Middle School Religion

Jeremy Toth

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Welcome to Religion Class! Our goal this year is to help students grow not only in knowledge of the Catholic faith, but also in their relationship with God and others. Through discussions, Scripture, prayer, and meaningful activities, students will learn what it means to live their faith in daily life. Each grade will focus on a different part of our Catholic tradition, and all students will be encouraged to ask questions, participate, and become thoughtful, compassionate disciples of Christ.

Objectives

By the end of this year, students will be able to:

- Talk about who God is and how He loves them.
- Show respect to God, my classmates, and themselves.
- Understand what the Bible teaches and how to use it.
- Explain important parts of the Catholic faith.
- Pray in different ways and reflect on what God might be saying to them.
- Make choices that show they are trying to follow Jesus.

Grading

Grades are based on a total points system. Points may be adjusted at the teacher's discretion based on the number of questions or the rigor of the assignment.

Category	Description	Points
Weekly Packets	Packets provided by the teacher which include bellwork, notes, vocabulary information, and reflection questions for each lesson	10
Classwork	Work and activities completed in class from the student text (points vary based on length); about 1 assignment per week	5-12
Quizzes	Quizzes are completed in class every other Friday and will cover material from class (Weekly Packets) and the student text	20
Summative Assessments	Projects completed at the end of a unit of study to show mastery (about 1 per quarter)	50

Supplies

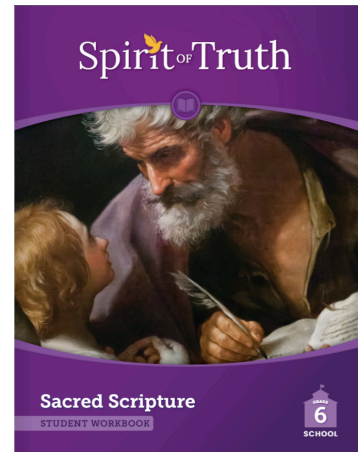Students should bring the following to class each day:
- Religion Binder
- Religion Textbook
- Planner
- Pencil bag with pens, pencils, and colored pencils

Curriculum

6th Grade: *Spirit of Truth: Sacred Scripture Student Workbook,* 2025, Sophia Institute for Teachers (ISBN: 979-8-88911-220-4)

Students spend this year immersed in God's Word in Sacred Scripture, and explore how the Bible, written under the inspiration of the Holy Spirit, records God's plan of salvation.
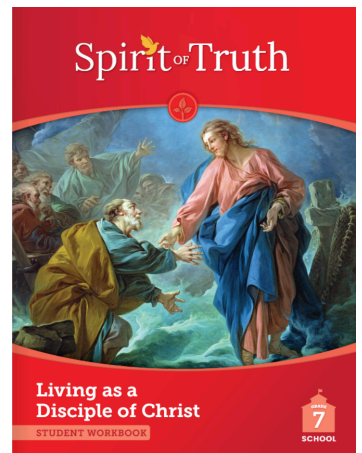
- Basics of how to use the Bible
- How and why we should pray with Scripture.
- How the Bible is different from other books.
- An overview of Salvation History through the lens of covenants

7th Grade: *Spirit of Truth: Living as a Disciple of Christ Student Workbook,* 2025, Sophia Institute for Teachers (ISBN: 979-8-88911-514-4)

Seventh graders explore Jesus and the Gospel message, with an emphasis on unifying themes in Scripture and an in-depth examination of the four Gospels.
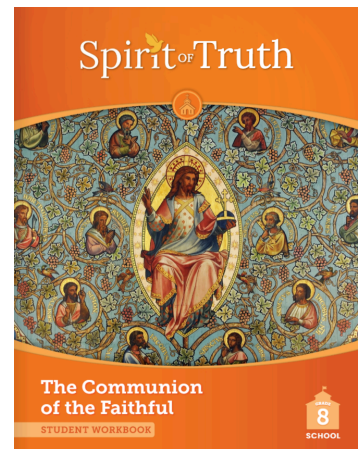
- Personal growth: the origin, dignity, and destiny of the human person.
- An exploration of each Sacrament.
- Prayer: its elements, qualities, and challenges; ways of praying; Mary and the saints as models of prayer.

