

Twice Born Ministry

EDU-CUR-202: Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning

Course Code: EDU-CUR-202

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-07-02

Course Description

EDU-CUR-202: Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning

Course Description

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

This course is part of **Layer 4 — Expansion Tracks — Career Tracks** (Track A: Ministry / Pastoral / Biblical Counseling) in the Twice Born Ministry Bible School catalog. **College category:** Education & Pedagogy.

Course Details

| Field | Value |

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

| **Course Code** | EDU-CUR-202 |

| **Career Track** | A — Ministry / Pastoral / Biblical Counseling |

| **Catalog Track** | Curriculum Design & Instructional Leadership |

| **College Category** | Education & Pedagogy |

| **Credit Hours** | 3 |

| **Weeks** | 10 |

| **Lessons** | 12 |

| **Prerequisites** | EDU-CUR-201 |

| **Homeschool Band** | College |

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

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

TBM Cross-References

- BS-FND-100

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

Learning Outcomes

Upon completion, students will be able to:

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

Assessment Overview

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

Christian Guardrails

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

Accreditation Alignment (TRACS/ABHE rubric)

See `accreditation/ACCREDITATION.json` and `accreditation/SYLLABUS_ACCREDITATION.md` for measurable SLOs, Carnegie credit-hour justification, assessment matrix, rubrics, required readings, and academic integrity statement. Master rubric: `Publishing/Bible_School/ACCREDITATION_STANDARDS.md`.

Instructor Notes

Professor Shepherd AI instructor shortcode: `[tb_ai_instructor course_code="EDU-CUR-202"]`

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

Course Modules

EDU-CUR-202 — Lesson 1: Introduction: Interdisciplinary Integration & Project-Based Learning

Introduction

Welcome to Lesson 1 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Introduction: Interdisciplinary Integration & Project-Based Learning** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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 **Introduction: Interdisciplinary Integration & Project-Based Learning**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Introduction: Interdisciplinary Integration & Project-Based Learning

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

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

Application for Vocation and Ministry

Introduction: Interdisciplinary Integration & Project-Based Learning 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: Interdisciplinary Integration & Project-Based Learning** 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: Interdisciplinary Integration & Project-Based Learning** 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.

Worship Integration

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

Supplemental Reading and Reflection

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

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Ministry Case Study

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

Ministry Case Study

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Historical Figure Spotlight

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

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Historical Figure Spotlight

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EDU-CUR-202 — Lesson 2: Core Concepts — Interdisciplinary Integration & Project-Based Learning

Introduction

Welcome to Lesson 2 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Core Concepts — Interdisciplinary Integration & Project-Based Learning** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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

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

Christian Ethics Integration —” Dignity

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

Apply this principle while studying **Core Concepts — Interdisciplinary Integration & Project-Based Learning**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Core Concepts — Interdisciplinary Integration & Project-Based Learning

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

- BS-FND-100

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

Application for Vocation and Ministry

Core Concepts — Interdisciplinary Integration & Project-Based Learning should change how you work, lead, serve customers, and witness.

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

How does **Core Concepts — Interdisciplinary Integration & Project-Based Learning** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

Lesson 2 Summary: We examined **Core Concepts — Interdisciplinary Integration & Project-Based Learning** 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).

Supplemental Reading and Reflection

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

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their

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Worship Integration

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EDU-CUR-202 — Lesson 3: Guided Practice I — Curriculum Design & Instructional Leadership

Introduction

Welcome to Lesson 3 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Guided Practice I — Curriculum Design & Instructional Leadership** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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

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

Christian Ethics Integration —" Stewardship

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

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

Core Teaching

Theme: Guided Practice I — Curriculum Design & Instructional Leadership

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
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- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

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TBM & Catalog Cross-References

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

Application for Vocation and Ministry

Guided Practice I — Curriculum Design & Instructional Leadership should change how you work, lead, serve customers, and witness.

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

How does **Guided Practice I — Curriculum Design & Instructional Leadership** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

Lesson 3 Summary: We examined **Guided Practice I — Curriculum Design & Instructional Leadership** through scripture, vocational standards, and ministry application.

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

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

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

Ministry Case Study

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Historical Figure Spotlight

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

Worship Integration

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

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Supplemental Reading and Reflection

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

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Historical Figure Spotlight

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

Worship Integration

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

Worship Integration

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

Historical Figure Spotlight

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

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.

