

Twice Born Ministry

# **AGR-FRST-202: Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation**

Course Code: AGR-FRST-202

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-07-02

## Course Description

### AGR-FRST-202: Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation

#### ## Course Description

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

This course is part of **Layer 4 — Expansion Tracks — Career Tracks** (Track E: STEM / Mathematics / Sciences) in the Twice Born Ministry Bible School catalog. **College category:** Agriculture & Land.

#### ## Course Details

| Field | Value |

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

| **Course Code** | AGR-FRST-202 |

| **Career Track** | E — STEM / Mathematics / Sciences |

| **Catalog Track** | Forestry & Woodland Stewardship |

| **College Category** | Agriculture & Land |

| **Credit Hours** | 3 |

| **Weeks** | 10 |

| **Lessons** | 12 |

| **Prerequisites** | AGR-FRST-201 |

| **Homeschool Band** | College |

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

| **Source / Resources** | TBM expansion catalog 2026; KJV worldview integration |

#### ## TBM Cross-References

- BS-FND-100

- 2 Timothy 3:16-17 (KJV)
- Colossians 3:23 (KJV)

#### ## Learning Outcomes

Upon completion, students will be able to:

1. Explain core concepts and vocabulary for this vocational domain at college introductory level.
2. Apply biblical ethics when secular models conflict with Kingdom priorities.
3. Complete practical assignments, scenarios, or lab exercises with documented integrity.
4. Articulate connections between vocation, stewardship, and local church ministry.
5. Pass module quizzes and capstone assessments at 70% or higher.

### ## Assessment Overview

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

### ## Christian Guardrails

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

### ## Instructor Notes

Professor      Shepherd      AI      instructor      shortcode:      [tb\_ai\_instructor  
course\_code="AGR-FRST-202"]

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

## Course Modules

# AGR-FRST-202 — Lesson 1: Introduction: Wildlife Habitat & Forest Conservation

## Introduction

Welcome to Lesson 1 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Introduction: Wildlife Habitat & Forest Conservation** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

### *Christian Ethics Integration —" Stewardship*

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—"accounting, medicine, media, or cloud engineering—"is borrowed stewardship.

Apply this principle while studying **Introduction: Wildlife Habitat & Forest Conservation**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Introduction: Wildlife Habitat & Forest Conservation

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### ### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### ### Professional Standards

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

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

- BS-FND-100
- • 2 Timothy 3:16-17 (KJV)
- • Colossians 3:23 (KJV)

## **Application for Vocation and Ministry**

**Introduction: Wildlife Habitat & Forest Conservation** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Introduction: Wildlife Habitat & Forest Conservation** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 1 Summary:** We examined **Introduction: Wildlife Habitat & Forest Conservation** through scripture, vocational standards, and ministry application.

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

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

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

## 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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## 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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## Historical Figure Spotlight

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## Historical Figure Spotlight

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## Supplemental Reading and Reflection

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# AGR-FRST-202 — Lesson 2: Core Concepts — Wildlife Habitat & Forest Conservation

## Introduction

Welcome to Lesson 2 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Core Concepts — Wildlife Habitat & Forest Conservation** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

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

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

Apply this principle while studying **Core Concepts — Wildlife Habitat & Forest Conservation**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Core Concepts — Wildlife Habitat & Forest Conservation

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary

ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- BS-FND-100

- 2 Timothy 3:16-17 (KJV)
- Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Core Concepts — Wildlife Habitat & Forest Conservation** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Core Concepts — Wildlife Habitat & Forest Conservation** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 2 Summary:** We examined **Core Concepts — Wildlife Habitat & Forest Conservation** through scripture, vocational standards, and ministry application.

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

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

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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

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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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## 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.

# AGR-FRST-202 — Lesson 3: Guided Practice I — Forestry & Woodland Stewardship

## Introduction

Welcome to Lesson 3 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Guided Practice I — Forestry & Woodland Stewardship** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

### *Christian Ethics Integration —” Wisdom*

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Guided Practice I — Forestry & Woodland Stewardship**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Guided Practice I — Forestry & Woodland Stewardship

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

### ### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### ### Professional Standards

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

- BS-FND-100
- • 2 Timothy 3:16-17 (KJV)
- • Colossians 3:23 (KJV)

## **Application for Vocation and Ministry**

**Guided Practice I — Forestry & Woodland Stewardship** should change how you work, lead, serve customers, and witness.

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

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



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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Guided Practice I — Forestry & Woodland Stewardship** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 3 Summary:** We examined **Guided Practice I — Forestry & Woodland Stewardship** through scripture, vocational standards, and ministry application.