8th Grade: *Spirit of Truth: The Communion of the Faithful Student Workbook,* 2025, Sophia Institute for Teachers (ISBN: 979-8-88911-518-2)

Eighth graders build on their understanding of personal growth, with an emphasis on our vocation to love and our responsibilities to God and each other.

- Morality: conscience formation through prayer and an objective moral standard.
- Church History: our identity as Catholics; how the saints have shaped the liturgy, hierarchy, and doctrine of the Church.
- Citizen and Government: the natural rights of persons; the purpose of government.
- God's Plan for Marriage and the Family: our identity as male and female; purposes and abuses of sexuality; resisting temptation so as to avoid sin and grow in virtue.

Behavior

Students are expected to behave in a way that is conducive to a productive learning environment. Any behavior that disrupts the learning environment may result in the following disciplinary action:

1. Student Behavior Reflection Form: If students persist in disruptive behavior (calling out, talking to their classmates during direct instruction, etc.) throughout class, they will be asked to fill out a form that is designed to help them reflect on their behavior and plan for improvement. This form will be signed by a parent or guardian. This form is only used by Mr. Toth for his class. It will not be forwarded to the administration.
2. Student Behavior Notification: If a student demonstrates behavior that is unacceptable during class (name-calling, violence, destruction of school property, etc.), he or she will receive a Student Behavior Notification form (SBN). This form is filled out by the teacher and signed by the student and a parent or guardian. It is also forwarded to the administration. An SBN will generally be accompanied by an additional consequence (detention, loss of privileges, etc.). Students who receive multiple SBNs in a quarter may be placed on behavior probation.

Conduct Grades

Conduct grades are a separate evaluation from academic performance. They reflect a student's overall behavior and development as a citizen within the classroom environment. Conduct grades are based on consistent behavior throughout the quarter and not isolated incidents. More information, including a rubric, can be found on page 23 of the Parent/Student Handbook.

Fridays in Religion

Fridays will follow a rotating pattern:
- Quiz Friday – Every other Friday, students will take a quiz covering recent classwork and Weekly Packet material. Study topics will be posted in Google Classroom for each quiz.
- Gospel Reflection Friday – On the alternating Fridays, students will:
    - Read the Gospel for the upcoming Sunday Mass.
    - Reflect silently in journals.
    - Use teacher-provided questions to help with understanding, reflection, and application.
    - This is not a graded assignment. Student journals are for their reflection and prayer and will not be read by Mr. Toth.
    - Purpose: These Gospel reflections help prepare students for fully conscious and active participation in the Mass.
- On some Fridays, we will visit the Chapel for Adoration or pray the Rosary together.

Communication

Google Classroom
Google Classroom is a collaboration tool for teachers and students. All assignments, quiz study topics, and announcements will be posted in Google Classroom. Within Google Classroom, students and teachers can have conversations about the assignments, and teachers can track the students' progress. This is an organizational tool for the students to see all assignments and to-do lists in one place. Parents can also receive communication to see what their students are working on.

E-mail
The most effective method of communication between teacher and parents is e-mail. Parents should expect to receive a reply from the teacher within 24 hours. Students may confer directly with the teacher to resolve any questions or concerns. Students may use their school-issued email account to communicate if there is no opportunity in class.

Powerschool
Parents and students are responsible for checking PowerSchool on a regular basis to monitor progress. Please bring concerns to the teacher's attention as soon as they appear. Parents and teachers will work together to promote student progress. Questions regarding access to PowerSchool should be directed to the front office.

Chromebook and AI Use

Students may occasionally use Chromebooks to complete Religion assignments. Chromebooks are to be used only for Religion work during class time unless the teacher gives specific permission to do otherwise.

There may also be times when we use AI tools (such as chatbots) in class. These tools may be used to:

- look up definitions of religious terms,
- find historical or biblical context,
- or help create study materials (such as quiz questions or flashcards).

However, students may not copy AI-generated answers or reflections as their own work. This constitutes cheating and is a violation of our [Academic Honesty Policy](). AI is a tool to assist learning — not to replace the student's own thinking, prayer, or writing.

Students must receive permission from the teacher before using an AI tool. When AI is used for an assignment, students must:

- include a link to the AI conversation in their final submission,
- check any sources or links provided by the AI for accuracy,
- list any links the AI provided in the assignment, and
- notify the teacher if the AI gave incorrect or biased information.