

Twice Born Ministry

CR-CC-201: Content Creation: Intermediate I

Course Code: CR-CC-201

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-07-02

Course Description

CR-CC-201: Content Creation: Intermediate I

Course Description

College-level content creation — intermediate i. 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 H: Communication / Media Ministry) in the Twice Born Ministry Bible School catalog. **College category:** Media & Creative.

Course Details

| Field | Value |

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

| **Course Code** | CR-CC-201 |

| **Career Track** | H — Communication / Media Ministry |

| **Catalog Track** | Content Creation |

| **College Category** | Media & Creative |

| **Credit Hours** | 3 |

| **Weeks** | 10 |

| **Lessons** | 12 |

| **Prerequisites** | CR-CC-102 |

| **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="CR-CC-201"]

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

Course Modules

CR-CC-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 1 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Introduction and Biblical Stewardship Foundations — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 and Biblical Stewardship Foundations — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Introduction and Biblical Stewardship Foundations — Content Creation (Intermediate I)

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

College-level content creation — intermediate i. 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)
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Application for Vocation and Ministry

Introduction and Biblical Stewardship Foundations — Content Creation (Intermediate I) 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 and Biblical Stewardship Foundations — Content Creation (Intermediate I)** 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 and Biblical Stewardship Foundations — Content Creation (Intermediate I)** 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).

Worship Integration

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

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the

Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

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

Ministry Case Study

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

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CR-CC-201 — Lesson 2: Core Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 2 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Core Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Core Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

College-level content creation — intermediate i. 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

Core Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I) 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 Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)** 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 Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

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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CR-CC-201 — Lesson 3: Guided Skill Building I — Content Creation (Intermediate I)

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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 Skill Building I — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Guided Skill Building I — Content Creation (Intermediate I)

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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.

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.

CR-CC-201 — Lesson 4: Guided Skill Building II — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 4 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Guided Skill Building II — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 Skill Building II — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Guided Skill Building II — Content Creation (Intermediate I)

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

College-level content creation — intermediate i. 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 Skill Building II — Content Creation (Intermediate I) 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 Skill Building II — Content Creation (Intermediate I)** 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 Skill Building II — Content Creation (Intermediate I)** 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).

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

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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.

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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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.

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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.

CR-CC-201 — Lesson 5: Case Studies and Real-World Scenarios — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 5 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Case Studies and Real-World Scenarios — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 Studies and Real-World Scenarios — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Case Studies and Real-World Scenarios — Content Creation (Intermediate I)

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

College-level content creation — intermediate i. 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 Studies and Real-World Scenarios — Content Creation (Intermediate I) 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 Studies and Real-World Scenarios — Content Creation (Intermediate I)** 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 Studies and Real-World Scenarios — Content Creation (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

Historical Figure Spotlight

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

Supplemental Reading and Reflection

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

Ministry Case Study

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

Supplemental Reading and Reflection

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Historical Figure Spotlight

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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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Worship Integration

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

Worship Integration

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

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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

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.

CR-CC-201 — Lesson 6: Integration with Church and Community Ministry — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 6 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Integration with Church and Community Ministry — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 **Integration with Church and Community Ministry — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Integration with Church and Community Ministry — Content Creation (Intermediate I)

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

College-level content creation — intermediate i. 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

Integration with Church and Community Ministry — Content Creation (Intermediate I) 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 **Integration with Church and Community Ministry — Content Creation (Intermediate I)** 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 **Integration with Church and Community Ministry — Content Creation (Intermediate I)** 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.

Worship Integration

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

Worship Integration

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

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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.

Historical Figure Spotlight

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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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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.

CR-CC-201 — Lesson 7: Research, Documentation, and Professional Integrity — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 7 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Research, Documentation, and Professional Integrity — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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, Documentation, and Professional Integrity — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Research, Documentation, and Professional Integrity — Content Creation (Intermediate I)

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

College-level content creation — intermediate i. 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, Documentation, and Professional Integrity — Content Creation (Intermediate I) 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, Documentation, and Professional Integrity — Content Creation (Intermediate I)** 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, Documentation, and Professional Integrity — Content Creation (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

Historical Figure Spotlight

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

Worship Integration

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

Historical Figure Spotlight

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

Ministry Case Study

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

Worship Integration

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

Supplemental Reading and Reflection

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

Ministry Case Study

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

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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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.

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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.

CR-CC-201 — Lesson 8: Advanced Application and Problem Solving — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 8 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Advanced Application and Problem Solving — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 Application and Problem Solving — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Advanced Application and Problem Solving — Content Creation (Intermediate I)

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

College-level content creation — intermediate i. 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 Application and Problem Solving — Content Creation (Intermediate I) 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 Application and Problem Solving — Content Creation (Intermediate I)** 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 Application and Problem Solving — Content Creation (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

Historical Figure Spotlight

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

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.

Historical Figure Spotlight

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

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Historical Figure Spotlight

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.

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.