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

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

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

## Ministry Case Study

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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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## Worship Integration

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

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## **Ministry Case Study**

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## Ministry Case Study

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

## Historical Figure Spotlight

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

## Historical Figure Spotlight

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

## Worship Integration

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

# AGR-FRST-202 — Lesson 4: Guided Practice II — Forestry & Woodland Stewardship

## Introduction

Welcome to Lesson 4 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Guided Practice II — Forestry & Woodland**

**Stewardship** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

### ***Christian Ethics Integration —" Stewardship***

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—"accounting, medicine, media, or cloud engineering—"is borrowed stewardship.

Apply this principle while studying **Guided Practice II — Forestry & Woodland Stewardship**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Guided Practice II — Forestry & Woodland Stewardship

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

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

### ### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100

- 2 Timothy 3:16-17 (KJV)
- Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Guided Practice II — Forestry & Woodland Stewardship** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Guided Practice II — Forestry & Woodland Stewardship** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 4 Summary:** We examined **Guided Practice II — Forestry & Woodland Stewardship** through scripture, vocational standards, and ministry application.

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

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

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

## 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.

## Historical Figure Spotlight

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

## Ministry Case Study

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

## Historical Figure Spotlight

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

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## 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.

## 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.

## 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

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.

# AGR-FRST-202 — Lesson 5: Case Study Lab — Wildlife Habitat & Forest Conservation

## Introduction

Welcome to Lesson 5 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Case Study Lab — Wildlife Habitat & Forest Conservation** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

## *Christian Ethics Integration —" Truth*

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

Apply this principle while studying **Case Study Lab — Wildlife Habitat & Forest Conservation**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must

yield to conscience.

## Core Teaching

### Theme: Case Study Lab — Wildlife Habitat & Forest Conservation

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

### Competency targets for this lesson:

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

### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100
- • 2 Timothy 3:16-17 (KJV)
- • Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Case Study Lab — Wildlife Habitat & Forest Conservation** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Case Study Lab — Wildlife Habitat & Forest Conservation** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 5 Summary:** We examined **Case Study Lab — Wildlife Habitat & Forest Conservation** through scripture, vocational standards, and ministry application.

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

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

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

## 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.

## 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

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## Ministry Case Study

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## Ministry Case Study

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

## Worship Integration

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

## Worship Integration

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

## Ministry Case Study

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

## Ministry Case Study

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

## Historical Figure Spotlight

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

## 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

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## Supplemental Reading and Reflection

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

## Historical Figure Spotlight

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

## 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.

# AGR-FRST-202 — Lesson 6: Scripture and Stewardship in Forestry & Woodland Stewardship

## Introduction

Welcome to Lesson 6 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Scripture and Stewardship in Forestry & Woodland Stewardship** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

### *Christian Ethics Integration —” Wisdom*

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Scripture and Stewardship in Forestry & Woodland Stewardship**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Scripture and Stewardship in Forestry & Woodland Stewardship

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

**Competency targets for this lesson:**



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

### ### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100
  - 2 Timothy 3:16-17 (KJV)
  - Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Scripture and Stewardship in Forestry & Woodland Stewardship** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Scripture and Stewardship in Forestry & Woodland Stewardship** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 6 Summary:** We examined **Scripture and Stewardship in Forestry & Woodland Stewardship** through scripture, vocational standards, and ministry application.

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

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

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

## Supplemental Reading and Reflection

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

## Supplemental Reading and Reflection

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

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate

praise, not remain abstract.

## Ministry Case Study

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

## Ministry Case Study

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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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## Worship Integration

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

## **Worship Integration**

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

## **Supplemental Reading and Reflection**

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

## **Worship Integration**

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

## **Historical Figure Spotlight**

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

## **Supplemental Reading and Reflection**

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## **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.

## 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.

# AGR-FRST-202 — Lesson 7: Research and Documentation Standards

## Introduction

Welcome to Lesson 7 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Research and Documentation Standards** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

## *Christian Ethics Integration —" Stewardship*

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—"accounting, medicine, media, or cloud engineering—"is borrowed stewardship.

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

## Core Teaching

### Theme: Research and Documentation Standards

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

### Competency targets for this lesson:

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

### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100
- • 2 Timothy 3:16-17 (KJV)
- • Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Research and Documentation Standards** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Research and Documentation Standards** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 7 Summary:** We examined **Research and Documentation Standards** through scripture, vocational standards, and ministry application.

