

*Middle School/  
High School  
2021-2022  
Course  
Description  
And  
Registration  
Book*

# CURRICULUM



# ARCHBISHOP BERGAN CATHOLIC MIDDLE & HIGH SCHOOL COURSE DESCRIPTION AND REGISTRATION BOOK

Archbishop Bergan Catholic School admits academically qualified students without regard to sex, race, age, color, creed, national or ethnic origin, sexual orientation, or handicap, to the rights, privileges, programs and opportunities generally available to students at the school; does not discriminate on the basis of sex, race, age, color, creed, national or ethnic origin, sexual orientation or handicap, in administration of its educational policies or programs including admissions, financial aid, and athletics; is also an equal opportunity affirmative-action employer and its policy and practice is to comply with the applicable laws and regulations including Title IX of the Educational Amendments of 1972 and Section 504 regarding nondiscrimination.

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## **LET'S GET STUDENTS EXCITED ABOUT LEARNING!**

Getting students excited and involved in learning is important. Everyone wants to learn. Learning and involvement are a focus of our middle school.

We have placed many of our strongest teachers in the middle school because it is so important to get the students growing at this special age. If they can get on a roll as a student and person here, they will carry this success into high school and college.

Middle school is not just about students. It is about parents too. Parents are involved in the development of activities and their support is needed to make things go.

To foster this growth we have designed a strong curriculum and supplemental activities to help the students develop in many areas. The following information serves as an introduction to what we are building.

## **KEEP THE STUDENTS BUSY**

We try not to overwork students, but we do want them busy doing things, learning, and becoming actively involved in their education.

We ask them to do a lot. Future employers want workers who know their area, but who also have learned to work with people, who know how to rebound from adversity, and who have the energy to go the extra mile.

Most parents find that if students are busy doing positive things, they have less time to get into trouble. Keep them busy.

## **2021-2022 Middle School Curriculum**

<b>Courses Offered</b>	<b>Page #</b>	<b>Courses Offered</b>	<b>Page #</b>
Algebra I	27	Physical Education Grade 7	29
Art–Grade 7	15	Physical Education Grade 8	30
Art–Grade 8	15	Physical/Earth/Life Sci. Grade 7 & 8	31
Computers–Grade 7	20	Pre-Algebra	27
Computers–Grade 8	20	Reading 7 & 8	24
English 7	24	Social Science – Grade 7 & 8	33
English 8	24	Student Assistance Team (SAT)	37
Math – Grade 7	26	Theology 7 – The Gospels (1)	35
Middle School Band Grade 7, 8	28	Theology 7 – The New Testament (2)	35
Middle School Choir Grade 7, 8	29	Theology 8 – Mystery of God and Morality	35

## **Senior High Curriculum** **2021-2022**

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Accounting I, II, III	17
Advanced Biology	32
Advanced Ceramics	15
Algebra I	27
Algebra II	27
American Government	34
American History	34
Anatomy & Physiology	32
Art Fundamentals	15
AutoCAD I, II	21
Bergan Singers	29
Biology	31
Business Law	17
Business Math	17
Calculus	27
Ceramics	15
Chemistry	32
Christian Community Service 11, 12	37
College Courses see Distance Ed.	18
College English	25
Conceptual Physics	32
Creative Writing	25
Desktop Publishing I, II, III	17
Distance Education	18
Drama I	22
Drama II	23
Drawing	16
Economics	34
English 9	24
English 10	24
English 11	25
English 12	25
Geography	33
Geometry	27

<b>Courses Offered</b>	<b>Page #</b>
German I, II	39
Graphic Arts	15
Healthy Lifestyles	31
High School Band	28
Independent Art Study	16
Independent Tech	21
Industrial Technology	39
Information Technology	20
International Affairs	34
Lifetime Sports	30
Multimedia Applications	21
Painting	16
Personal Finance	17
Physical Education 9	30
Physical Education: High School	30
Physics	32
Pre-Algebra	27
Pre-Calculus/Trigonometry	27
Psychology	34
School to Career	19
Sculpture	16
Sociology	35
Spanish I, II, III, IV	38
Student Assistance Team	37
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Technology Assistant	21
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Theology 9 (2) – Who Is Jesus Christ?	36
Theology 10 (1) – The Mission of Jesus Christ (The Paschal Mystery)	36
Theology 10 (2) – Jesus Christ's Mission Continues in the Church	36
Theology 11 – Sacraments as Privileged Encounters with Jesus Christ	36
Theology 11 – Life in Jesus (2)	36
Theology 12 (1) – Ecumenical Issues	37