CR-CC-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 9 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Ethics, Law, and Kingdom Priorities — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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, Law, and Kingdom Priorities — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Ethics, Law, and Kingdom Priorities — Content Creation (Intermediate I)

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

College-level content creation — intermediate i. 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, Law, and Kingdom Priorities — Content Creation (Intermediate I) 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, Law, and Kingdom Priorities — Content Creation (Intermediate I)** 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, Law, and Kingdom Priorities — Content Creation (Intermediate I)** 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).

Ministry Case Study

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

Historical Figure Spotlight

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

Supplemental Reading and Reflection

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

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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.

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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Supplemental Reading and Reflection

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

CR-CC-201 — Lesson 10: Collaborative Project and Peer Review — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 10 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Collaborative Project and Peer Review — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 Project and Peer Review — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Collaborative Project and Peer Review — Content Creation (Intermediate I)

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

College-level content creation — intermediate i. 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 Project and Peer Review — Content Creation (Intermediate I) 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 Project and Peer Review — Content Creation (Intermediate I)** 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 Project and Peer Review — Content Creation (Intermediate I)** 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

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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.

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

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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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CR-CC-201 — Lesson 11: Mid-Course Synthesis and Review — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 11 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Mid-Course Synthesis and Review — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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 Synthesis and Review — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Mid-Course Synthesis and Review — Content Creation (Intermediate I)

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

College-level content creation — intermediate i. 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 Synthesis and Review — Content Creation (Intermediate I) 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 Synthesis and Review — Content Creation (Intermediate I)** 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 Synthesis and Review — Content Creation (Intermediate I)** 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).

Worship Integration

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

Supplemental Reading and Reflection

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

Ministry Case Study

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

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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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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.

CR-CC-201 — Lesson 12: Capstone: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)

Introduction

Welcome to Lesson 12 of **Content Creation: Intermediate I** (CR-CC-201). This session explores **Capstone: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

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: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Capstone: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

College-level content creation — intermediate i. 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: Ministry-Integrated Mastery Project — Content Creation (Intermediate I) 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: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)** 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: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)** 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).

Worship Integration

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

Ministry Case Study

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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

Historical Figure Spotlight

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Ministry Case Study

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Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **CR-CC-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **CR-CC-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Content Creation (Intermediate I)**. 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, Biblical

Week 02

Week 02 Assignment — Memory Verse Application

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 2: Core Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **CR-CC-201 — Lesson 2: Core Vocabulary, Tools, and Safety Ethics — Content Creation (Intermediate I)** 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, Vocabulary, Tools

Week 03

Week 03 Assignment — Expository Outline

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 3: Guided Skill Building I — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **CR-CC-201 — Lesson 3: Guided Skill Building I — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **CR-CC-201 — Lesson 3: Guided Skill Building I — Content Creation (Intermediate I)**. 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, Skill

Week 04

Week 04 Assignment — Discussion Response

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 4: Guided Skill Building II — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **CR-CC-201 — Lesson 4: Guided Skill Building II — Content Creation (Intermediate I)** 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, Skill

Week 05

Week 05 Assignment — Practical Ministry Step

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 5: Case Studies and Real-World Scenarios — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **CR-CC-201 — Lesson 5: Case Studies and Real-World Scenarios — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **CR-CC-201 — Lesson 5: Case Studies and Real-World Scenarios — Content Creation (Intermediate I)** (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: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 6: Integration with Church and Community Ministry — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **CR-CC-201 — Lesson 6: Integration with Church and Community Ministry — Content Creation (Intermediate I)** 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, Integration, Church

Week 07

Week 07 Assignment — Cross-Reference Study

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 7: Research, Documentation, and Professional Integrity — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **CR-CC-201 — Lesson 7: Research, Documentation, and Professional Integrity — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **CR-CC-201 — Lesson 7: Research, Documentation, and Professional Integrity — Content Creation (Intermediate I)**. 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: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 8: Advanced Application and Problem Solving — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **CR-CC-201 — Lesson 8: Advanced Application and Problem Solving — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **CR-CC-201 — Lesson 8: Advanced Application and Problem Solving — Content Creation (Intermediate I)**. 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, Application

Week 09

Week 09 Assignment — Christological Connection Essay

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **CR-CC-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **CR-CC-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Content Creation (Intermediate I)** 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: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 10: Collaborative Project and Peer Review — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **design** course content from **CR-CC-201 — Lesson 10: Collaborative Project and Peer Review — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **CR-CC-201 — Lesson 10: Collaborative Project and Peer Review — Content Creation (Intermediate I)** 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, Project

Week 11

Week 11 Assignment — Integration & Review

Course: CR-CC-201 · Intermediate I

Week focus: CR-CC-201 — Lesson 12: Capstone: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **CR-CC-201 — Lesson 12: Capstone: Ministry-Integrated Mastery Project — Content Creation (Intermediate I)** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Intermediate I. 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, Ministry

Week 12

Learning objective (Bloom's taxonomy)

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

Creative Ministry Project — CR-CC-201

Course: Content Creation: Intermediate I

Integrate professional skills from **Content Creation** 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 — CR-CC-201

Course: Content Creation: Intermediate I

Integrate professional skills from **Content Creation** 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

