

SETON CATHOLIC SCHOOL
MIDDLE SCHOOL CURRICULUM GUIDE

GRADES 6-8

2026-2030 CURRICULUM DEVELOPMENT PLAN



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INTRODUCTION

Purpose of the Curriculum Guide

The Seton Catholic School Middle School Curriculum Guide gives students and families a clear picture of what students will learn from sixth through eighth grade.

The guide outlines the major content, skills, projects, standards, and learning experiences students will encounter in each subject. It also gives an approximate timeline for when major topics and units will be taught.

The guide is designed to:

- Give families a clear picture of the middle school curriculum.
- Show how learning builds from sixth grade through eighth grade.
- Identify the major knowledge and skills students are expected to develop.
- Provide an approximate timeline for major topics, units, projects, and experiences.
- Give teachers a common framework for planning and communicating their curriculum.
- Help ensure that students have a consistent and connected experience from year to year.
- Help prospective families understand what a middle school education at Seton looks like.

This guide is a living document. It will continue to grow and change as we develop and strengthen our middle school curriculum over the next several years.

The timelines in this guide are approximate. They are intended to give students and families a general picture of when topics will be covered, not to serve as a day-by-day schedule. Teachers may adjust pacing based on their students, the needs of the class, and other opportunities that arise throughout the school year

How to Read This Guide

This guide is organized by **subject or course**. Within each section, the curriculum is laid out in the order students will experience it during middle school.

For the core subjects and specials, the progression is:

6th Grade → 7th Grade → 8th Grade

Each grade-level section gives an overview of the major topics, skills, projects, and learning experiences students will encounter.

The core subjects are:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Religion

Explore courses are organized a little differently. These courses give students opportunities to try new things, develop different skills, and explore subjects beyond the traditional core classes. Because Explore courses are typically offered for one trimester, each course is organized as:

First Trimester → Second Trimester → Third Trimester

Within each trimester, you will find an overview of the major topics, projects, skills, and experiences students can expect.

The **Specials** included in this guide are:

- Art
- Music
- Band
- Physical Education
- Technology

Like the core subjects, the Specials are organized by subject and then by grade level so that families can see how learning develops from sixth through eighth grade.

What This Guide Is, and Is Not

This guide gives an overview of **what students will learn and approximately when they will learn it**.

It is not a day-by-day plan or a list of every lesson, assignment, or activity. Teachers will use their professional judgment to decide how best to teach the material and respond to the needs of their students.

The goal is to provide a clear and consistent curriculum across the middle school while still giving teachers the flexibility to teach their students well.

Curriculum Development Timeline

We are building the Seton Middle School Curriculum Guide over several years. Rather than trying to complete every subject at once, we are focusing on a few areas each year. This gives us time to thoughtfully develop each part of the curriculum and make sure it is useful for both teachers and families.

2026–2027

Explore + Service

This year, we are focusing on:

- Developing and documenting the middle school Explore courses.
- Creating a common format and expectations for Explore courses.

- Developing the middle school service curriculum.
- Building the foundation for the full Middle School Curriculum Guide.

2027–2028

Religion + Specials

The focus will be on:

- | | |
|------------|----------------------|
| • Religion | • Band |
| • Art | • Physical Education |
| • Music | • Technology |

2028–2029

English Language Arts + Mathematics

The focus will be on:

- 6th–8th grade English Language Arts
- 6th–8th grade Mathematics

2029–2030

Science + Social Studies

The focus will be on:

- 6th–8th grade Science
- 6th–8th grade Social Studies

2030–2031

Complete and Review

By this point, all major areas of the middle school curriculum will have been developed. We will review the complete guide to make sure that:

- Learning builds appropriately from 6th through 8th grade.
- Knowledge and skills progress from year to year.
- Standards are appropriately addressed.
- Expectations are consistent across subjects and grade levels.
- The curriculum reflects our Catholic identity and mission.
- There are no significant gaps or unnecessary repetition.
- The guide is clear and useful for teachers and families.