World History	33
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# **SPECIAL ACTIVITIES IN MIDDLE SCHOOL**

In addition to extra-curricular athletic participation, Student Council, Chess Club and other activities, many opportunities for growth appear throughout the year. Some are tied to classes. All are tied to growth.

## **Student Oriented Masses**

Middle school students help to plan and serve as the ministers during Masses designed to be relevant to them. This serves as a great training ground for students who will do more of this in high school and in their futures. Students of other faiths participate in Masses and prayer services to the extent that they are comfortable.

## **Prayer Services**

Middle school students learn how to assist in the planning of prayer services. In high school, students plan prayer services for the entire student body.

This is one example of how we start the students early in getting up in front of people and showing what they know. Making presentations is an important skill that increases self-confidence and the ability to relate to people. The students must truly know their material in order to present it to others.

## **Retreats**

Every year the students go off campus to a retreat center to gain focus and spiritual development through retreats that are centered on growth activities.

## **Optimist Speech Contest**

Students who choose to can enter this contest and compete up to the state level.

## **Concerts**

Our music students entertain the public at several concerts during the year.

## **Field Trips**

One of the advantages of being a small school is that we can put a grade level on a bus and go places. The Fremont area has many interesting stops. They can learn how science is used at the recycling plant or how pumpkins grow at the Pumpkin Patch.

## **Quarter Activities**

To encourage our students to follow our behavior policy, a reward is offered each quarter. Students who have qualified through good behavior get to participate in an off-campus activity at the end of each quarter.

## **Sex Education**

This is a sensitive area that students and some parents need help with. Through a coordinated effort in health, science and theology classes, our students receive help through an established training program that involves parents. The parents work with their own student within the context of their family and religious beliefs. This is a very successful program that parents appreciate.

## HIGH SCHOOL INFORMATION FROM THE COUNSELING DEPARTMENT

**Dear Student/Parent:** This Course Description and Registration Book and its contents are subject to change at any time by the school. A course may not become available due to, i.e. a change in the teaching staff.

**Dear Student:** A grade of “D” or better is enough to receive credit in a graded course, but put yourself in the place of an employer or college admission officer. Would you want someone who just “did enough to get by” or someone who is really prepared? Sometimes a “D” gets you by, but what is really needed is preparation for future success. Grades show more than preparation. They show an attitude.

When registering for courses, do not be surprised if a teacher’s permission is needed. This is to make sure that sufficient background material has been mastered before moving on to higher challenges and success.

**Academic success is important.** Students are expected to select a program that will be a challenge to their intellectual capacity. When selecting their courses, students are encouraged to make full use of the career and future schooling information available in the counselor’s office, the library, and other sources.

The courses a student selects and the grades earned in them become part of the student’s high school transcript. These grades are averaged to determine the student’s **GPA**.

**GPA**, grade point averages, are computed as follows:

1. The percentage grade earned in a class is multiplied by the number of credits earned in that class, i.e.  $90\% \times 5 \text{ cr.} = 450$ . The 450 we will call value points.

2. Only courses valued at three credits or more are used in computing the GPA. The value points for all courses are added up and divided by the total number of credits for those courses to give the average grade per credit earned or GPA. The following shows a GPA computed for only two courses.

