

Twice Born Ministry

# **STEM-SHIP-201: Shipbuilding & Naval Architecture Intro: Intermediate I**

Course Code: STEM-SHIP-201

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-07-03

## Course Description

### STEM-SHIP-201: Shipbuilding & Naval Architecture Intro: Intermediate I

#### ## Course Description

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

This course is part of **Layer 4 — Expansion Tracks — Career Tracks** (Track C: Trades / Service) in the Twice Born Ministry Bible School catalog. **College category:** STEM & Trades.

#### ## Course Details

| Field | Value |

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

| **Course Code** | STEM-SHIP-201 |

| **Career Track** | C — Trades / Service |

| **Catalog Track** | Shipbuilding & Naval Architecture Intro |

| **College Category** | STEM & Trades |

| **Credit Hours** | 3 |

| **Weeks** | 10 |

| **Lessons** | 12 |

| **Prerequisites** | STEM-SHIP-102 |

| **Homeschool Band** | College |

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

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

#### ## TBM Cross-References

- BS-FND-100

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

#### ## Learning Outcomes

Upon completion, students will be able to:

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

### ## Assessment Overview

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

### ## Christian Guardrails

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

### ## Instructor Notes

Professor      Shepherd      AI      instructor      shortcode:      [tb\_ai\_instructor  
course\_code="STEM-SHIP-201"]

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

## Course Modules

# STEM-SHIP-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 1 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

### *Christian Ethics Integration —" Stewardship*

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

Apply this principle while studying **Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model

excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

#### ### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

#### Competency targets for this lesson:

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

#### ### Professional Standards

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

## TBM & Catalog Cross-References

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

## Application for Vocation and Ministry

**Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 1 Summary:** We examined **Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## 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.

## 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.

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## Worship Integration

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

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# STEM-SHIP-201 — Lesson 2: Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 2 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

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

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

Apply this principle while studying **Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermediate I)

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100

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

## Application for Vocation and Ministry

**Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 2 Summary:** We examined **Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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## Ministry Case Study

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## Supplemental Reading and Reflection

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

## Historical Figure Spotlight

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

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## Worship Integration

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

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## STEM-SHIP-201 — Lesson 3: Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)

### Introduction

Welcome to Lesson 3 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

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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 Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

### Core Teaching

### Theme: Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model

excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

#### ### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

#### Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
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- BS-FND-100
- • 2 Timothy 3:16-17 (KJV)
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## Application for Vocation and Ministry

**Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 3 Summary:** We examined **Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

**Preview:** Continue to Lesson 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).*

## Worship Integration

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## Ministry Case Study

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## Supplemental Reading and Reflection

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## **Ministry Case Study**

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

## **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.

## 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.

# STEM-SHIP-201 — Lesson 4: Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 4 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

### ***Christian Ethics Integration —” Stewardship***

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

Apply this principle while studying **Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### Professional Standards

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

## TBM & Catalog Cross-References

- BS-FND-100

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

## Application for Vocation and Ministry

**Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 4 Summary:** We examined **Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Historical Figure Spotlight

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

## Worship Integration

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

## Historical Figure Spotlight

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

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word.

Write a half-page response connecting supplemental reading to this lesson's theme.

## 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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## Worship Integration

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

## Worship Integration

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

## Ministry Case Study

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

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

## 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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## Historical Figure Spotlight

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

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## 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.

# STEM-SHIP-201 — Lesson 5: Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 5 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

## *Christian Ethics Integration —" Truth*

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

Apply this principle while studying **Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and

identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate I)

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

### Competency targets for this lesson:

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

### Professional Standards

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

## TBM & Catalog Cross-References

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

## Application for Vocation and Ministry

**Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 5 Summary:** We examined **Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Supplemental Reading and Reflection

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

## Supplemental Reading and Reflection

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

## Worship Integration

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

## 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.

## 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.

## Ministry Case Study

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

## Historical Figure Spotlight

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

## Historical Figure Spotlight

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

## Worship Integration

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

## 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.

# STEM-SHIP-201 — Lesson 6: Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 6 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

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

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

Apply this principle while studying **Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Intermediate I)

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

**Competency targets for this lesson:**

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

### ### Professional Standards

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

## TBM & Catalog Cross-References

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

## Application for Vocation and Ministry

**Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 6 Summary:** We examined **Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## 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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## **Worship Integration**

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

## **Ministry Case Study**

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

## **Ministry Case Study**

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

## **Supplemental Reading and Reflection**

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

## **Worship Integration**

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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.

## **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.

# STEM-SHIP-201 — Lesson 7: Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 7 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

## *Christian Ethics Integration —" Stewardship*

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

Apply this principle while studying **Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV

where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

### Competency targets for this lesson:

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

### Professional Standards

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

## TBM & Catalog Cross-References

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

## Application for Vocation and Ministry

**Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 7 Summary:** We examined **Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Historical Figure Spotlight

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

## 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.

## 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.

## Ministry Case Study

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## Historical Figure Spotlight

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## Worship Integration

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## Worship Integration

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

## 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.

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## **Ministry Case Study**

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# **STEM-SHIP-201 — Lesson 8: Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermediate I)**

## **Introduction**

Welcome to Lesson 8 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

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

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

Apply this principle while studying **Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

**Competency targets for this lesson:**

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

### ### Professional Standards

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

## TBM & Catalog Cross-References

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

## Application for Vocation and Ministry

**Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 8 Summary:** We examined **Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Ministry Case Study

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

## Historical Figure Spotlight

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

## Supplemental Reading and Reflection

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

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

## **Worship Integration**

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

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## **Historical Figure Spotlight**

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

## **Ministry Case Study**

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## **Ministry Case Study**

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## Historical Figure Spotlight

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## Historical Figure Spotlight

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## Historical Figure Spotlight

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

## Supplemental Reading and Reflection

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

## Ministry Case Study

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

## Worship Integration

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

## 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.

# STEM-SHIP-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 9 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

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

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

Apply this principle while studying **Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### Professional Standards

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

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

- BS-FND-100

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

## Application for Vocation and Ministry

**Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 9 Summary:** We examined **Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Worship Integration

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

## Historical Figure Spotlight

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

## Historical Figure Spotlight

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## Ministry Case Study

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## 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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## 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.

# STEM-SHIP-201 — Lesson 10: Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 10 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

## *Christian Ethics Integration —" Stewardship*

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

Apply this principle while studying **Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest

estimates, safe practices—is gospel witness without preaching at hammer-point.

### ### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### ### Professional Standards

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

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

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

## **Application for Vocation and Ministry**

**Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 10 Summary:** We examined **Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Historical Figure Spotlight

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

## Supplemental Reading and Reflection

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

## **Worship Integration**

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

## **Supplemental Reading and Reflection**

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

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## **Historical Figure Spotlight**

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

## Historical Figure Spotlight

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## Worship Integration

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## Historical Figure Spotlight

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## Ministry Case Study

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

## Supplemental Reading and Reflection

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# STEM-SHIP-201 — Lesson 11: Mid-Course Synthesis and Review — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 11 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Mid-Course Synthesis and Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

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

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

Apply this principle while studying **Mid-Course Synthesis and Review — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Mid-Course Synthesis and Review — Shipbuilding & Naval Architecture Intro (Intermediate I)

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest estimates, safe practices—is gospel witness without preaching at hammer-point.

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### Professional Standards

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

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

- BS-FND-100

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

## Application for Vocation and Ministry

**Mid-Course Synthesis and Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Mid-Course Synthesis and Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 11 Summary:** We examined **Mid-Course Synthesis and Review — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## Worship Integration

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

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

## Historical Figure Spotlight

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

## Historical Figure Spotlight

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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.

## Worship Integration

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

## **Worship Integration**

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

## **Worship Integration**

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

## **Ministry Case Study**

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

## **Supplemental Reading and Reflection**

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

## **Worship Integration**

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

# STEM-SHIP-201 — Lesson 12: Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Introduction

Welcome to Lesson 12 of **Shipbuilding & Naval Architecture Intro: Intermediate I** (STEM-SHIP-201). This session explores **Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Intermediate I)** within the **Track C — Trades / Service** pathway at Twice Born Ministry Bible School.

This career track provides foundational trade exploration for high school dual-enrollment and college electives. It does **not** replace trade school or licensure—it prepares students to serve with excellence as unto the Lord (Colossians 3:23).

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

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

## *Christian Ethics Integration —” Wisdom*

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

Apply this principle while studying **Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Intermediate I)**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Intermediate I)

Whatsoever thy hand findeth to do, do it with thy might (Ecclesiastes 9:10, KJV). Skilled trades honor God through diligent craftsmanship. The tabernacle builders and Nehemiah's wall crews model excellence without vanity.

Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ (Ephesians 6:5, KJV). On-the-job integrity—punctuality, honest

estimates, safe practices—is gospel witness without preaching at hammer-point.

### ### Practical Focus

College-level shipbuilding & naval architecture intro — intermediate i. Rigorous skill-building with Christ-first ethics and KJV anchors. 2 Timothy 3:16-17 (KJV); Colossians 3:23 (KJV)

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

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

### ### Professional Standards

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

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

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

## **Application for Vocation and Ministry**

**Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Intermediate I)** should change how you work, lead, serve customers, and witness.

**Trade practice:** Complete safety checklist, tool identification, or job-shadow reflection. Never perform licensed work without supervision.

