

# Curriculum Guide



**2022-2023**

*Forming disciples of Jesus Christ through Catholic educational excellence.  
Achieve. Lead. Soar.*

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## **Mazzuchelli Catholic Middle School**

### **Who is our school named after?**

Fr. Samuel Mazzuchelli

### **How do you pronounce his name?**

Mazzuchelli's name is Italian and the official pronunciation is: **Maht-zoo-KEL-ly**. The first syllable has a short "a" sound as in "mama." In Italian a double zz has a "t" sound like "pizza." In his name the "ch" has a "k" sound. The stress is on the third syllable.

### **Who was Fr. Samuel Mazzuchelli?**

Born 200 years ago in Italy, Fr. Mazzuchelli became a Dominican priest and moved to America where he was a missionary in the Midwest. In 1835 he worked in Dubuque and created St. Raphael's Parish and started the first Catholic school in that church. In 1847 he established a community of Dominican Sisters at Sinsinawa Mound. In his lifetime he built more than 20 churches and established parishes and schools in more than 30 locations.

### **Why is Fr. Samuel Mazzuchelli a good role model for middle-school age students?**

Fr. Samuel responded to God's call to spread the gospel message. He highly valued education and started several Catholic schools. He also was a scientist, architect, and engineer. He is known for being helpful and kind to all who were in need.

### **Will Fr. Samuel Mazzuchelli become a saint?**

In 1993 Pope John Paul declared him venerable which is the first step in becoming a saint. In April 2006, the Vatican confirmed a medical miracle that has been attributed to Fr. Mazzuchelli. A group is working toward his beautification, which would be the final step before sainthood.

### **Quotes from Fr. Samuel Mazzuchelli:**

*"Jesus is still pleased to keep me among his apostles to show that he can do some good with a very improper instrument."*

*"Let us wake up then, open our eyes in apostolic charity; and if we are called, set out for any place where the work is great and difficult, but where also, with the help of him who sent us, we shall open the way for the Gospel."*



# Curriculum Overview

The mission of Holy Family Catholic Schools is: Forming disciples of Jesus Christ through Catholic educational excellence. Achieve. Lead. Soar.

The curriculum of our school falls under guidelines and mandates of the State of Iowa Department of Education, the Archdiocese of Dubuque, and Holy Family Catholic Schools.

The purpose of this guide is to provide an overview of topics included in our Mazzuchelli Catholic Middle School curriculum. This guide is not intended to be an all-inclusive or exhaustive list. The topics covered, the depth at which they are covered, and their order and pacing is subject to ongoing revision.

## Iowa Core

Iowa Core Standards are the official set of standards and benchmarks that are used by Holy Family Catholic Schools for K-12<sup>th</sup> grade. Standards for Literature, Mathematics, Science, Social Studies, and 21<sup>st</sup> Century Skills can be found at [www.educateiowa.gov](http://www.educateiowa.gov)

## Behavior Reporting

Monitoring and reporting student progress is important for the behavioral growth of our students. Progress reports will be sent home at the end of each trimester (12 weeks).

## Progress Reporting Letter Grades

Monitoring and reporting student progress is important for the academic growth of our students. Progress reports will be sent home at the end of each trimester (12 weeks).

A+	97-100	B+	87-89.99	C+	77-79.99	D+	67-69.99
A	93-96.99	B	83-86.99	C	73-76.99	D	63-66.99
A-	90-92.99	B-	80-82.99	C-	70-72.99	D-	60-62.99

*\*D range not applicable to Summit classes.*

# Personalized Learning

Mazzuchelli Catholic Middle School utilizes personalized learning. This approach encourages students to take ownership of their work; they work at their own pace on much of the content. As student's progress, educators learn about each individual's academic strengths and challenges. Program studies have shown that many students who have historically struggled are able to access the curriculum in new ways, while students who excel are finding opportunities to accelerate their progress even further. Unique elements of personalized learning include:

- Flexible, anytime/everywhere learning
- Redefined and expanded teacher role
- Project-based, authentic learning
- Student-driven learning paths
- Mastery/competency-based progression/pace
- Community partnerships

Holy Family Catholic School utilizes the Summit learning platform to deliver personalized learning in the academic area of English, Math, Science, and History. Summit implements these four pillars of personalized learning, including:

## **COGNITIVE SKILLS**

Through project-based learning, students engage in projects that connect the classroom to the real world. When students work in teams to apply what they're learning to projects that mimic and solve real-world problems, they develop strong collaboration, communication, and critical thinking skills. Utilizing a comprehensive cognitive skills rubric to measure 36 interdisciplinary, higher-order thinking skills that are necessary for college and career readiness, teachers can facilitate authentic, deeper learning projects and provide coaching and feedback on cognitive skills.