The goal is to have a **complete, practical, and easy-to-understand picture of what a Seton student learns from sixth through eighth grade.**

SETON CATHOLIC SCHOOL EDUCATIONAL FOUNDATION

Mission

Seton Catholic School, a Preschool through Eighth-grade educational ministry of the Peosta-Area Pastorate, provides a Christ-centered education to assist families in cultivating spiritual growth, academic excellence, and emotional development; to form the next generation of disciples to teach, witness, and share the gospel.

Vision

Seton Catholic School will be regarded as a leader in Catholic Education throughout the Archdiocese of Dubuque for faith and moral development. We will empower students to recognize and cultivate their God-given gifts and talents, to achieve success today, and be prepared for leadership tomorrow.

Catholic Dimension of the Curriculum

Seton Catholic School's curriculum is rooted in the Catholic faith and reflects the school's commitment to forming the whole person.

Students are challenged to grow academically while also developing spiritually, morally, socially, and emotionally. Catholic teachings and values are integrated throughout the educational experience, while religion remains a distinct academic discipline.

Students are given opportunities for:

- Prayer and reflection
- Participation in liturgy and worship
- Service to others
- Faith formation
- Community building
- Recognition and development of their God-given gifts
- Applying their learning in ways that serve others

The goal of Catholic education is not simply to prepare students for academic success. It is to help form young people who know Christ, understand their faith, recognize their responsibilities to others, and are prepared to use their gifts in service of God and their communities.

MIDDLE SCHOOL CURRICULUM FRAMEWORK

Middle School Curriculum at a Glance

The Seton middle school curriculum is built around three main areas: **Core Curriculum**, **Explore**, and **Specials**.

Core Curriculum

The core subjects provide the foundation of the middle school academic program:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Religion

Explore

Explore courses give students the opportunity to try new things, develop different skills, and explore subjects that may not fit into the traditional core curriculum. Courses are designed to be engaging, hands-on, and varied, giving students opportunities to discover new interests and strengths.

Specials

Specials give students opportunities to develop skills and interests in areas beyond the core academic subjects:

- Art
- Music
- Band
- Physical Education
- Technology

Together, these areas give students a well-rounded middle school experience that includes academics, faith, creativity, physical activity, practical skills, and opportunities to explore their interests.

CURRICULUM STANDARDS

Each course overview will identify the standards and learning expectations that guide the course.

Depending on the subject, these may include:

- Iowa Academic Standards
- Archdiocesan curriculum standards
- Catholic faith and formation expectations
- Course-specific learning objectives

Not every course will have the same type or number of standards. Core academic subjects generally have more specific standards, while Explore courses may offer more flexibility due to their varied, exploratory nature.

Even when a course does not align directly to a specific set of standards, the course overview will identify the important knowledge and skills students are expected to develop.

CLASS EXPECTATIONS

Each course overview will identify appropriate expectations for:

- Student behavior
- Participation
- Academic effort
- Collaboration
- Work completion
- Classroom procedures
- Respect for others and the learning environment

Course-specific expectations may vary based on the nature of the class.

Homework

Each course overview will identify expectations related to homework, including:

- When homework may be assigned
- How assignments are submitted
- Expectations for completion
- Late work
- Opportunities for revision or reassessment when applicable

Homework expectations should support learning and reinforce classroom instruction without unnecessarily adding to student workload.

GRADING AND ASSESSMENT

Individual course overviews will identify the types of evidence used to determine student learning and grades.

Depending on the course, this may include:

- Assessments
- Projects

- Written work
- Classwork
- Performance
- Participation
- Presentations
- Demonstrations
- Other course-specific evidence of learning

Seton Catholic School uses a common grading scale:

Grade	Percentage
A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

COURSE OVERVIEWS AND SCOPE & SEQUENCE

Each curriculum section will provide an overview of the course and its progression.

At a minimum, each course overview will include:

1. **Class Overview**
2. **Standards**
3. **Class Expectations**
4. **Homework Policy**
5. **Grading Scale**
6. **Course Overview / Scope and Sequence**

The Course Overview will identify the major topics, units, projects, and skills students will encounter, as well as the approximate time period during which they will be addressed.