**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:** Complete a safety inspection checklist or measurement exercise. Photograph or sketch labeled diagrams where appropriate.

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

## Discussion Questions

How does **Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Intermediate I)** align with Colossians 3:23 ("as to the Lord")?

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

Which prerequisite course or TBM resource best supports this lesson?

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

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

## Summary and Next Steps

**Lesson 12 Summary:** We examined **Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Intermediate I)** through scripture, vocational standards, and ministry application.

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

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

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

## Worship Integration

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

## Ministry Case Study

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

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## Historical Figure Spotlight

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

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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

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## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (I

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **STEM-SHIP-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (I** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **STEM-SHIP-201 — Lesson 1: Introduction and Biblical Stewardship Foundations — Shipbuilding & Naval Architecture Intro (I**. Include at least two KJV citations and one personal application.

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

### Grading

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

**Pass:** 70%

**Rubric (100 points)**

### Auto-grade hints

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

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 2: Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermedi

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **STEM-SHIP-201 — Lesson 2: Core Vocabulary, Tools, and Safety Ethics — Shipbuilding & Naval Architecture Intro (Intermedi** with KJV integration and measurable evidence in the submission.

## Task

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

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

## Grading

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

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

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

## Week 03

## Week 03 Assignment — Expository Outline

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 3: Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **STEM-SHIP-201 — Lesson 3: Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)** with KJV integration and measurable evidence in the submission.

## Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **STEM-SHIP-201 — Lesson 3: Guided Skill Building I — Shipbuilding & Naval Architecture Intro (Intermediate I)**. Include pericope titles and one-sentence themes.

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

## Grading

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

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

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

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 4: Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **STEM-SHIP-201 — Lesson 4: Guided Skill Building II — Shipbuilding & Naval Architecture Intro (Intermediate I)** with KJV integration and measurable evidence in the submission.

## Task

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

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

## Grading

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

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

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

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 5: Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **STEM-SHIP-201 — Lesson 5: Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **STEM-SHIP-201 — Lesson 5: Case Studies and Real-World Scenarios — Shipbuilding & Naval Architecture Intro (Intermediate** (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:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 6: Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Inte

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **STEM-SHIP-201 — Lesson 6: Integration with Church and Community Ministry — Shipbuilding & Naval Architecture Intro (Inte** with KJV integration and measurable evidence in the submission.

## Task

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

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

## Grading

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

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

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

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 7: Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro

### Learning objective (Bloom's taxonomy)

Students will **compare** course content from **STEM-SHIP-201 — Lesson 7: Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro** with KJV integration and measurable evidence in the submission.

### Task

**Compare:** Find three cross-references that illuminate **STEM-SHIP-201 — Lesson 7: Research, Documentation, and Professional Integrity — Shipbuilding & Naval Architecture Intro**. 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:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 8: Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermedia

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **STEM-SHIP-201 — Lesson 8: Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermedia** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **STEM-SHIP-201 — Lesson 8: Advanced Application and Problem Solving — Shipbuilding & Naval Architecture Intro (Intermedia**. Minimum four KJV citations.

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

## Grading

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

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

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

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **STEM-SHIP-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **STEM-SHIP-201 — Lesson 9: Ethics, Law, and Kingdom Priorities — Shipbuilding & Naval Architecture Intro (Intermediate I)** points to Christ in 400–600 words. Use literal-grammatical-historical method.

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

## Grading

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

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

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

## Week 10

### Week 10 Assignment — Teaching Prep

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 10: Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **STEM-SHIP-201 — Lesson 10: Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **STEM-SHIP-201 — Lesson 10: Collaborative Project and Peer Review — Shipbuilding & Naval Architecture Intro (Intermediate** suitable for a small group or homeschool lesson.

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

## Grading

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

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

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

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** STEM-SHIP-201 · Intermediate I

**Week focus:** STEM-SHIP-201 — Lesson 12: Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Inte

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **STEM-SHIP-201 — Lesson 12: Capstone: Ministry-Integrated Mastery Project — Shipbuilding & Naval Architecture Intro (Inte** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Intermediate I. 600 words, minimum six KJV citations, one paragraph on personal growth.

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

## Grading

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

**Pass:** 70%

***Rubric (100 points)*****Auto-grade hints**

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

**Week 12****Learning objective (Bloom's taxonomy)**

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

**Creative Ministry Project — STEM-SHIP-201**

**Course:** Shipbuilding & Naval Architecture Intro: Intermediate I

Integrate professional skills from **Shipbuilding & Naval Architecture Intro** 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 — STEM-SHIP-201**

**Course:** Shipbuilding & Naval Architecture Intro: Intermediate I

Integrate professional skills from **Shipbuilding & Naval Architecture Intro** 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