)

Course Code: TBM-SAL-101

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

Course Description

TBM-SAL-101: Heaven's Standard & Human Sin (Problem)

Course Description

Evangelist Part I; Romans 3; Isaiah 64

This Salvation Track course follows *The Evangelist: Scripture on Salvation* — every major salvation topic taught from the King James Bible for seekers, new believers, and soul-winners who want chapter-and-verse answers.

Primary source book: The Evangelist: Scripture on Salvation

This course is part of **Layer 3 — TBM Book Track** in the Twice Born Ministry Bible School catalog.

Course Details

Learning Outcomes

Upon completion, students will be able to:

- Summarize the source book's argument structure for this course segment.
- Defend course themes with KJV scripture using literal-grammatical-historical method.
- Distinguish biblical Christianity from the worldviews or practices examined.
- Apply lessons in witness practice, research, or stewardship as assigned.
- Complete module quizzes, assignments, and final exam at 70% or higher.

Module Structure

Each lesson (8–10 modules) maps to book chapters or thematic sections. Lessons include exposition, evidence notes, witness application, discussion prompts, and aligned quizzes.

Assessment Overview

- **Module quizzes:** JSON with embedded answer keys (70% pass).
- **Assignments:** Witness practice, research papers (apologetics), or practical plans (wellness/stewardship).

- • **Group projects:** Debate teams and outreach planning where noted.
- • **Final exam:** Comprehensive written assessment.
- • **Video scripts:** 3–5 production-ready scripts including soul-winning demos for apologetics tracks.

Christian Guardrails

- • King James Bible as citation standard.
- • Oppose false doctrine; love people (Jude 22-23).
- • Source books inform structure; Scripture judges all claims.
- • Academic integrity required; AI assists study, not original witness logs.

Instructor Notes

Professor Shepherd AI: [tb_ai_instructor course_code="TBM-SAL-101"]

Twice Born Ministry Bible School — Layer 3 TBM Book Track

Course Modules

TBM-SAL-101 — Lesson 1: Heaven Is Sin-Free — The Dilemma

Introduction

Welcome to Lesson 1 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Heaven Is Sin-Free — The Dilemma**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Heaven Is Sin-Free — The Dilemma advances the source book's cumulative case. Students should identify:

(1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Chapter themes from source material:

- What Heaven Is
- What God Is
- The Dilemma Stated Plainly
- "But I'm a Good Person"
- Dispensational Clarity — Heaven Now vs. Kingdom Later

Key passages in this section: Revelation 21:27, Revelation 21:2, Habakkuk 1:13, Psalm 5:4, Isaiah 59:2, 2 Corinthians 5:8

Concept summary (paraphrase): Amazon keywords / chapter intro: heaven sin free Bible, holiness of God salvation, cannot enter heaven with sin, Revelation 21 27, Habakkuk 1 13, plan of salvation Let us begin where every honest gospel conversation must begin: not with you, but with God. If the God of the Bible is real — and we will not ask you to check your brain at the door on that question; the TBM Christ the Evidence series handles the historical and scientific case — then He is not a vague force in the universe. He is holy. That word is not church wallpaper. It is the central attribute that shapes everything about salvation. What Heaven Is The Bible's final picture of the eternal...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Heaven Is Sin-Free — The Dilemma** in the Word. Assigned references:

- **Revelation 21:27** — read in context; note who speaks, to whom, and why.
- • **Revelation 21:2** — read in context; note who speaks, to whom, and why.
- • **Habakkuk 1:13** — read in context; note who speaks, to whom, and why.
- • **Psalms 5:4** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Heaven Is Sin-Free — The Dilemma uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Heaven Is Sin-Free — The Dilemma**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Heaven Is Sin-Free — The Dilemma prepares you to lead someone to Christ:

- • Memorize one supporting verse from this lesson.
- • Practice the Romans Road or Evangelist script segment aloud three times.
- • Log one witness conversation attempt (with permission notes only — no private details in submissions).
- • Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Heaven Is Sin-Free — The Dilemma** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 1 organized *The Evangelist: Scripture on Salvation* material on **Heaven Is Sin-Free — The Dilemma**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's

reading assignment.

Soli Deo gloria.

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.

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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.

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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TBM-SAL-101 — Lesson 2: Romans 3 — All Have Sinned

Introduction

Welcome to Lesson 2 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Romans 3 — All Have Sinned**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Romans 3 — All Have Sinned advances the source book's cumulative case. Students should identify: (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Romans 3 — All Have Sinned** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Romans 3 — All Have Sinned uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Romans 3 — All Have Sinned**, expect pushback:

- **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Romans 3 — All Have Sinned prepares you to lead someone to Christ:

- Memorize one supporting verse from this lesson.
- Practice the Romans Road or Evangelist script segment aloud three times.
- Log one witness conversation attempt (with permission notes only — no private details in submissions).
- Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Romans 3 — All Have Sinned** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 2 organized *The Evangelist: Scripture on Salvation* material on **Romans 3 — All Have Sinned**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

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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.

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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TBM-SAL-101 — Lesson 3: Isaiah 64 — Filthy Rags Righteousness

Introduction

Welcome to Lesson 3 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Isaiah 64 — Filthy Rags Righteousness**,

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Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Isaiah 64 — Filthy Rags Righteousness advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Isaiah 64 — Filthy Rags Righteousness** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

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State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Isaiah 64 — Filthy Rags Righteousness**, expect pushback:

- • "You're attacking my family tradition." — Affirm love; distinguish people from unbiblical doctrines.
- • "All religions are the same." — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
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Soul-Winning Application

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Discussion Questions

How does **Isaiah 64 — Filthy Rags Righteousness** fit the source book's overall argument?

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How would you teach this lesson to a high school homeschool cohort?

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Summary and Next Steps

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Worship Integration

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Ministry Case Study

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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.

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.

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.

TBM-SAL-101 — Lesson 4: The Fall and Sin in the World

Introduction

Welcome to Lesson 4 of **Heaven's Standard & Human Sin (Problem)**. This session covers **The Fall and Sin in the World**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume

for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

The Fall and Sin in the World advances the source book's cumulative case. Students should identify:

(1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Chapter themes from source material:

- • In the Beginning — Good
- • The Fall — Genesis 3
- • Sin Spread to All Men
- • Universal Personal Guilt
- • The Sin Nature — Jeremiah 17:9

Key passages in this section: Good

Genesis 1:31, Genesis 2:17, Revelation 12:9, 1 Timothy 2:14, Genesis 3:7, Romans 8:20

Concept summary (paraphrase): Chapter intro: original sin Bible, Genesis 3 explained, Romans 5 12, all have sinned, sin nature KJV The dilemma of Chapter 1 assumes something about you — that you are a sinner. Not a sinner in the insulting sense street preachers sometimes use, but in the precise biblical sense: a descendant of Adam who inherits a fallen nature and commits personal acts of rebellion against God. Scripture does not begin with the cross. It begins with creation, innocence, and catastrophe. In the Beginning — Good Genesis 1:31 summarizes God's assessment of the original creation: "And God saw every thing that he had made, and, behold, it was very good." Adam and Eve were placed in Eden with fellowship with God,...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **The Fall and Sin in the World** in the Word. Assigned references:

- **Good

Genesis 1:31** — read in context; note who speaks, to whom, and why.

- • **Genesis 2:17** — read in context; note who speaks, to whom, and why.
- • **Revelation 12:9** — read in context; note who speaks, to whom, and why.
- • **1 Timothy 2:14** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

The Fall and Sin in the World uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **The Fall and Sin in the World**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

The Fall and Sin in the World prepares you to lead someone to Christ:

- • Memorize one supporting verse from this lesson.
- • Practice the Romans Road or Evangelist script segment aloud three times.
- • Log one witness conversation attempt (with permission notes only — no private details in submissions).
- • Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **The Fall and Sin in the World** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 4 organized *The Evangelist: Scripture on Salvation* material on **The Fall and Sin in the World**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

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.

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.

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Worship Integration

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Ministry Case Study

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Supplemental Reading and Reflection

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Ministry Case Study

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TBM-SAL-101 — Lesson 5: Sin Requires Death — Wages of Sin

Introduction

Welcome to Lesson 5 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Sin Requires Death — Wages of Sin**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate

points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Sin Requires Death — Wages of Sin advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- • The Wage Stated — Romans 6:23
- • Death in Three Dimensions
- • Ezekiel 18:4 — Soul Ownership
- • Sin Brings Forth Death — James 1:15
- • Why Death — Not a Fine, Not Community Service

Key passages in this section: Romans 6:23, Ephesians 2:1, Ephesians 2:4, Hebrews 9:27, Revelation 20:14, Mark 9:44

Concept summary (paraphrase): Chapter intro: wages of sin death Romans 6 23, why sin requires death, eternal death Bible, Ezekiel 18 4 If heaven is sin-free and you are a sinner, justice enters the conversation. God is not only love — He is righteous. He does not wink at evil and call it progress. Scripture declares a fixed wage for sin. The Wage Stated — Romans 6:23 "For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord." Notice the structure. Wages — what you earn. Sin pays a paycheck. The paycheck is death. Not inconvenience. Not bad luck. Death. The second half of the verse — the gift — we will unpack fully...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Sin Requires Death — Wages of Sin** in the Word. Assigned references:

- **Romans 6:23** — read in context; note who speaks, to whom, and why.
- • **Ephesians 2:1** — read in context; note who speaks, to whom, and why.
- • **Ephesians 2:4** — read in context; note who speaks, to whom, and why.
- • **Hebrews 9:27** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with

clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Sin Requires Death — Wages of Sin uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Sin Requires Death — Wages of Sin**, expect pushback:

- **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Sin Requires Death — Wages of Sin prepares you to lead someone to Christ:

- Memorize one supporting verse from this lesson.
- Practice the Romans Road or Evangelist script segment aloud three times.

- Log one witness conversation attempt (with permission notes only — no private details in submissions).
- Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Sin Requires Death — Wages of Sin** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 5 organized *The Evangelist: Scripture on Salvation* material on **Sin Requires Death — Wages of Sin**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

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

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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.

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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.

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

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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.

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.

TBM-SAL-101 — Lesson 6: Conscience and the Law on Hearts

Introduction

Welcome to Lesson 6 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Conscience and the Law on Hearts**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Conscience and the Law on Hearts advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Conscience and the Law on Hearts** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Conscience and the Law on Hearts uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Conscience and the Law on Hearts**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Conscience and the Law on Hearts prepares you to lead someone to Christ:

- • Memorize one supporting verse from this lesson.
- • Practice the Romans Road or Evangelist script segment aloud three times.
- • Log one witness conversation attempt (with permission notes only — no private details in submissions).
- • Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Conscience and the Law on Hearts** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 6 organized *The Evangelist: Scripture on Salvation* material on **Conscience and the Law on Hearts**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

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

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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.

Historical Figure Spotlight

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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

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.

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

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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.

TBM-SAL-101 — Lesson 7: Why Good Works Cannot Qualify

Introduction

Welcome to Lesson 7 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Why Good Works Cannot Qualify**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Why Good Works Cannot Qualify advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module

to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Why Good Works Cannot Qualify** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Why Good Works Cannot Qualify uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Why Good Works Cannot Qualify**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.

- • "That's your interpretation." — Point to plain reading in context; invite joint Bible study.
- • "Christians are hypocrites." — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Why Good Works Cannot Qualify prepares you to lead someone to Christ:

- • Memorize one supporting verse from this lesson.
- • Practice the Romans Road or Evangelist script segment aloud three times.
- • Log one witness conversation attempt (with permission notes only — no private details in submissions).
- • Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Why Good Works Cannot Qualify** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 7 organized *The Evangelist: Scripture on Salvation* material on **Why Good Works Cannot Qualify**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

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

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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.

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TBM-SAL-101 — Lesson 8: Problem of Sin Presentation

Introduction

Welcome to Lesson 8 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Problem of Sin Presentation**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Problem of Sin Presentation advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Problem of Sin Presentation** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Problem of Sin Presentation uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Problem of Sin Presentation**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Problem of Sin Presentation prepares you to lead someone to Christ:

- • Memorize one supporting verse from this lesson.
- • Practice the Romans Road or Evangelist script segment aloud three times.
- • Log one witness conversation attempt (with permission notes only — no private details in submissions).
- • Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Problem of Sin Presentation** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 8 organized *The Evangelist: Scripture on Salvation* material on **Problem of Sin Presentation**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

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

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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.

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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Historical Figure Spotlight

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Historical Figure Spotlight

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TBM-SAL-101 — Lesson 9: Gospel Problem Statement Essay

Introduction

Welcome to Lesson 9 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Gospel Problem Statement Essay**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Gospel Problem Statement Essay advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Gospel Problem Statement Essay** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with

clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Gospel Problem Statement Essay uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Gospel Problem Statement Essay**, expect pushback:

- **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Gospel Problem Statement Essay prepares you to lead someone to Christ:

- Memorize one supporting verse from this lesson.
- Practice the Romans Road or Evangelist script segment aloud three times.

- Log one witness conversation attempt (with permission notes only — no private details in submissions).
- Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Gospel Problem Statement Essay** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 9 organized *The Evangelist: Scripture on Salvation* material on **Gospel Problem Statement Essay**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

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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Historical Figure Spotlight

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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.

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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TBM-SAL-101 — Lesson 10: Integration Lesson 10: Heaven's Standard & Human Sin (Problem)

Introduction

Welcome to Lesson 10 of **Heaven's Standard & Human Sin (Problem)**. This session covers **Integration Lesson 10: Heaven's Standard & Human Sin (Problem)**,

drawn from the structure of *The Evangelist: Scripture on Salvation* in the **Salvation Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Integration Lesson 10: Heaven's Standard & Human Sin (Problem) advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Integration Lesson 10: Heaven's Standard & Human Sin (Problem)** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with

clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Integration Lesson 10: Heaven's Standard & Human Sin (Problem) uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Integration Lesson 10: Heaven's Standard & Human Sin (Problem)**, expect pushback:

- **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Soul-Winning Application

Integration Lesson 10: Heaven's Standard & Human Sin (Problem) prepares you to lead someone to Christ:

- • Memorize one supporting verse from this lesson.
- • Practice the Romans Road or Evangelist script segment aloud three times.
- • Log one witness conversation attempt (with permission notes only — no private details in submissions).
- • Follow up within 48 hours when someone shows interest.

Discussion Questions

How does **Integration Lesson 10: Heaven's Standard & Human Sin (Problem)** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 10 organized *The Evangelist: Scripture on Salvation* material on **Integration Lesson 10: Heaven's Standard & Human Sin (Problem)**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

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.

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.

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Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 1: Heaven Is Sin-Free — The Dilemma

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-SAL-101 — Lesson 1: Heaven Is Sin-Free — The Dilemma** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **TBM-SAL-101 — Lesson 1: Heaven Is Sin-Free — The Dilemma**. 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, Heaven, Dilemma

Week 02

Week 02 Assignment — Memory Verse Application

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 2: Romans 3 — All Have Sinned

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-SAL-101 — Lesson 2: Romans 3 — All Have Sinned** 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, Romans, Sinned

Week 03

Week 03 Assignment — Expository Outline

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 3: Isaiah 64 — Filthy Rags Righteousness

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-SAL-101 — Lesson 3: Isaiah 64 — Filthy Rags Righteousness** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **TBM-SAL-101 — Lesson 3: Isaiah 64 — Filthy Rags Righteousness**. 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, Isaiah, Filthy

Week 04

Week 04 Assignment — Discussion Response

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 4: The Fall and Sin in the World

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-SAL-101 — Lesson 4: The Fall and Sin in the World** 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, World

Week 05

Week 05 Assignment — Practical Ministry Step

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 5: Sin Requires Death — Wages of Sin

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-SAL-101 — Lesson 5: Sin Requires Death — Wages of Sin** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **TBM-SAL-101 — Lesson 5: Sin Requires Death — Wages of Sin** (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: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 6: Conscience and the Law on Hearts

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-SAL-101 — Lesson 6: Conscience and the Law on Hearts** 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, Conscience, Hearts

Week 07

Week 07 Assignment — Cross-Reference Study

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 7: Why Good Works Cannot Qualify

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-SAL-101 — Lesson 7: Why Good Works Cannot Qualify** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **TBM-SAL-101 — Lesson 7: Why Good Works Cannot Qualify**. 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, Works, Cannot

Week 08

Week 08 Assignment — Historical Context Brief

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 8: Problem of Sin Presentation

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-SAL-101 — Lesson 8: Problem of Sin Presentation** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **TBM-SAL-101 — Lesson 8: Problem of Sin Presentation**. 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, Problem, Presentation

Week 09

Week 09 Assignment — Christological Connection Essay

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 9: Gospel Problem Statement Essay

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-SAL-101 — Lesson 9: Gospel Problem Statement Essay** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **TBM-SAL-101 — Lesson 9: Gospel Problem Statement Essay** 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, Gospel, Problem

Week 10

Week 10 Assignment — Teaching Prep

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 10: Integration Lesson 10: Heaven's Standard & Human Sin (Problem)

Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-SAL-101 — Lesson 10: Integration Lesson 10: Heaven's Standard & Human Sin (Problem)** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **TBM-SAL-101 — Lesson 10: Integration Lesson 10: Heaven's Standard & Human Sin (Problem)** 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, Integration, Lesson

Week 11

Week 11 Assignment — Integration & Review

Course: TBM-SAL-101 · Heaven's Standard & Human Sin (Problem)

Week focus: TBM-SAL-101 — Lesson 10: Integration Lesson 10: Heaven's Standard & Human Sin (Problem)

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-SAL-101 — Lesson 10: Integration Lesson 10: Heaven's Standard & Human Sin (Problem)** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Heaven's Standard & Human Sin (Problem). 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, Integration, Lesson

Week 12

Creative Ministry Project — TBM-SAL-101

Course: Heaven's Standard & Human Sin (Problem)

Code: TBM-SAL-101

Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing course themes with KJV fidelity and scholarship-gallery quality.

Overview

Complete an original **Creative Ministry Project** demonstrating what you learned in this course. Select one project type when submitting your assignment. Approved work may appear in the [Scholarship Gallery](https://twicebornministry.com/bible-school/scholarships/) so supporters can **donate toward student scholarships** — you retain credit and ownership of your work.

> This is ministry education, not a sale of intellectual property. Donations fund scholarships.

Project types

Requirements

Original work — cite all Scripture in KJV; footnote other sources.

Course connection — explicitly tie your project to at least two module themes from TBM-SAL-101.

Ministry focus — aim to edify believers or reach seekers with the gospel.

Upload — submit via the **Creative Ministry Project** assignment at the end of the course; select your project type in the form.

Length guides:

- Written: 800–1500 words
- Audio/Video: see durations above
- Photography: 1–3 images + caption
- Application: working prototype + 300-word user guide

Grading rubric (100 points)

Pass: 70%

Scholarship gallery

If your project is approved, it may be listed at /bible-school/scholarships/ with a **Support this student** donation button. Supporters give toward the scholarship fund for your project type — not to purchase your content.

Prayer

> *"Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer."* — Psalm 19:14 (KJV)

Grading

Grading mode: Manual review (creative upload).

Pass: 70%

Rubric (100 points)

Creative Ministry Project

Creative Ministry Project — TBM-SAL-101

Course: Heaven's Standard & Human Sin (Problem)

Code: TBM-SAL-101

Overview

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Requirements

Original work — cite all Scripture in KJV; footnote other sources.

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Length guides:

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Appendix B — Key Terms & Passages

- • Revelation 21:27
- • Revelation 21:2
- • Habakkuk 1:13
- • Psalm 5:4
- • Question:
- • Gospel bridge:
- • "You're attacking my family tradition."
- • "All religions are the same."
- • "That's your interpretation."
- • "Christians are hypocrites."
- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • Genesis 2:17
- • Revelation 12:9
- • 1 Timothy 2:14
- • Romans 6:23
- • Ephesians 2:1
- • Ephesians 2:4
- • Hebrews 9:27