CORE CURRICULUM

English Language Arts

6th Grade: Mr. Brian Jones (2028-2029)

Curriculum overview to be developed.

7th Grade: Mr. Mark Zalaznik (2028-2029)

Curriculum overview to be developed.

8th Grade: Mrs. Donna Schwerts (2028-2029)

Curriculum overview to be developed.

Mathematics

6th Grade: Ms. Faith Krapfl (2028-2029)

Curriculum overview to be developed.

7th Grade: Mrs. Ashley Herndon (2028-2029)

Curriculum overview to be developed.

8th Grade: Mrs. Ashley Herndon (2028-2029)

Curriculum overview to be developed.

Algebra I: Mrs. Ashley Herndon (2028-2029)

Curriculum overview to be developed.

Science

6th Grade: Mrs. Donna Schwerts (2029-2030)

Curriculum overview to be developed.

7th Grade: Ms. Faith Krapfl (2029-2030)

Curriculum overview to be developed.

8th Grade: Ms. Faith Krapfl (2029-2030)

Curriculum overview to be developed.

Social Studies

6th Grade: Mr. Brian Jones (2029-2030)

Curriculum overview to be developed.

7th Grade: Mr. Mark Zalaznik (2029-2030)

Curriculum overview to be developed.

8th Grade: Mr. Mark Zalaznik (2029-2030)

Curriculum overview to be developed.

Religion

6th Grade: Mrs. Ashley Herndon/Mrs. Donna Schwerts (2027-2028)

Curriculum overview to be developed.

7th Grade: Mr. Mark Zalaznik (2027-2028)

Curriculum overview to be developed.

8th Grade: Mr. Brian Jones (2027-2028)

Curriculum overview to be developed.

EXPLORE CURRICULUM

Explore Program Overview

Explore courses are designed to provide middle school students with opportunities to explore subjects, skills, interests, and experiences beyond the traditional core curriculum.

Explore courses are intended to be:

- Broad
- Engaging
- Hands-on when appropriate
- Creative
- Exploratory
- Student-centered
- Varied in content and experience

Because Explore courses may change from year to year, the Explore curriculum will be **reviewed and updated regularly**.

EXPLORE COURSE OVERVIEWS

Academic Decathlon: Mrs. Donna Schwerts (*Winter 2026*)

Curriculum overview to be developed.

Creative Connections: Mrs. Donna Schwerts

Where YOUR Imagination Takes Over!

Class Overview

Get ready to create, build, and design in this fun, hands-on exploratory class! **Creative Connections** gives you the chance to explore your creativity while making projects you'll be excited to share. Try a variety of activities, including (but definitely not limited to) jigsaw puzzles, diamond art, LEGO and model building, digital Shapegrams, mat weaving, and LEGO printing. Each project is designed to spark your imagination while building skills in creativity, focus, patience, problem-solving, and teamwork.

Standards:

- Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful
- Demonstrate productivity and accountability while aspiring to meet high expectations
- Demonstrate creative thinking in the design and development of innovative technology products and problem solving.
- Collaborate with peers, experts, and others using interactive technology.

- Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- Use digital media and environments to communicate and collaborate, including at a distance, to support individual learning and contribute to others' learning.
- Apply digital tools to gather, evaluate and use information.
- a disciplined process that includes skill, knowledge, imagination, inspiration and evaluation.
- capturing or collecting new ideas for current or future use.
- engagement in formal and informal learning experiences.
- the ability to acquire new learning on one's own.
- application of appropriate processes and tools to facilitate task completion.
- motivation and commitment to achieve.
- Self-confidence and self-respect.

Class Expectations

Students are expected to:

- Come prepared to participate and be creative.
- Stay focused and use class time wisely.
- Show patience and perseverance.
- Respect classmates, ideas, and creations.
- Share and care for classroom materials.
- Follow directions and safety expectations.
- Take pride in their work and do their best.

There is no “I can’t”-only “I’ll try!” Students are encouraged to experiment, make mistakes, solve problems, and keep creating.

Homework Policy

- *TBD*

Course Overview

- **Creativity & Self-Expression**
Students will use their imagination to explore ideas, make creative choices, and express themselves through a variety of hands-on and digital projects.
- **Focus, Patience & Perseverance**
Students will practice staying focused, working carefully, and persevering through challenging or detailed projects from beginning to completion.
- **Problem-Solving & Critical Thinking**
Students will develop strategies for solving puzzles, constructing models, working with shapes and patterns, and overcoming challenges in creative projects.

- **Fine-Motor & Construction Skills**

Students will strengthen hand-eye coordination, precision, and spatial awareness through activities such as diamond art, weaving, model building, LEGO projects, and puzzles.

- **Collaboration & Communication**

Students will practice sharing ideas, working cooperatively, encouraging others, and respectfully communicating while creating alongside classmates.

Dance: Mrs. Ashley Herndon

Class Overview

- Dance Explore is an opportunity for students to learn choreography and perform it for their peers and community members.

Standards

- CTE 1.1 Demonstrate transferable knowledge and skills like attitudes, teamwork, leadership in the learning environment.
- CTE 1.2 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- CTE 5.1 Demonstrate leadership skills and abilities in school and community settings through participation in civic and community leadership and teamwork opportunities. Exhibit traits such as compassion, service, listening, coaching, developing others, team development, and understanding and appreciating others.

Class Expectations

- Students are expected to try their best during practices and performances.
- Students are expected to be attentive during class, maintain a positive attitude, and listen when it's time to listen.

Homework Policy

- This Explore is performance-based, so students will be expected to practice routines and steps outside of class to make sure they remember the choreography.

Course Overview

- Glorify and Praise God through movement, music, and dance.
- Have a positive attitude towards ourselves, peers, and teachers.
- Be willing to try something new and be willing to practice.
- Have fun, make mistakes, get out of our comfort zones!
- Students will learn and perform a dance in front of the middle school students during an assembly.

- Students will learn and perform a dance; all Seton Students will learn to perform at Quest Day.
- Students will learn a dance to a Christmas song to be performed at the Christmas assembly.

Fitness I: Mr. Brian Jones

Course Description

Welcome to Junior High Fitness! This class is designed to help students build healthy habits while improving their overall fitness in a fun, positive, and challenging environment. Throughout the course, students will participate in a variety of activities that develop strength, endurance, flexibility, balance, coordination, and confidence. Whether students are involved in athletics or simply looking to become healthier, this class will provide the foundation for a lifetime of physical wellness.

Course Objectives

By the end of this course, students will:

- Improve their overall physical fitness through consistent participation.
- Develop strength, endurance, flexibility, balance, and coordination.
- Learn proper exercise techniques and safe workout practices.
- Understand the importance of warm-ups, stretching, hydration, and recovery.
- Gain knowledge of healthy lifestyle choices, including basic nutrition and wellness habits.
- Build self-confidence by setting personal fitness goals and working toward continuous improvement.
- Encourage classmates and contribute to a positive, respectful learning environment.

What We Will Do

Throughout the semester, students can expect to participate in:

- Fun and challenging workouts designed to improve overall health and physical fitness.
- Bodyweight exercises that develop functional strength using their own body as resistance.
- Circuit training and fitness challenges that encourage personal growth and perseverance.
- Exercises using a variety of fitness equipment, including:
 - Jump ropes
 - Battle ropes
 - Plyometric boxes
 - Dumbbells
 - Kettlebells
 - PVC pipes
 - Resistance exercises using body weight
- Team-building activities that promote encouragement, cooperation, and positive sportsmanship.
- Fitness assessments to monitor individual progress and celebrate improvement.

Health and Wellness Education

Students will also learn about important health topics, including:

- The benefits of regular physical activity
- Basic nutrition and making healthy food choices
- Proper hydration before, during, and after exercise
- Child and adolescent wellness statistics
- Recovery, rest, and injury prevention
- Developing lifelong healthy habits

Expectations

Students should come to class ready to participate with a positive attitude and a willingness to work hard.