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

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

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

## Worship Integration

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

## Ministry Case Study

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

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## 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

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

## Supplemental Reading and Reflection

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## Historical Figure Spotlight

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

## Historical Figure Spotlight

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

## Worship Integration

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

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## Historical Figure Spotlight

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# AGR-FRST-202 — Lesson 8: Advanced Techniques — Intermediate II

## Introduction

Welcome to Lesson 8 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Advanced Techniques — Intermediate II** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

## *Christian Ethics Integration —" Truth*

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

Apply this principle while studying **Advanced Techniques — Intermediate II**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Advanced Techniques — Intermediate II

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

**Competency targets for this lesson:**

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

### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100
- • 2 Timothy 3:16-17 (KJV)
- • Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Advanced Techniques — Intermediate II** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Advanced Techniques — Intermediate II** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 8 Summary:** We examined **Advanced Techniques — Intermediate II** through scripture, vocational standards, and ministry application.

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

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

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

## 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.

## Worship Integration

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

## Historical Figure Spotlight

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

## Historical Figure Spotlight

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## Ministry Case Study

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## Ministry Case Study

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## Worship Integration

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

## Historical Figure Spotlight

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## Worship Integration

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

## Supplemental Reading and Reflection

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

## 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.

# AGR-FRST-202 — Lesson 9: Ethics and Kingdom Priorities

## Introduction

Welcome to Lesson 9 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Ethics and Kingdom Priorities** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.



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

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

### ***Christian Ethics Integration —” Wisdom***

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

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

## **Core Teaching**

### Theme: Ethics and Kingdom Priorities

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100

- 2 Timothy 3:16-17 (KJV)
- Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Ethics and Kingdom Priorities** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Ethics and Kingdom Priorities** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 9 Summary:** We examined **Ethics and Kingdom Priorities** through scripture, vocational standards, and ministry application.

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

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

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

## 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.

## Historical Figure Spotlight

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## Supplemental Reading and Reflection

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

## 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

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## Historical Figure Spotlight

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## Worship Integration

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## Supplemental Reading and Reflection

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

## Historical Figure Spotlight

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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

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

## Worship Integration

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

## Worship Integration

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

## Historical Figure Spotlight

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

# AGR-FRST-202 — Lesson 10: Collaborative Ministry Application

## Introduction

Welcome to Lesson 10 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Collaborative Ministry Application** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

## *Christian Ethics Integration —" Stewardship*

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—"accounting, medicine, media, or cloud engineering—"is borrowed stewardship.

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

## Core Teaching

### ### Theme: Collaborative Ministry Application

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### ### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

### Competency targets for this lesson:

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

### ### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100
- • 2 Timothy 3:16-17 (KJV)
- • Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Collaborative Ministry Application** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Collaborative Ministry Application** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 10 Summary:** We examined **Collaborative Ministry Application** through scripture, vocational standards, and ministry application.

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

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

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

## Ministry Case Study



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

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## Supplemental Reading and Reflection

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

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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.

## Worship Integration

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

## Worship Integration

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

## Worship Integration

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

## Worship Integration

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

## Supplemental Reading and Reflection

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

## Worship Integration

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

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## 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.

# AGR-FRST-202 — Lesson 11: Mid-Course Integration and Review

## Introduction

Welcome to Lesson 11 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Mid-Course Integration and Review** within

the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

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

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

Apply this principle while studying **Mid-Course Integration and Review**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Mid-Course Integration and Review

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### ### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100

- 2 Timothy 3:16-17 (KJV)
- Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Mid-Course Integration and Review** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Mid-Course Integration and Review** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 11 Summary:** We examined **Mid-Course Integration and Review** through scripture, vocational standards, and ministry application.

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

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

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

## Supplemental Reading and Reflection

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

## 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.

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

## **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.

## Historical Figure Spotlight

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

## Worship Integration

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## Historical Figure Spotlight

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

## Historical Figure Spotlight

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

## Ministry Case Study



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

## 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.

# AGR-FRST-202 — Lesson 12: Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection

## Introduction

Welcome to Lesson 12 of **Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation** (AGR-FRST-202). This session explores **Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection** within the **Track E — STEM / Mathematics / Sciences** pathway at Twice Born Ministry Bible School.

This track provides Liberty/Hillsdale-style quantitative and natural science foundations with creation-stewardship framing—not scientism, but rigorous inquiry under God.

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

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

## *Christian Ethics Integration —" Wisdom*

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection

The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10, KJV). Mathematics and natural science reveal order in creation without displacing the Creator.

Through faith we understand that the worlds were framed by the word of God (Hebrews 11:3, KJV). Scientific inquiry honors God when conducted with humility, honesty, and stewardship.

### Practical Focus

College-level forestry & woodland stewardship — intermediate ii. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

### Competency targets for this lesson:

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

### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100
  - 2 Timothy 3:16-17 (KJV)
  - Colossians 3:23 (KJV)

## Application for Vocation and Ministry

**Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection** should change how you work, lead, serve customers, and witness.