## **CONTENT KNOWLEDGE**

Students work through playlists of Common Core and NGSS-aligned content at their own pace and take assessments on demand. Teachers target instruction individually and in small groups based on real-time student assessment data.

## **HABITS OF SUCCESS**

Students reflect on their experiences with personal mentors on a weekly basis and develop habits of success, including learning strategies, emotional intelligence and interpersonal skills. Weekly check-ins provide ongoing feedback so that mentors may serve as a coach and advocate for their students.

## **SENSE OF PURPOSE & FAITH IN ACTION**

Fostering a sense of purpose means students engage in relevant and meaningful enrichment experiences to more fully realize what they are called to do in college, career and life. No matter what students want to accomplish in their lives, they need a plan to make that dream a reality. Students set and track short-term academic goals and long-term college and career goals. Teachers develop strong relationships with students to understand their aspirations, help them set their goals and reflect on their progress through weekly mentoring check-ins.

# Religion

As adolescents grow in their journey of faith, Religion integrates their social, intellectual, and spiritual needs. Religion class utilizes various religious texts and resources, as well as prayer services, liturgies, and regular Eucharistic adoration to guide students in this faith journey. Our Religion standards require students to demonstrate knowledge of the message taught, to reflect Christian involvement in service, and to show evidence of Christian relationships as we build Christian community.

**Worship** Students gather as a middle school community each week to celebrate the Eucharist. Each Religion teacher also takes students for frequent visits to the chapel for Eucharistic Adoration.

**Prayer** Each day at Mazzuchelli begins and ends with prayer. Prayer is integrated into all subject areas but is emphasized particularly in Religion class. Students learn traditional Catholic prayers and are also introduced to, and given opportunities to practice, a variety of ways to pray including but not limited to the Rosary, the Divine Mercy Chaplet, and Lectio Divina.

**Scripture** In addition to the below grade-level topics, there is an emphasis on the synoptic gospels. Gospel values are also incorporated in all other subject areas.

**Theology of the Body** Recently adopted resources are used in middle school for teaching Theology of the Body. Largely based on Pope St. John Paul II's work, Theology of the Body is an examination of what it means to be human, made in God's image and likeness, and how that reality is made visible in our human bodies.

**Service** Students accumulate service hours throughout the school year through a variety of opportunities including Faith in Action activities with their mentor groups and projects coordinated by teachers. Service is emphasized throughout the school community as an important way to live out our lives as Christians in our school and local community.

<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<i>Gospel of Matthew</i>	<i>Gospel of Luke</i>	<i>Gospel of Mark</i>
<ul style="list-style-type: none"> <li>• Two Great Commandments</li> </ul>	<ul style="list-style-type: none"> <li>• Two Great Commandments</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus and the Church today</li> </ul>
<ul style="list-style-type: none"> <li>• Corporal and Spiritual Works of Mercy</li> </ul>		
<u>Bible</u>	<u>Sacraments</u>	<u>The Church</u>
<ul style="list-style-type: none"> <li>• How to read the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• Seven Gifts of the Holy Spirit</li> </ul>	<ul style="list-style-type: none"> <li>• History of the Church</li> </ul>
<ul style="list-style-type: none"> <li>• Where did the Bible come from?</li> </ul>	<ul style="list-style-type: none"> <li>• Living our faith through the Sacraments</li> </ul>	<ul style="list-style-type: none"> <li>• Precepts</li> </ul>
<ul style="list-style-type: none"> <li>• Old Testament</li> </ul>	<u>Christian Morality</u>	<u>Catholic Social Teaching</u>
<ul style="list-style-type: none"> <li>• Jesus: As fulfillment of Salvation History</li> </ul>	<ul style="list-style-type: none"> <li>• Ten Commandments</li> </ul>	<ul style="list-style-type: none"> <li>• Major Themes</li> </ul>
<ul style="list-style-type: none"> <li>• Early Church</li> </ul>	<ul style="list-style-type: none"> <li>• Beatitudes</li> <li>• Virtues</li> </ul>	<u>Theology of the Body</u>
<u>Liturgy</u>	<u>Mary and the Saints</u>	
<ul style="list-style-type: none"> <li>• Introduction to the Mass</li> </ul>	<ul style="list-style-type: none"> <li>• Mysteries of the Rosary</li> </ul>	
<ul style="list-style-type: none"> <li>• Active participation</li> </ul>	<ul style="list-style-type: none"> <li>• Beatification and Canonization process</li> </ul>	
<ul style="list-style-type: none"> <li>• Parts of the Mass</li> </ul>		
<u>Theology of the Body</u>	<u>Theology of the Body</u>	

# Family Life Curriculum

*God's Own Making: Catholic Values of Human Sexuality* was developed to teach Catholic values in human sexuality in Catholic schools. The program is intended to support, supplement, and enhance the learning that first takes place within the family. Religion teachers spend up to one week each trimester using this curriculum with students. The students complete a four-page booklet, which is then sent home to act as a springboard for further discussion with parents.