Students are expected to:

- Participate to the best of their ability each day.
- Encourage classmates and demonstrate good sportsmanship.
- Respect equipment, classmates, and the learning environment.
- Give their best effort, even when workouts become challenging.
- Be willing to step outside their comfort zone as they strive to become stronger, healthier, and more confident.

As your teacher, I will challenge you because I believe you are capable of more than you may realize. Every workout is an opportunity to improve—not by comparing yourself to others, but by becoming a better version of yourself than you were yesterday.

Our Goal

This class is not about being the fastest or strongest student in the room. It is about making progress, developing healthy habits, and discovering that hard work, perseverance, and a positive attitude can lead to lifelong success both inside and outside the classroom.

Fitness II: Mr. Brian Jones (Spring 2026)

Curriculum overview to be developed.

Foods I: Mrs. Ashley Herndon (Winter 2026)

Curriculum overview to be developed.

Gardening I: Ms. Faith Krapfl (Spring 2026)

Curriculum overview to be developed.

Reading Club: Mrs. Donna Schwes (Spring 2026)

Curriculum overview to be developed.

Seton Spirit: Ms. Faith Krapfl

Class Overview

Seton Spirit is a dynamic Explore elective designed to empower students as school leaders, creative strategists, and community builders. The purpose of this course is to cultivate school pride, recognize individual and group achievements, and foster an inclusive, energetic school culture. Throughout the semester, students will engage in hands-on event planning, designing, project management, and collaborative problem-solving.

Standards (Archdiocesan & Iowa Core alignment)

- **Leadership & Collaboration (21st Century Skills):** Work effectively in diverse teams, demonstrate responsibility, and exercise leadership to accomplish common goals.
- **Civic & Community Engagement:** Demonstrate positive citizenship by organizing service and spirit initiatives that enhance the school climate.
- **Communication & Media Literacy:** Structure clear visual and verbal messages (posters, announcements, presentations) to inform and inspire the student body.

Class Expectations

- **Behavior:** Active, respectful participation is mandatory. Students are expected to represent Seton with high energy, empathy, and integrity both inside and outside the classroom.
- **Academic Rigor:** Ideas must be backed by actionable execution. Projects require meeting real-world deadlines, taking initiative without constant prompting, and delivering polished, professional work.
- **Classroom Norms:** Bring constructive energy daily. Respect all team members' ideas, pull your weight in group projects, and maintain a clean, organized workspace for spirit materials.

Homework Policy

- **Assignments:** Most work is completed during class project time. Occasional out-of-class prep (e.g., attending an event, setting up decorations before school, finishing a poster) may be required.
- **Late Work:** Because spirit projects are tied to live school calendar events, meeting deadlines is critical. Late submissions for event-based projects receive only partial credit if submitted after the event. Non-event assignments are accepted, with a 5% deduction for each day they are late.

Woodshop I: Mr. Mark Zalaznik (Fall 2026)

Curriculum overview to be developed.

Woodshop II: Mr. Mark Zalaznik (Spring 2026)

Curriculum overview to be developed.

SPECIALS

Art: Ms. Allie Krapfl

6th Grade (2027-2028)

Curriculum overview to be developed.

7th Grade (2027-2028)

Curriculum overview to be developed.

8th Grade (2027-2028)

Curriculum overview to be developed.

Music: Ms. Michelle Jannette

6th Grade (2027-2028)

Curriculum overview to be developed.

7th Grade (2027-2028)

Curriculum overview to be developed.

8th Grade (2027-2028)

Curriculum overview to be developed.

Band: Ms. Michelle Jannette (2027-2028)

Physical Education: Mr. Andy Hyland

6th Grade (2027-2028)

Curriculum overview to be developed.

7th Grade (2027-2028)

Curriculum overview to be developed.

8th Grade (2027-2028)

Curriculum overview to be developed.

Technology: Ms. Liz Wolfe

6th Grade (2027-2028)

Curriculum overview to be developed.

7th Grade (2027-2028)

Curriculum overview to be developed.

8th Grade (2027-2028)

Curriculum overview to be developed.

MIDDLE SCHOOL SERVICE

**Service: Ms. Elizabeth Wolfe, Mr. Andy Hyland, Ms. Allie Krapfl, Mr. Mark Zalaznik,
& Ms. Michelle Jannette**
Grade Levels: 6th-8th Grade

Purpose of This Class

The purpose of required service hours is to give our students the opportunity to connect with our community and make it a better place. Even helping out with the smallest tasks can make a real difference to the lives of

people, churches, and organizations in need. It builds a habit of looking for ways to help others. This is a life skill that our students should live by as they grow.

Philippians 2:4 - *Let each of you look not to your own interests, but to the interests of others.*

Course Description

Each student will provide a Total of 10 Hours of service per year. Students will need service hours in each of the following categories:

- Church
- Family
- Community

Student Experience

The students will engage in opportunities to be of service to others.

Examples:

- Doing additional chores around the house
 - Serving at a weekend mass or a funeral (where you don't get paid)
 - Doing yard work for neighbors
-

Standards Addressed

Archdiocese of Dubuque Religion Curriculum Standards

Goal 1: Students form a knowledge and appreciation of the sense of the Church and of the fundamentals of Catholic teaching.

1. Be familiar with the origin of the Church as told in the Acts of the Apostles.
2. Comprehend that Tradition comes from the apostles who handed on what they received from Jesus and what they learned from the Holy Spirit (CCC 83).
3. Comprehend that all we believe, "Deposit of Faith" is contained in Scripture and Tradition, and is the source of current Church teaching (CCC 84).
4. Understand the relationship of the early Church to Scripture.
5. Understand the current structure and governance of the Church and the responsibilities of all baptized.

Goal 3B: Students recognize that as Catholics, by virtue of Baptism, they are called to life in Christ.

1. Identify sources in scripture that show that all people are God's Children.
2. Comprehend that even though people are different, all are created in God's image.
3. Comprehend the meaning of Jesus' law of love: Love one another as I have loved you.
4. Understand Catholic Social Justice teachings and know that it is displayed by respecting the rights and the

dignity of others.

5. Know and apply the importance of helping others through the corporal and spiritual Works of Mercy.

Class Expectations

Categories and Minimum Hours:

- Church: Minimum 1 hour
- Family: Minimum 1 hour
- Community: Minimum 1 hour
- The remaining 7 hours are your choice from either Church, Family, or Community
- Minimum 4 hours per Trimester
- Each building will have a container in the library/technology in which to put their completed service hour slips
- If a student does not have a service slip available when getting a signature, they may use any slip of paper, but it must have the required information on it
- First Trimester (minimum of 4 hours) sheets need to be turned in by **NOVEMBER 6TH**
- Second Trimester (a total of 7 service hours) needs to be turned in by **FEBRUARY 19TH**
- Third trimester (A total of 10 service hours) needs to be turned in by **MAY 14TH**
- To be counted as a completed hour of service, you must have the signature of the supervisor who oversaw your service

Academic Expectations

- To be counted as a completed hour of service, you must have the signature of the supervisor who oversaw your service
 - The signed service slips must be completed using correct spelling and complete sentences
 - If the slips are not correctly completed, you will get it back and need to fix it before your service hours are counted
-

Homework Expectations

- 3-4 hours a trimester
- Students may carry over 2 hours of service time from the previous summer
- Service projects we do at school **WILL NOT** be counted towards the 10 hours of service due

Late Work Policy

- Late work will only receive partial credit

(i.e., if the student has two hours of service time and they hand in their form late, they will only receive credit for one hour.)

- No late slip will be accepted after the final turn-in date at the end of the school year
-

Graded Categories

- Students will be graded on completed Service Hours under the class “Personal/Social Development”

APPENDIX: CURRICULUM REVISION HISTORY

School Year	Area Updated	Major Changes
2026–27	Explore / Service	
2027–28	Religion / Specials	
2028–29	ELA / Mathematics	
2029–30	Science / Social Studies	
2030–31	Comprehensive Review	