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

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

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

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

## Lab, Scenario, or Field Exercise

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

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

## Discussion Questions

How does **Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 12 Summary:** We examined **Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection** through scripture, vocational standards, and ministry application.

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

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

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

## Supplemental Reading and Reflection

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

## 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.

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## Historical Figure Spotlight

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

## Worship Integration

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

## Worship Integration

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

## 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.

## 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.

## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 1: Introduction: Wildlife Habitat & Forest Conservation

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **AGR-FRST-202 — Lesson 1: Introduction: Wildlife Habitat & Forest Conservation** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **AGR-FRST-202 — Lesson 1: Introduction: Wildlife Habitat & Forest Conservation**. 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, Introduction, Wildlife

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 2: Core Concepts — Wildlife Habitat & Forest Conservation

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **AGR-FRST-202 — Lesson 2: Core Concepts — Wildlife Habitat & Forest Conservation** with KJV integration and measurable evidence in the submission.

## Task

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

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

## Grading

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

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Concepts, Wildlife

## Week 03

## Week 03 Assignment — Expository Outline

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 3: Guided Practice I — Forestry & Woodland Stewardship

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **AGR-FRST-202 — Lesson 3: Guided Practice I — Forestry & Woodland Stewardship** with KJV integration and measurable evidence in the submission.

## Task



**Outline:** Produce a structured outline (400+ words) for the main passage in **AGR-FRST-202 — Lesson 3: Guided Practice I — Forestry & Woodland Stewardship**. 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, Guided, Practice

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 4: Guided Practice II — Forestry & Woodland Stewardship

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **AGR-FRST-202 — Lesson 4: Guided Practice II — Forestry & Woodland Stewardship** 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, Guided, Practice

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 5: Case Study Lab — Wildlife Habitat & Forest Conservation

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **AGR-FRST-202 — Lesson 5: Case Study Lab — Wildlife Habitat & Forest Conservation** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **AGR-FRST-202 — Lesson 5: Case Study Lab — Wildlife Habitat & Forest Conservation** (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:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 6: Scripture and Stewardship in Forestry & Woodland Stewardship

### Learning objective (Bloom's taxonomy)

Students will **construct** course content from **AGR-FRST-202 — Lesson 6: Scripture and Stewardship in Forestry & Woodland Stewardship** 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, Scripture, Stewardship

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 7: Research and Documentation Standards

### Learning objective (Bloom's taxonomy)

Students will **compare** course content from **AGR-FRST-202 — Lesson 7: Research and Documentation Standards** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **AGR-FRST-202 — Lesson 7: Research and Documentation Standards**. 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, Research, Documentation

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 8: Advanced Techniques — Intermediate II

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **AGR-FRST-202 — Lesson 8: Advanced Techniques — Intermediate II** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **AGR-FRST-202 — Lesson 8: Advanced Techniques — Intermediate II**. 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, Advanced, Techniques

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 9: Ethics and Kingdom Priorities

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **AGR-FRST-202 — Lesson 9: Ethics and Kingdom Priorities** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **AGR-FRST-202 — Lesson 9: Ethics and Kingdom Priorities** 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, Ethics, Kingdom

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 10: Collaborative Ministry Application

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **AGR-FRST-202 — Lesson 10: Collaborative Ministry Application** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **AGR-FRST-202 — Lesson 10: Collaborative Ministry Application** 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, Collaborative, Ministry

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** AGR-FRST-202 · Wildlife Habitat & Forest Conservation

**Week focus:** AGR-FRST-202 — Lesson 12: Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **AGR-FRST-202 — Lesson 12: Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Wildlife Habitat & Forest Conservation. 600 words, minimum six KJV citations, one paragraph on personal growth.

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

## Grading

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

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

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

## Week 12

## Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing Wildlife Habitat & Forest Conservation with KJV fidelity and scholarship-gallery quality.

# Creative Ministry Project — AGR-FRST-202

**Course:** Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation

Integrate professional skills from **Forestry & Woodland Stewardship** with gospel witness. Submit a capstone artifact (report, demo, portfolio piece, or ministry plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for Kingdom Excellence distinction.

## Rubric

## Grading

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

**Pass:** 70%

*Rubric (100 points)*

## Creative Ministry Project

## Creative Ministry Project — AGR-FRST-202

**Course:** Forestry & Woodland Stewardship: Wildlife Habitat & Forest Conservation

Integrate professional skills from **Forestry & Woodland Stewardship** with gospel witness. Submit a capstone artifact (report, demo, portfolio piece, or ministry plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for Kingdom Excellence distinction.

## Rubric



## Appendix B — Key Terms & Passages

- Theme: Capstone: Wildlife Habitat & Forest Conservation with KJV Reflection