The three major themes discussed each year are:

- Respect for Life
- Sexuality as Relational
- Life-Giving, Love-Giving

As the first educators of their children, parents must talk about and practice their faith with their children so that religious beliefs, practices, and values will be rooted in their children's lives. The same is true for education in human sexuality. Parents teach about love and sexuality in the way they treat and speak with each other and with the child. The philosophy of this program is sensitive topics and fundamental biology are taught by the parents, in context of their family. A parent guide, *Between You and Your Child: Catholic Values of Human Sexuality for Your Family*, is available in the school office for checkout or purchase for \$5.00. It is a helpful guide of information and tips for having conversations with your child about human sexuality.

## **Sixth Grade**

### **Respect for Life**

- To further define respect in general and respect for life in particular
- To illustrate ways in which we treat people with respect because we are all made in the image of God
- To name the effects that respect and disrespect have on us

### **Sexuality as Relational**

- To identify different kinds of relationships and love
- To describe qualities of friendship

### **Life-Giving, Love-Giving**

- To understand the importance of sexual responsibility
- To identify and affirm the importance of marital love and commitment
- To define chastity and illustrate how a chaste relationship is one that is generous and respectful of other people
- To recognize sexuality as a gift from God

## **Seventh Grade**

### **Respect for Life**

- To learn decision-making principles and how to apply them to respect-for-life situations
- To present Catholic teachings on the value of human life

### **Sexuality as Relational**

- To discuss dating and its value in the development of friendship
- To foster an understanding of the nature of intimacy
- To understand that the virtues of temperance, modesty, and chastity are essential to any good relationship

### **Life-Giving, Love-Giving**

- To further explain the Church's teachings on sexual intimacy
- To reinforce the value of married love and fidelity in relationships
- To illustrate how to make difficult decisions within a context of prayerful discernment

## **Eighth Grade**

### **Respect for Life**

- To reinforce the concept that all strong relationships require good communication skills and persistence
- To recognize that each of our relationships teaches us more about communication
- To further develop an appreciation for the sacramentality of marriage

### **Sexuality as Relational**

- To explore positive and negative uses of sexual language
- To emphasize the importance of abstaining from sexual intercourse until marriage

### **Life-Giving, Love-Giving**

- To look at human sexuality as life-giving and love-giving
- To understand that the Church, following Jesus' example of compassion, urges us always to choose life but is ready to help reconcile those who have chosen to do wrong



# English

English includes the integration of the key components of reading, writing, speaking, and listening. Students are encouraged to reflect on the literary pieces through both written and oral responses. They are also guided to analyze, critique, and evaluate the works. Effective communication through both the written and spoken word will be emphasized, including teaching grammar and spelling tools and strategies. Various genres of writing are incorporated throughout the curriculum.

## **Reading Literature and Informational Texts**

- Key Ideas and Details
  - Read closely and make logical inferences
  - Identify central idea or theme, summarize
- Craft and Structure
  - Structure of text
  - Point of view and purpose
- Integration of Knowledge and Ideas
  - Content in diverse formats and media
  - Argument claims, validity and relevance
  - Range of Reading and Level of Text Complexity

## **Writing**

- Text types and purposes
  - Argument
  - Informative/Explanatory
  - Narrative
- Production and Distribution of Writing
  - Task, purpose, and audience
  - Use of technology to produce and publish
- Research to Build and Present Knowledge
  - Short and sustained research projects
  - Gather relevant information from multiple and digital sources
  - Draw evidence from literary and informational texts
- Range of Writing
  - Timed writing, extended writing

## **Speaking and Listening**

- Comprehension and Collaboration
  - Prepare, participate, collaborate in a range of conversations
  - Integrate and evaluate presented information
- Presentation of Knowledge and Ideas