$90\% \times 5 \text{ cr.} =$	450	$\frac{684}{8} = 85.5\% \text{ GPA}$
$78\% \times \frac{3 \text{ cr.}}{8} =$	$\frac{234}{8}$	8
	684 value points	

3. Although a percentage format is more accurate, most colleges and scholarship applications prefer the traditional 4.0 format. We also compute grades in this way for their informational purposes. The traditional 4.0 format is:

A+ (100% - 97) = 4; A (96-95) = 4; A- (94-93) = 4; B+ (92-91) = 3.5; B (90-88) = 3; B- (87-86) = 3; C+ (85-84) = 2.5; C (83-80) = 2; C- (79-78) = 2; D+ (77-76) = 1.5; D (75-73) = 1; D- (72-70) = 1; and F (69 -0%) = 0

4. Incorporation of College course grades into GPAs: At present if a dual enrollment course is being taken to fulfill a graduation requirement, the semester grade is incorporated into the high school GPA and credits are recorded in transcripts. College electives are not incorporated into GPAs or transcripts. This procedure is currently under review by an academic committee and subject to change at any time.

CLASS RANKS are determined by placing all of the cumulative % GPAs of the students in a grade level into numerical order, top to bottom. A student may rank i.e. 5 out of 50. Class ranks, eligibility for National Honor Society and scholarship qualification are based on semester grades. Honor roll is determined by grades received at the end of school calendar quarters which usually end in October, December, March and May.

**Personal/Spiritual** development is important, therefore some courses are designed to help you continue to grow personally, spiritually, and as part of your community.

YOU DO NOT HAVE TO WORRY ABOUT DECIDING,  
IF  
YOU EXPLORE MANY ALTERNATIVES AND LAY OUT PLANS TO ACHIEVE THEM.

IF you do this, the decision may become easier because you will be attracted to what is of interest, and you will know the steps (and work) required to become successful.

**Terms:** In planning your high school program, you will encounter these terms:

Credit (s) or Credit Hour (s): The value placed on a course. The number of credits will vary with the number of class periods a course meets per week.

Distance Education Course: A course, which is available through the Internet, mail or TV.

Elective Course: A course that is not required, but which may be important to a student's growth.

Permission: To ensure that a student is prepared for a course, the teacher must grant permission to take it.

Prerequisite: A course that must be taken before a student may register for the next course in the sequence.  
Example: Algebra I must be taken before Algebra II.

Required Course: An important course, which must be passed for graduation.

Semester: This now refers to the quantity of material covered, not a length of calendar time. In a block course, which meets every day a traditional semester, two semesters are covered in half of the calendar year.

Term: The school year has two halves. Term 1 is the traditional first semester and Term 2 the second.

Transcript: A permanent record of the courses taken, the grades received, grade point average, attendance, and tardies. Extra-curricular activities, pertinent testing data, health records and a copy of the student's birth certificate are forwarded when properly requested. All college, technical schools, etc. request transcripts to determine eligibility for admission and some scholarships.

SPECIAL INFORMATION TO BE NOTED

**1. Transfer Credits:**

- 1) Archbishop Bergan will adjust transfer credits to our equivalent system, i.e. some schools award .5 credit/semester course and require i.e. 22 to graduate. Bergan will adjust this .5 to equal 5 for our credit system.
- 2) Archbishop Bergan will only accept transfer credits from a school or college approved/accredited by the State Department of Education, or country, in which the school or college is located.
- 3) All courses taken for credit by currently enrolled Bergan students must be approved in advance by the Archbishop Bergan administration.

**2. Grade level classifications** are determined by 1) chronological grouping or 2) in the case of students who fall behind the group; the following number of credits: Sophomore 60, Junior 110, Senior 170. A student may not advance ahead of his/her normal class progression or graduate in less than three and one half years without Administrative/School Board approval.

**3. HONORS PROGRAM COURSES** are available in i.e. mathematics. College courses are also offered in many subject areas.

**4. FREMONT HIGH SCHOOL COURSES** are available for Bergan high school students. This is a privilege extended when space is available in general for courses Bergan does not offer.



5. **COLLEGE CREDIT FOR COLLEGE CLASSES:** Through dual high school-college enrollment, students may earn college credits which are usually transferable when “C” or higher grades are earned. This does not constitute regular admission to the colleges. The student’s family is responsible for tuition charges. The student’s family is also responsible for any liability related to accidents etc. related to attendance at any off-Bergan campus courses. See the counselor for registration details.

METROPOLITAN COMMUNITY COLLEGE offers on campus and internet courses for high school and/or college CREDIT. Students usually must be sixteen or older, but younger students may be given permission to take courses. If a student is sixteen, high school permission is not required, but courses should not be taken during the regular school day without consulting with Bergan’s counselor. The State required that courses needed to meet high school graduation requirements must be taught by a Metro teacher with a current high school teaching certificate.

MIDLAND UNIVERSITY offers courses during the day to permitted seniors and second semester juniors through its High School Scholars Program. There is an approximate tuition charge of \$250.00.

UNIVERSITY OF NEBRASKA High School also offers a variety of courses through correspondence for high school or college credit. Cost varies.

Note: If a student enrolls in any of these courses and drops before the end of the term, the student will go to study hall or be assigned service work, or School to Career even if on Open Campus.

Note #2: Testing Out: It is not necessary to attend a college class to gain college credit. It is possible for students who are strong in various academic areas to get credit for courses by “testing out” through the College Board’s Advanced Placement (AP) program, College Level Examination Program (CLEP), or options available at some colleges.

6. **\*DISTANCE EDUCATION COURSES** available through the internet, DVD’s, mail or combinations of those, may make it possible for students to substitute for, or supplement, course work at Bergan. All such course work requires approval of the counselor. Any cost(s), i.e. books, materials, tuition, technology charges, postage, etc. are the responsibility of the student and family. Please go to pages 23-24

## 7. **COURSE LOAD AND COURSE CHANGE PROCEDURE**

### **Course Load**

All high school students are expected to fill their schedule with at least seven classes. This may mean that a student will take a class that is not their first choice.

### **Schedule Changes**

When you drop a class after ten school days following the beginning of the term, you will receive a grade of “WP” (withdraw passing) or “WF” (withdrawal failing), whichever is appropriate based on your current grade earned. You will receive “0” hours of credit for these marks on your transcript. After this time, **all changes must have administrative approval before the schedule change can occur.**

All schedule changes must be done through the Guidance Office with the counselor. After the drop/add period, the appropriate paperwork will be completed and a drop/add sheet will be given to the student. **It is your responsibility as a student to obtain the signatures of all teachers involved in the change and return the completed form to the Guidance Office. The Counselor must receive the completed Schedule Change form before the change will be considered complete.** The student may begin attending the new class schedule as soon as the schedule permits. The student must present proof of parent/guardian consent before a change in schedule is approved, typically a parent/guardian signature.

## Drop and Add

**Term:** When you drop a class within two (2) weeks following the beginning of the Term you will receive a grade of “WP” (withdraw passing) or “WF” (withdraw failing) which ever is appropriate. You will receive “0” hours of credit for these marks on your transcripts. If the student’s performance in this class has triggered a placement on the “ineligibility list”, the act of withdrawal from this fifth class reinstates eligibility if all other eligibility criteria have been met.

Should you be removed from any class for disciplinary reasons or for lack of satisfactory progress, you will have that class recorded on your transcript as a mark of “F” and will receive “0” hours of credit. You will be reassigned to a restricted study hall and declared ineligible for 30 calendar days.

If you drop a class after ten (10) days of enrollment in the semester your transcript will be marked with an “F” for that class and you will receive “0” hours of credit. A grade of “WP” may be given in extraordinary circumstances with administrative approval. If a “WP” is given, a period of 14 calendar days of ineligibility will follow. This may allow for a record to be constructed in a new class to determine eligibility.

8. **TEACHER ASSISTANTS** offer valuable help to teachers and learn while they work. Only 12<sup>th</sup> grade students that are in good academic standing are allowed to be Teacher Assistants.
9. **BIRTH CERTIFICATES:** All students new to the system, who do not have a copy of their birth certificate included with their student records, must have a notarized copy of it placed on file in the school office. (LB 599 Missing Children Identification Act.)
10. **REDUCED CREDIT** is possible in individualized courses under special circumstances.
11. **HONORS COURSES** will have 3 percentage points added to their semester grade capped at 100%. As of this time those designated as Honors Courses are: Pre-Calculus, Calculus, Chemistry, Physics, