

Twice Born Ministry

# **TH-125: Ecclesiology I: Nature & Marks of the Church**

Course Code: TH-125

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### TH-125: Ecclesiology I: Nature & Marks of the Church

#### Course Description

Universal/local; marks; priesthood

This course is part of **Layer 2 — Theology & Ministry** in the Twice Born Ministry Bible School catalog. It develops college-level competence aligned with historic evangelical systematic theology (Grudem/Ryrie/Chafer lineage) and KJV study standards.

#### Course Details

#### Learning Outcomes

Upon completion, students will be able to:

Define and biblically defend key terms and doctrines covered in the syllabus.

Exegete representative passages using literal-grammatical-historical method.

Connect this course's themes to the broader storyline of Scripture (creation → fall → redemption → glorification).

Apply doctrine to personal holiness, local church ministry, and evangelistic witness.

Complete written, oral, and collaborative assessments demonstrating mastery at 70% or higher.

#### Module Structure

Each lesson includes exposition, historical theology notes, application, discussion prompts, and module-aligned quizzes. Assignments require research, ministry projects, and peer interaction where noted.

#### Assessment Overview

- **Module quizzes:** 10 questions each (multiple choice + short answer); keys provided.
- **Assignments:** 3–4 graded projects with rubrics.
- **Group projects:** 2 collaborative exercises.
- **Final exam:** Comprehensive short and extended responses.
- **Video supplements:** 3–5 instructor scripts for optional video production.

## Christian Guardrails

- • King James Bible as citation standard.
- • Christ-centered, gospel-proclaiming instruction.
- • Respectful engagement with other traditions without compromising essential doctrines.
- • No completion of academic work on behalf of others; AI tools may assist study but not replace original exegesis and reflection.

## Instructor Notes

Professor Shepherd AI instructor shortcode: [tb\_ai\_instructor course\_code="TH-125"]

*Twice Born Ministry Bible School — Layer 2 Theology & Ministry*

## Course Modules

### TH-125 — Lesson 1: Universal and Local Church

#### Introduction

Welcome to Lesson 1 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Universal and Local Church**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

#### Historical and Theological Context

**Universal and Local Church** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

#### Core Teaching

### ### Main Theme: Universal and Local Church

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Universal and Local Church**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Colossians 1:15-20**. Christ is preeminent in creation and redemption—firstborn, reconciler, head of the body. Against false teaching, Paul exalts Christ's sufficiency. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Romans 1:16-17** complements the lesson theme: Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### **Word Study Hint**

Select one theologically loaded term from **Universal and Local Church** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Universal and Local Church**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Universal and Local Church** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Universal and Local Church** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 1 Summary:** We examined **Universal and Local Church** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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.

## 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

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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.

## 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.

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# TH-125 — Lesson 2: Marks of a True Church

## Introduction

Welcome to Lesson 2 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Marks of a True Church**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Marks of a True Church** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Marks of a True Church

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Marks of a True Church**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Hebrews 1:1-4**. God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**1 Peter 2:4-10** complements the lesson theme: Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Marks of a True Church** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Marks of a True Church**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Marks of a True Church** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Marks of a True Church** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 2 Summary:** We examined **Marks of a True Church** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

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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.

## 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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## 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.

# TH-125 — Lesson 3: Priesthood of All Believers

## Introduction

Welcome to Lesson 3 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Priesthood of All Believers**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of

BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Priesthood of All Believers** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Priesthood of All Believers

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

#### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Priesthood of All Believers**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Romans 1:16-17**. Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Jude 3-4** complements the lesson theme: Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Priesthood of All Believers** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Priesthood of All Believers**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Priesthood of All Believers** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Priesthood of All Believers** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 3 Summary:** We examined **Priesthood of All Believers** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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.

## **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.

## **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.

## TH-125 — Lesson 4: Body Metaphor and Spiritual Gifts

### Introduction

Welcome to Lesson 4 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Body Metaphor and Spiritual Gifts**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

### Historical and Theological Context

**Body Metaphor and Spiritual Gifts** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under

worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Body Metaphor and Spiritual Gifts

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Body Metaphor and Spiritual Gifts**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Hebrews 1:1-4**. God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Romans 1:16-17** complements the lesson theme: Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Body Metaphor and Spiritual Gifts** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Body Metaphor and Spiritual Gifts**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Body Metaphor and Spiritual Gifts** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Body Metaphor and Spiritual Gifts** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 4 Summary:** We examined **Body Metaphor and Spiritual Gifts** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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.

## 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.

## 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

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.

# TH-125 — Lesson 5: Church as Family and Embassy

## Introduction

Welcome to Lesson 5 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Church as Family and Embassy**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Church as Family and Embassy** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Church as Family and Embassy

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Church as Family and Embassy**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Romans 1:16-17** complements the lesson theme: Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Church as Family and Embassy** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Church as Family and Embassy**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Church as Family and Embassy** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Church as Family and Embassy** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 5 Summary:** We examined **Church as Family and Embassy** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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

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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

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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## 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.

# TH-125 — Lesson 6: Church vs. Kingdom Distinctions

## Introduction

Welcome to Lesson 6 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Church vs. Kingdom Distinctions**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Church vs. Kingdom Distinctions** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Church vs. Kingdom Distinctions

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Church vs. Kingdom Distinctions**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Colossians 1:15-20** complements the lesson theme: Christ is preeminent in creation and redemption—firstborn, reconciler, head of the body. Against false teaching, Paul exalts Christ's sufficiency. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Church vs. Kingdom Distinctions** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Church vs. Kingdom Distinctions**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Church vs. Kingdom Distinctions** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Church vs. Kingdom Distinctions** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 6 Summary:** We examined **Church vs. Kingdom Distinctions** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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.

## 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.

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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.

# TH-125 — Lesson 7: Visible and Invisible Church

## Introduction

Welcome to Lesson 7 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Visible and Invisible Church**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Visible and Invisible Church** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Visible and Invisible Church

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Visible and Invisible Church**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Visible and Invisible Church** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Visible and Invisible Church**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Visible and Invisible Church** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Visible and Invisible Church** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 7 Summary:** We examined **Visible and Invisible Church** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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

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.

## 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.

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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.

## 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.

# TH-125 — Lesson 8: Church in Acts and Epistles

## Introduction

Welcome to Lesson 8 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Church in Acts and Epistles**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of

BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Church in Acts and Epistles** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Church in Acts and Epistles

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

#### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Church in Acts and Epistles**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Romans 1:16-17**. Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**1 Peter 2:4-10** complements the lesson theme: Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Church in Acts and Epistles** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Church in Acts and Epistles**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Church in Acts and Epistles** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Church in Acts and Epistles** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 8 Summary:** We examined **Church in Acts and Epistles** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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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## 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.

## 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.

## TH-125 — Lesson 9: Marks in Church Planting

### Introduction

Welcome to Lesson 9 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Marks in Church Planting**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

### Historical and Theological Context

**Marks in Church Planting** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under

worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Marks in Church Planting

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Marks in Church Planting**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Ephesians 1:3-14**. The triune God blesses, chooses, redeems, and seals according to His gracious will. This passage integrates election, adoption, and inheritance in doxological prose. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**1 Peter 2:4-10** complements the lesson theme: Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Marks in Church Planting** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Marks in Church Planting**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Marks in Church Planting** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Marks in Church Planting** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 9 Summary:** We examined **Marks in Church Planting** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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.

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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

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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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# TH-125 — Lesson 10: Ecclesiology I Capstone

## Introduction

Welcome to Lesson 10 of **Ecclesiology I: Nature & Marks of the Church**. In this session we examine **Ecclesiology I Capstone**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Ecclesiology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Ecclesiology I Capstone** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Ecclesiology I Capstone

Acts 2:42 describes the earliest church: "They continued stedfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers." Marks of health include apostolic teaching, shared life, ordinances, and corporate prayer. Where these marks fade, reformation and repentance are needed.

1 Peter 2:9 announces, "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light." Priesthood of believers does not eliminate office; it assigns every saint a worship-and-witness vocation.

Matthew 16:18 records Jesus' promise: "I will build my church; and the gates of hell shall not prevail against it." The church is Christ's assembly—called out from the world to worship, witness, and grow in holiness. It is both local (congregations) and universal (all true believers across time).

### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Ecclesiology I Capstone**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Colossians 1:15-20**. Christ is preeminent in creation and redemption—firstborn, reconciler, head of the body. Against false teaching, Paul exalts Christ's sufficiency. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Ecclesiology I Capstone** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Ecclesiology I Capstone**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Ecclesiology I Capstone** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Ecclesiology I Capstone** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 10 Summary:** We examined **Ecclesiology I Capstone** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Supplemental Reading and Reflection

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## Worship Integration

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## Historical Figure Spotlight

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## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 1: Universal and Local Church

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TH-125 — Lesson 1: Universal and Local Church** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **TH-125 — Lesson 1: Universal and Local Church**. 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, Universal, Local

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 2: Marks of a True Church

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TH-125 — Lesson 2: Marks of a True Church** with KJV integration and measurable evidence in the submission.

## Task

**Apply:** Recite Memory Verse:\*\* Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic. 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, Marks, Church

## Week 03

# Week 03 Assignment — Expository Outline

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 3: Priesthood of All Believers

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TH-125 — Lesson 3: Priesthood of All Believers** with KJV integration and measurable evidence in the submission.

## Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **TH-125 — Lesson 3: Priesthood of All Believers**. 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, Priesthood, Believers

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 4: Body Metaphor and Spiritual Gifts

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TH-125 — Lesson 4: Body Metaphor and Spiritual Gifts** 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, Metaphor, Spiritual

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 5: Church as Family and Embassy

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TH-125 — Lesson 5: Church as Family and Embassy** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **TH-125 — Lesson 5: Church as Family and Embassy** (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:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 6: Church vs. Kingdom Distinctions

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TH-125 — Lesson 6: Church vs. Kingdom Distinctions** 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, Church, Kingdom

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 7: Visible and Invisible Church

## Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TH-125 — Lesson 7: Visible and Invisible Church** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **TH-125 — Lesson 7: Visible and Invisible Church**. 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, Visible, Invisible

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 8: Church in Acts and Epistles

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TH-125 — Lesson 8: Church in Acts and Epistles** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **TH-125 — Lesson 8: Church in Acts and Epistles**. 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, Church, Epistles

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 9: Marks in Church Planting

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TH-125 — Lesson 9: Marks in Church Planting** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **TH-125 — Lesson 9: Marks in Church Planting** 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, Marks, Church

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 10: Ecclesiology I Capstone

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **TH-125 — Lesson 10: Ecclesiology I Capstone** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **TH-125 — Lesson 10: Ecclesiology I Capstone** 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, Ecclesiology, Capstone

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** TH-125 · Nature & Marks of the Church

**Week focus:** TH-125 — Lesson 10: Ecclesiology I Capstone

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TH-125 — Lesson 10: Ecclesiology I Capstone** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Nature & Marks of the Church. 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, Ecclesiology, Capstone

## Week 12

# Creative Ministry Project — TH-125

**Course:** Ecclesiology I: Nature & Marks of the Church

**Code:** TH-125

## 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 TH-125.

**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)*

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