EDU-CUR-202 — Lesson 4: Guided Practice II — Curriculum Design & Instructional Leadership

Introduction

Welcome to Lesson 4 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Guided Practice II — Curriculum Design & Instructional Leadership** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference SPECIALIZATION_SOURCES.md and TBM books noted in your syllabus.

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

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

Christian Ethics Integration —” Wisdom

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

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

Core Teaching

Theme: Guided Practice II — Curriculum Design & Instructional Leadership

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

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

Application for Vocation and Ministry

Guided Practice II — Curriculum Design & Instructional Leadership should change how you work, lead, serve customers, and witness.

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

How does **Guided Practice II — Curriculum Design & Instructional Leadership** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

Lesson 4 Summary: We examined **Guided Practice II — Curriculum Design & Instructional Leadership** 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).

Worship Integration

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their

courage and Scripture saturation, not necessarily every cultural application.

Worship Integration

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

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.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies

biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Ministry Case Study

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

Historical Figure Spotlight

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

Worship Integration

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

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Supplemental Reading and Reflection

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Ministry Case Study

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Ministry Case Study

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

EDU-CUR-202 — Lesson 5: Case Study Lab — Interdisciplinary Integration & Project-Based Learning

Introduction

Welcome to Lesson 5 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Case Study Lab — Interdisciplinary Integration & Project-Based Learning** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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

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

Christian Ethics Integration —" Dignity

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

Apply this principle while studying **Case Study Lab — Interdisciplinary Integration & Project-Based Learning**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Case Study Lab — Interdisciplinary Integration & Project-Based Learning

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

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

- Colossians 3:23 (KJV)

Application for Vocation and Ministry

Case Study Lab — Interdisciplinary Integration & Project-Based Learning should change how you work, lead, serve customers, and witness.

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

How does **Case Study Lab — Interdisciplinary Integration & Project-Based Learning** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

Lesson 5 Summary: We examined **Case Study Lab — Interdisciplinary Integration & Project-Based Learning** 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).

Worship Integration

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

Historical Figure Spotlight

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

Worship Integration

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

Worship Integration

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

Supplemental Reading and Reflection

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

Worship Integration

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

Historical Figure Spotlight

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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

Historical Figure Spotlight

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

Worship Integration

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

Ministry Case Study

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

Ministry Case Study

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

Worship Integration

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

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.

EDU-CUR-202 — Lesson 6: Scripture and Stewardship in Curriculum Design & Instructional Leadership

Introduction

Welcome to Lesson 6 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Scripture and Stewardship in Curriculum Design & Instructional Leadership** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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 **Scripture and Stewardship in Curriculum Design & Instructional Leadership**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Scripture and Stewardship in Curriculum Design & Instructional Leadership

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone

call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

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

Application for Vocation and Ministry

Scripture and Stewardship in Curriculum Design & Instructional Leadership should change how you work, lead, serve customers, and witness.

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

How does **Scripture and Stewardship in Curriculum Design & Instructional Leadership** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

Lesson 6 Summary: We examined **Scripture and Stewardship in Curriculum Design & Instructional Leadership** 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).

Worship Integration

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

Historical Figure Spotlight

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

Ministry Case Study

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

Historical Figure Spotlight

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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Worship Integration

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Supplemental Reading and Reflection

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Worship Integration

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Historical Figure Spotlight

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

Historical Figure Spotlight

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

Ministry Case Study

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

Worship Integration

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

EDU-CUR-202 — Lesson 7: Research and Documentation Standards

Introduction

Welcome to Lesson 7 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Research and Documentation Standards** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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

Core Teaching

Theme: Research and Documentation Standards

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

- BS-FND-100

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

Application for Vocation and Ministry

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

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

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

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

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

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

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

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

Ministry Case Study

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

Ministry Case Study

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Historical Figure Spotlight

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

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Worship Integration

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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Supplemental Reading and Reflection

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

Worship Integration

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

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Supplemental Reading and Reflection

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Worship Integration

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EDU-CUR-202 — Lesson 8: Advanced Techniques — Intermediate II

Introduction

Welcome to Lesson 8 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Advanced Techniques — Intermediate II** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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

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

Christian Ethics Integration —" Dignity

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

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

Core Teaching

Theme: Advanced Techniques — Intermediate II

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

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

Application for Vocation and Ministry

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

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

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

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

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

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

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

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

Supplemental Reading and Reflection

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

Worship Integration

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

Ministry Case Study

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Historical Figure Spotlight

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

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Historical Figure Spotlight

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EDU-CUR-202 — Lesson 9: Ethics and Kingdom Priorities

Introduction

Welcome to Lesson 9 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Ethics and Kingdom Priorities** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry.

Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference SPECIALIZATION_SOURCES.md and TBM books noted in your syllabus.

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

Core Teaching

Theme: Ethics and Kingdom Priorities

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

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

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

Professional Standards

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

TBM & Catalog Cross-References

- BS-FND-100

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

Application for Vocation and Ministry

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

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

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

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

Summary and Next Steps

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

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

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

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

Supplemental Reading and Reflection

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

Worship Integration

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

Ministry Case Study

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Ministry Case Study

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Historical Figure Spotlight

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

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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.

EDU-CUR-202 — Lesson 10: Collaborative Ministry Application

Introduction

Welcome to Lesson 10 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Collaborative Ministry Application** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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

Core Teaching

Theme: Collaborative Ministry Application

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

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

Application for Vocation and Ministry

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

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

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

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

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

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

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

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

Historical Figure Spotlight

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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

Worship Integration

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

Historical Figure Spotlight

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

Historical Figure Spotlight

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

Historical Figure Spotlight

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

Ministry Case Study

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

Worship Integration

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

Ministry Case Study

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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

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Historical Figure Spotlight

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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.

EDU-CUR-202 — Lesson 11: Mid-Course Integration and Review

Introduction

Welcome to Lesson 11 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Mid-Course Integration and Review** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference SPECIALIZATION_SOURCES.md and TBM books noted in your syllabus.

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

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

Christian Ethics Integration —" Dignity

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

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

Core Teaching

Theme: Mid-Course Integration and Review

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.

- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

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

TBM & Catalog Cross-References

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

Application for Vocation and Ministry

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

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

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

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

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

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

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

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

Supplemental Reading and Reflection

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

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.

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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Supplemental Reading and Reflection

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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

Supplemental Reading and Reflection

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

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.

EDU-CUR-202 — Lesson 12: Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection

Introduction

Welcome to Lesson 12 of **Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning** (EDU-CUR-202). This session explores **Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection** within the **Track A — Ministry / Pastoral / Biblical Counseling** pathway at Twice Born Ministry Bible School.

This career track extends Twice Born Ministry's Layer 2 theology and ministry courses (TH-, PM-, CS-, MN-) with college-level pastoral formation. Cross-reference `SPECIALIZATION_SOURCES.md` and TBM books noted in your syllabus.

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 **Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection

The Lord is my shepherd; I shall not want (Psalm 23:1, KJV). Pastoral care flows from the Chief Shepherd's pattern—leading, feeding, protecting, and restoring sheep who stray. Every visit, phone call, and prayer embodies this metaphor when conducted in Scripture-saturated love.

Peter exhorts elders to feed the flock willingly, not for filthy lucre, being examples rather than lords (1 Peter 5:2-3, KJV). Pastoral ministry is exemplary leadership. Character precedes charisma; humility precedes platform.

Practical Focus

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

Competency targets for this lesson:

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

Professional Standards

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

TBM & Catalog Cross-References

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

Application for Vocation and Ministry

Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection should change how you work, lead, serve customers, and witness.

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

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

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

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

Lab, Scenario, or Field Exercise

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

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

Discussion Questions

How does **Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

Summary and Next Steps

Lesson 12 Summary: We examined **Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection** through scripture, vocational standards, and ministry application.

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

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

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

Worship Integration

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

Historical Figure Spotlight

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

Historical Figure Spotlight

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

Ministry Case Study

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

Historical Figure Spotlight

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Supplemental Reading and Reflection

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

Ministry Case Study

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

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Worship Integration

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Historical Figure Spotlight

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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.

Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 1: Introduction: Interdisciplinary Integration & Project-Based Learning

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **EDU-CUR-202 — Lesson 1: Introduction: Interdisciplinary Integration & Project-Based Learning** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **EDU-CUR-202 — Lesson 1: Introduction: Interdisciplinary Integration & Project-Based Learning**. 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, Interdisciplinary

Week 02

Week 02 Assignment — Memory Verse Application

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 2: Core Concepts — Interdisciplinary Integration & Project-Based Learning

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **EDU-CUR-202 — Lesson 2: Core Concepts — Interdisciplinary Integration & Project-Based Learning** with KJV integration and measurable evidence in the submission.

Task

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

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

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

Week 03

Week 03 Assignment — Expository Outline

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 3: Guided Practice I — Curriculum Design & Instructional Leadership

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **EDU-CUR-202 — Lesson 3: Guided Practice I — Curriculum Design & Instructional Leadership** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **EDU-CUR-202 — Lesson 3: Guided Practice I — Curriculum Design & Instructional Leadership**. Include pericope titles and one-sentence themes.

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Guided, Practice

Week 04

Week 04 Assignment — Discussion Response

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 4: Guided Practice II — Curriculum Design & Instructional Leadership

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **EDU-CUR-202 — Lesson 4: Guided Practice II — Curriculum Design & Instructional Leadership** with KJV integration and measurable evidence in the submission.

Task

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

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Guided, Practice

Week 05

Week 05 Assignment — Practical Ministry Step

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 5: Case Study Lab — Interdisciplinary Integration & Project-Based Learning

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **EDU-CUR-202 — Lesson 5: Case Study Lab — Interdisciplinary Integration & Project-Based Learning** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **EDU-CUR-202 — Lesson 5: Case Study Lab — Interdisciplinary Integration & Project-Based Learning** (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: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 6: Scripture and Stewardship in Curriculum Design & Instructional Leadership

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **EDU-CUR-202 — Lesson 6: Scripture and Stewardship in Curriculum Design & Instructional Leadership** with KJV integration and measurable evidence in the submission.

Task

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

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

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

Week 07

Week 07 Assignment — Cross-Reference Study

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 7: Research and Documentation Standards

Learning objective (Bloom's taxonomy)

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

Task

Compare: Find three cross-references that illuminate **EDU-CUR-202 — Lesson 7: Research and Documentation Standards**. Write 400 words comparing themes (OT + NT).

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Research, Documentation

Week 08

Week 08 Assignment — Historical Context Brief

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 8: Advanced Techniques — Intermediate II

Learning objective (Bloom's taxonomy)

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

Task

Describe: Write 350 words on historical/literary context for **EDU-CUR-202 — Lesson 8: Advanced Techniques — Intermediate II**. Minimum four KJV citations.

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Advanced, Techniques

Week 09

Week 09 Assignment — Christological Connection Essay

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 9: Ethics and Kingdom Priorities

Learning objective (Bloom's taxonomy)

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

Task

Evaluate: Explain how **EDU-CUR-202 — Lesson 9: Ethics and Kingdom Priorities** points to Christ in 400–600 words. Use literal-grammatical-historical method.

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Ethics, Kingdom

Week 10

Week 10 Assignment — Teaching Prep

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 10: Collaborative Ministry Application

Learning objective (Bloom's taxonomy)

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

Task

Design: Prepare a 5-minute teaching outline for **EDU-CUR-202 — Lesson 10: Collaborative Ministry Application** suitable for a small group or homeschool lesson.

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

Grading

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

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Collaborative, Ministry

Week 11

Week 11 Assignment — Integration & Review

Course: EDU-CUR-202 · Interdisciplinary Integration & Project-Based Learning

Week focus: EDU-CUR-202 — Lesson 12: Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **EDU-CUR-202 — Lesson 12: Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Interdisciplinary Integration & Project-Based Learning. 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, Interdisciplinary

Week 12

Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing Interdisciplinary Integration & Project-Based Learning with KJV fidelity and scholarship-gallery quality.

Creative Ministry Project — EDU-CUR-202

Course: Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning

Integrate professional skills from **Curriculum Design & Instructional Leadership** 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 — EDU-CUR-202

Course: Curriculum Design & Instructional Leadership: Interdisciplinary Integration & Project-Based Learning

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

Rubric

Appendix B — Key Terms & Passages

- Theme: Capstone: Interdisciplinary Integration & Project-Based Learning with KJV Reflection