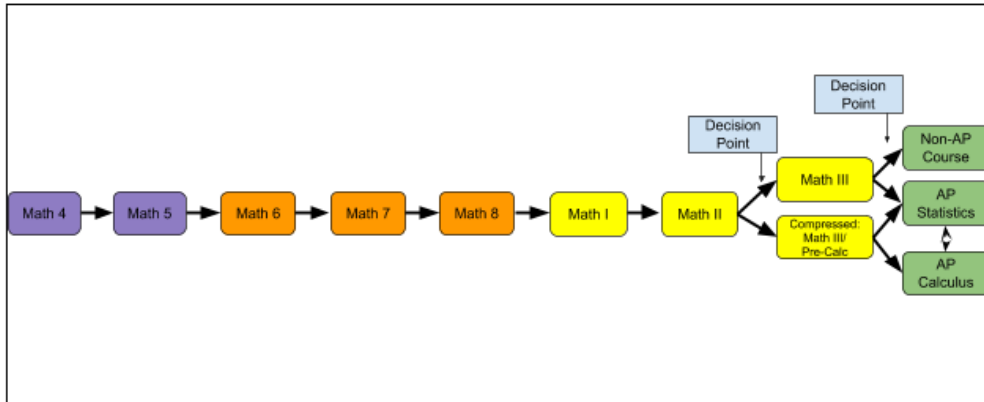
## **Language**

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

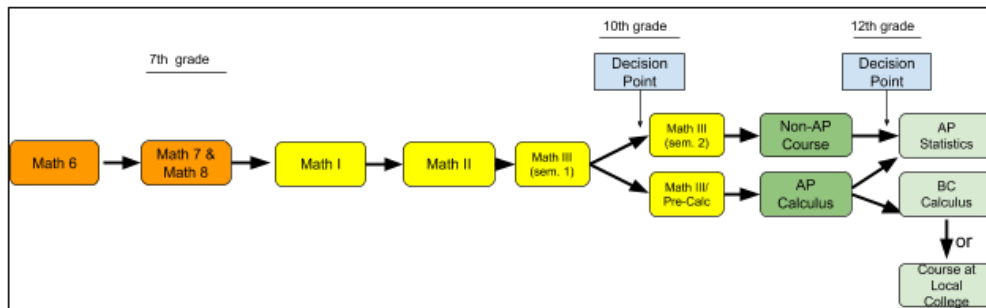
# Math

The math curriculum is a rigorous multi-year program to help students more fully develop their math computation and problem-solving skills. The pacing and ability-grouped strands of this program also allow for advanced math students to take above-grade-level math courses.

## Personalized Learning Mathematics Pathway



## Personalized Learning Mathematics Compacted Pathway



# Science

Science education is a journey of discovery about the world. Science education includes both content and methods. Students learn process skills, such as observing, classifying, experimenting, describing, measuring, inferring, predicting, and evaluating. The acquisition of these skills makes it possible for students to discover and learn a body of scientific knowledge through the four strands of science: earth, life, physical, and environmental.

## Sixth Grade

- Cells and Heredity
  - Cell Structures & Function
  - Cell Processes & Energy
  - Genetics: The Science of Heredity
- Human Biology and Health
  - Bones, Muscles, & Skin
  - Food & Digestion
  - Circulation
  - Respiration & Excretion
  - Fighting Disease
  - The Nervous System
  - The Endocrine System & Reproduction
- Inside Earth
  - Plate Tectonics
  - Earthquakes
  - Volcanoes
- Earth's Changing Surface
  - Mapping Earth's Surface
  - Weathering & Soil Formation
  - Erosions and Deposition
  - A Trip Through Geologic Time

## Seventh Grade

- Bacteria to Plants
  - Living Things
  - Viruses & Bacteria
  - Protists & Fungi
  - Introduction to Plants
  - Seed Plants
- Astronomy
  - Earth, Moon, & Sun
  - Exploring Space
  - The Solar System
  - Stars, Galaxies, & the Universe
- Environmental Science
  - Populations & Communities
  - Ecosystems & Biomes
  - Living Resources
  - Land, Water, & Air Resources
  - Energy Resources
- Energy
  - Motion
  - Forces
  - Forces in Fluids
  - Work & Machines
  - Energy & Power
  - Thermal Energy & Heat

## Eighth Grade

- Animals
  - Sponges, Cnidarians, & Worms
  - Mollusks, Arthropods, & Echinoderms
  - Fish, Amphibians, Reptiles
  - Birds & Mammals
  - Animal Behavior
- Electricity and Magnetism
  - Magnetism & Electromagnetism
  - Electric Charges & Current
  - Electricity & Magnetism at Work
  - Electronics
- Sound and Light
  - Characteristics of Waves
  - Light
- Weather
  - Significant Weather Events/Natural Disasters
  - Data Collection
  - Weather Prediction & Forecast

# History

The History curriculum focuses on the historical, political, geographic, cultural, economic, and religious influences of various areas and time periods. The sixth-grade curriculum studies ancient world cultures through the Middle Ages. Seventh graders study World History from the Renaissance to Current times. In eighth grade, students study American History from the Constitution through the 20<sup>th</sup> Century.

## Sixth Grade

- The First Cultures - Cave Dwellers / Stone Age / Catal Huyuk
- The Fertile Crescent - Mesopotamia / Jumer / Babylon / Assyria
- The Nile River Valley - Egypt
- The Indus River Valley - India / Hinduism / Buddhism
- The Huang He Valley - China / Dynasties
- Ancient Greece
- Ancient Rome
- Europe in Transition - Middle Ages

## Seventh Grade

- Beginning of Modern Times
- The Renaissance
- The Reformation
- The Age of Discovery
- The Changing World
- Political Revolutions
- Rise of Industry
- Nations and Empires
- The Americas
- Unrest in Europe
- Rise of Imperialism
- The Twentieth Century
- Conflict and Change
- The Cold War Era
- The World Since 1989

## Eighth Grade

- New Nation
- Constitution
- 3 branches of government
- 1<sup>st</sup> Political Parties
- Louisiana Purchase
- War of 1812
- Westward Expansion
- Sectional Differences
- Civil War
- Social Reform Movements
- Challenges to Slavery
- Reconstruction
- Industrialization
- Immigration
- Overseas/Involvement
- World War I
- World War II
- Cold War
- Post-World War II Prosperity
- Vietnam
- Domestic Issues
- Civil Rights Movement

# Wellness

Students attend Wellness every other day for the entire school year. Life is about making healthy choices from a Christian perspective. Wellness class involves studying health and safety issues that may affect the choices students make for their well-being. Classes vary using community resources, guest speakers, simulations, and other media. The Scholastic magazine "Choices" is also used as supplements to the Wellness Class. This is a general list of topics covered over the course of the year, but many times we will address pressing issues dealing with health and wellness over the course of the year that are not listed.

## **Sixth Grade**

- Intro to Health and Wellness
- Drug Education
- DARE (10 Lessons)
- Nutrition/Basics
- Puberty/Grooming
- Personal Safety
- Home and Outside Safety
- Digital Citizenship
- Stress Relief
- Etiquette

## **Seventh Grade**

- Three Parts of Health
- Drug Effects
- Pregnancy/Childbirth
- Growth & Development
- Nutrition/Eating Habits
- Sport Safety
- 1<sup>st</sup> Aid
- Heart Health
- Stress Relief

## **▪ Eighth Grade**

- Three Parts of Health
- Drug/Alcohol Education (Brain & Consequences)
- Addiction
- Cancer
- Personal Health/Sleep
- Grief
- Nervous System Review
- Sexual Health
- Brain Health
- Career Planning

# Physical Education

Students attend Physical Education every other day for the entire school year.

The focus of Physical Education will be on:

- Helping students develop and maintain acceptable levels of health and skill related fitness.
- Helping students develop basic movement and manipulative skills.
- Helping students develop the ability to use good sportsmanship.
- Helping students enjoy and seek out physical activity.

Sample Activities:

- Presidential Physical Fitness Challenge
- Softball
- Football
- Volleyball
- Hockey
- Basketball
- Lacrosse
- Tennis/Racquet Sports
- Soccer
- Frisbee/Frisbee Golf
- Jump Rope
- Recreational Activities
- Functional Fitness

Each grade level utilizes all activities. The skills required for each activity become more advanced each year.

# Art

Students will attend Art class every day for one trimester per year. In Art class students will explore various art techniques and media such as drawing, painting, printmaking, and the use of technology. They will use different techniques and media to generate artwork to demonstrate their knowledge of what they have learned throughout each lesson. The students will also be completing written critiques of some of their works. This will help them understand how to view their work critically. Being able to critique one's own work to recognize areas that need improvement is important for future success. Students will be working on projects to develop their creativity, which will help them in their future endeavors. Additionally, study and critique of Art History is incorporated into each unit.

## **Sixth Grade**

Focus on Drawing

Art History

## **Seventh Grade**

Focus on  
Painting/Collage

Art History

## **Eighth Grade**

Focus on 3-D Art

Art History

# Gateway to Technology

Students will attend Gateway to Technology (GTT) class every day for one trimester. The curriculum is provided by “Project Lead the Way” (PLTW) which is a national research-based STEM (Science, Technology, Engineering, and Mathematics) program. The Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design, and test their ideas using advanced modeling software. They study mechanical and computer control systems through robotics and animation. Students also explore the importance of energy, including innovative ways to reduce, conserve, and produce it using solar, thermal, and wind power. The knowledge students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond. Throughout GTT, students acquire knowledge and skills in problem solving, teamwork, and innovation as well as explore STEM careers.

## **Innovators and Makers (IM) [6<sup>th</sup> Grade]**

Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students’ understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

## **Green Architecture (GA) [7<sup>th</sup> Grade]**

Today’s students have grown up in the age of “green” choices. In the Green Architecture (GA) unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk® 123D® Design software.

## **Automation and Robotics (AR) [8<sup>th</sup> Grade]**

Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms



# Spanish

Students will attend Spanish class every day for one trimester per year. Class activities will be centered on students learning to communicate (speaking, listening, reading, writing) in the Spanish language. Students will build a working vocabulary and use the language to express their own ideas to others and also to obtain information from others. Class activities will also focus on specific cultural aspects of the Hispanic world. By comparing the history and traditions of their own families and cultures to the history and traditions of Hispanic cultures, students will become more aware of their own significance in the world. General topics that will be covered each year are listed below.

## Sixth Grade

### Vocabulary topics:

- Greetings
- Numbers
- School Supplies
- Body Parts
- Weather / Seasons

### Skills:

- Tell Time
- Tell Likes / Dislikes
- Describe Things

### Cultural topics:

- Who speaks Spanish?
- Hispanic Holidays

## Seventh Grade

### Vocabulary topics:

- School schedules/ subjects
- Classroom
- Food
- Hobbies / Sports
- Places to visit

### Skills:

- Use -ar, -er, -ir verbs
- Ask questions
- Use prepositions
- Begin irregular verbs

### Cultural topics:

- History / Geography of Mexico
- Hispanic influence in the U.S.

## Eighth Grade

### Vocabulary topics:

- Family
- Table / Restaurant
- Furniture/ House
- Clothing
- Stores / Shopping

### Skills:

- Continue irregular Verbs
- Show ownership
- Use adjectives
- Give commands

### Cultural topics:

- History/ Geography of Spain
- Hispanic mealtime customs

## **Spanish Accommodations for Our Lady of Guadalupe Students**

Mazzuchelli students who were previously in the K-5 Spanish Immersion program at Our Lady of Guadalupe have very advanced Spanish skills. In order to maintain and build on their Spanish reading, writing, listening, and speaking skills, the following program offerings are available.

### **History via Spanish Immersion**

Former OLG students may choose to take their daily 45-minute History course in Spanish. The curriculum will be similar to that of other students, although the sequence during the three years of middle school will be different. The entire course will be taught in Spanish. This will help students to maintain their fluency skills and be an extension of the immersion experience they had in previous years.

### **Religion via Spanish Immersion**

Former OLG students may choose to take their daily 45-minute Religion course in Spanish. The curriculum will be similar to that of other students. The entire course will be taught in Spanish. This will help students to maintain their fluency skills and be an extension of the immersion experience they had in previous years.

### **Advanced Spanish**

Former OLG students will take Advanced Spanish in place of the basic Spanish Specialist class. Students will focus on writing, grammar, speaking, and other Spanish Language skills.

# Formal Assessments

## **Iowa Statewide Assessment of Student Progress (ISASP)**

The ISASP is given to all 6<sup>th</sup>-8<sup>th</sup> grade students in the spring. This is a series of standardized tests in the areas of Reading, Written Expression, Conventions of Writing, Vocabulary, Mathematics, Computation, Social Studies, and Science. The ISASP generally takes parts of several days to administer, and a student's scores are sent to parents when they become available. The ISASP results are used in a variety of ways including measuring student progress from year-to-year, measuring a student's overall achievement, and school-wide measurement of a grade-level or subgroup's academic achievement.

## **FastBridge Assessment (FAST)**

All students in grades 6-8 will take the FAST assessment three times per year. The FAST assessment provides teachers with immediate data to help them learn how students are performing in reading and math relative to grade-level benchmarks. Teachers will use this data to improve student learning through implementation of additional classroom support.

# Guidance

Guidance will be taught in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. The counselor will go into classrooms approximately once per month. Classroom Teacher Mentors, individually or as a team, will be provided with materials from the counseling office to complete as a mentor group focusing on the 16 Habits of Success.

In addition to classroom guidance, the counselors will be available for referrals for individuals as well as group counseling as those needs surface during the school year.

The following are topics that will be covered throughout the year by the School Counselor. Classroom guidance will be presented during Wellness classes in collaboration with the Wellness instructor.

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<ul style="list-style-type: none"> <li>• Harassment and Bullying</li> <li>• Conflict Resolution</li> <li>• Expressing Feelings and Emotions</li> <li>• Appreciating Differences</li> <li>• Friendship</li> <li>• Grief and Loss</li> <li>• Character Education</li> </ul>	<ul style="list-style-type: none"> <li>• Harassment and Bullying</li> <li>• Conflict Resolution</li> <li>• Stress Management</li> <li>• Understanding self and others</li> <li>• Family Dynamics and Relationships</li> <li>• Protection for Children</li> </ul>	<ul style="list-style-type: none"> <li>• Harassment and Bullying</li> <li>• Cyber Bullying</li> <li>• Trust/Community Building</li> <li>• Expressing Feelings</li> <li>• Individual Differences</li> <li>• Gratitude and finding joy</li> <li>• High School and Career Planning</li> <li>• Grief and Loss</li> <li>• Transitions to high school</li> </ul>

# Campus Ministry

Attending Mazzuchelli Catholic Middle School is an extension of one's connection to the primary faith communities of family and parish. Campus Ministry at our school works in conjunction with parishes, parents, and staff to help our students live out our Catholic faith through the four pillars: message, worship, community, and service. Campus Ministry helps each of us to more fully understand God's love through these four pillars.

The Campus Ministry Team consists of two of the grade-level Religion teachers. They coordinate religious activities for the school, assist staff and students in planning liturgies, and serve as a liaison to the local parishes. The Campus Ministry Team also coordinates Mass planning with the campus chaplain.

## **Message**

Students have Religion class each day. Sixth grade emphasizes the Old Testament, 7th grade studies the New Testament, and 8<sup>th</sup> grade studies Church History. In addition, Gospel values are incorporated in all other subject areas.

## **Worship**

School Masses are usually held twice per month. Prayer Services, Reconciliation, or other liturgical opportunities are offered during the opposite weeks.

## **Community**

The Campus Ministry Team serves as a contact to our local parishes and other non-profit and/or religious organizations. They relay information to our students about parish activities and opportunities for our young people. They also coordinate visits from youth ministers, pastors, and other religious organizations.

## **Service**

The Campus Ministry Team helps facilitate service as a way of life for our students. They post opportunities for service in our school, parishes, and community. The Campus Ministry Team also works with staff members for school-wide service projects and activities.

# **Concert Band / Jazz Band**

## **Concert Band**

There are two separate bands, one for 6<sup>th</sup> grade and one for 7/8<sup>th</sup> grade. Each band will rehearse two times per week during the school day and each student will have an individual/semi-individual lesson every week. Students will be graded on participation, practice, and overall effort.

The purpose of Band is to expand on basic musical principles and grow to be a more well-rounded musician. Students work specifically on rhythms, notes, and musical stylings. The focus is on playing in an ensemble and learning a variety of different styles of music, including classical, popular, jazz, ballads, marches, etc. Participants will work at a pace tailored to individual students, focusing on technique as well as the previously mentioned items. Band members will play in three concerts during the year - near the end of each trimester.

There is no activity fee for Concert Band.

## **Jazz Band**

Mazz Jazz is an extra-curricular activity open to students currently enrolled in Concert Band. It meets 7:15-7:35AM on Tuesdays and Thursdays (dates and times are subject to change). Mazz Jazz is a smaller ensemble than the Concert Band and parts are more intense and individual. The focus is on various styles of jazz, including swing, rock, Latin, and ballads. Participants will also work on improvising and learning different scales used in jazz music.

There is no activity fee for Jazz Band.

# Choir / Show Choir / Spring Musical

## **Choir**

The all-school Choir meets two times per week during the school day. This ensemble is open to 7<sup>th</sup> and 8<sup>th</sup> grade students in the 1<sup>st</sup> trimester, then to all students for the remainder of the school year. Students will be graded on participation during rehearsals, attendance at performances, parent communication, and overall effort/attitude.

The purpose of Choir is to help students explore and develop their vocal talents and general musicianship while learning to work as a team and perform as an ensemble. Students will work specifically on vocal technique, music reading, and singing different styles of music, including classical, popular, folk songs and spirituals. Each choir will perform in three concerts during the year – during the end of each trimester. Attendance at these performances will be graded, and students who miss will be given a graded make-up assignment.

There is no activity fee for Choir.

## **Show Choir**

*Ignite!* Show Choir is an extra-curricular activity open to 7<sup>th</sup> & 8<sup>th</sup> grades. Students who participate in Show Choir are encouraged to enroll in Band or Choir. The Middle School Show Choir season runs from September through February. *Ignite!* is a singing and dancing ensemble incorporating choreography and some drama elements into our performances. The music will include songs from a variety of styles, such as pop, jazz, and musical theater. *Ignite!* will perform multiple times, including 2-3 competitions near the end of the season.

A \$35.00 activity fee and a \$90.00 costume fee are required for participation in *Ignite!* Show Choir.

## **Spring Musical**

The Spring Musical is an extra-curricular activity open to all 6<sup>th</sup> through 8<sup>th</sup> grade students. Participants will audition, rehearse, and perform a fully-staged musical, including a full set, costumes, lights, make-up, acting, singing, and dancing. The general timeline will be as follows: auditions in mid-December; rehearsals 4 days per week mid-January through April; show dates in April/May. Many parent and student volunteers will be needed to work in all areas of the production. Students in the cast should be prepared for daily rehearsals outside of school time.

A \$35.00 activity fee is required for participation in the Spring Musical.

## **Co-Curricular Activities**

In order to enhance the regular academic program, Mazzuchelli Catholic Middle School offers a variety of co-curricular activities. The activities vary from year-to-year based on availability and student interest. These activities include but are not limited to:

Battle of the Books

Career Fair (8<sup>th</sup> Grade only)

Essay Contests

Engineering Day (7<sup>th</sup> Grade only)

First Lego League

General Music (6<sup>th</sup> Grade only)

Geography Bee

Intramurals (6<sup>th</sup> Grade only)

Invention Convention

Math Counts

Quiz Bowl

Science Fair

Science Bowl

Spelling Bee

Wahlert Math Contest (8<sup>th</sup> Grade only)



## **Interscholastic Athletics**

Mazzuchelli Catholic Middle School is a member of the Iowa High School Athletic Association and the Iowa Girls High School Athletic Union. Students compete against students from other middle schools in four separate seasons:

Aug. - Oct.	Football / Cross Country / Girls' Volleyball
Nov. - Dec.	Wrestling / Girls' Basketball
Jan. - Mar.	Boys' Basketball
Apr. - May	Track & Field

A \$35.00 activity fee is required for each sport in which a student participates.

Only 7<sup>th</sup> and 8<sup>th</sup> graders are allowed to participate in interscholastic athletics. A sports physical is required for all 7<sup>th</sup>/8<sup>th</sup> graders participating in any sport.

# Prayers, Basic Beliefs & Practices

Enclosed is a list of prayers, basic beliefs, and practices for each grade as outlined in the Holy Family Catholic Schools Policy Handbook. We encourage parents to incorporate these prayers in their homes to help facilitate student memorization.

## Sixth Grade

- Sign of the Cross
- Grace Before/After a Meal
- Our Father/The Lord's Prayer
- Hail Mary
- Glory Be
- Morning Prayer
- Angel of God
- Act of Contrition
- Communion Fast
- Communion Regulations
- The Ten Commandments
- Apostles' Creed
- The Rosary
- The Two Commandments of Love
- Liturgical Year
- Jesus Prayer
- Act of Faith
- Act of Hope
- Act of Love
- Seven Sacraments
- Beatitudes
- Mysteries of the Rosary
- The Stations of the Cross
- Morning Offering
- Memorare
- Hail Holy Queen
- The Five Precepts of the Church
- Parts of the Mass

### **New Prayers, Beliefs and Practices introduced at this level are:**

- The Seven Corporal Works of Mercy
- The Seven Spiritual Works of Mercy
- The Fruits of the Holy Spirit
- The Gifts of the Holy Spirit
- Four Gospels
- The Golden Rule

## Seventh Grade

- Sign of the Cross
- Grace Before/After a Meal
- Our Father/The Lord's Prayer
- Hail Mary
- Glory Be
- Morning Prayer
- Angel of God
- Act of Contrition
- Communion Fast
- Communion Regulations
- The Ten Commandments
- Apostles' Creed
- The Rosary
- The Two Commandments of Love
- Liturgical Year
- Jesus Prayer
- Act of Faith
- Act of Hope
- Act of Love
- Seven Sacraments
- Beatitudes
- Mysteries of the Rosary
- The Stations of the Cross
- Morning Offering
- Memorare
- Hail Holy Queen
- The Five Precepts of the Church
- Parts of the Mass
- The Seven Corporal Works of Mercy
- The Seven Spiritual Works of Mercy
- The Fruits of the Holy Spirit
- The Gifts of the Holy Spirit
- Four Gospels
- The Golden Rule

### **New Prayers, Beliefs and Practices introduced at this level are:**

- Nicene Creed
- Come, Holy Spirit (Prayer to the Holy Spirit)
- Angelus
- Holy Days of Obligation
- Regulations for Fast and Abstinence
- The Three Theological Virtues
- The Four Cardinal Virtues

## Eighth Grade

- Sign of the Cross
  - Grace Before/After a Meal
  - Our Father/The Lord's Prayer
  - Hail Mary
  - Glory Be
  - Morning Prayer
  - Angel of God
  - Act of Contrition
  - Communion Fast
  - Communion Regulations
  - The Ten Commandments
  - Apostles' Creed
  - The Rosary
  - The Two Commandments of Love
  - Liturgical Year
  - Jesus Prayer
  - Act of Faith
  - Act of Hope
  - Act of Love
  - Seven Sacraments
  - Beatitudes
  - Mysteries of the Rosary
  - The Stations of the Cross
  - Morning Offering
  - Memorare
  - Hail Holy Queen
  - The Five Precepts of the Church
  - Parts of the Mass
  - The Seven Corporal Works of Mercy
  - The Seven Spiritual Works of Mercy
  - The Fruits of the Holy Spirit
  - The Gifts of the Holy Spirit
  - Four Gospels
  - The Golden Rule
  - Nicene Creed
  - Come, Holy Spirit (Prayer to the Holy Spirit)
  - Angelus
  - Holy Days of Obligation
  - Regulations for Fast and Abstinence
  - The Three Theological Virtues
  - The Four Cardinal Virtues
- ### **New Prayers, Beliefs and Practices introduced at this level are:**
- Prayer of St. Francis
  - Mary's Prayer (Magnificat)
  - Psalm 23
  - Confiteor
  - The Seven Capital Sins
  - The Four Last Th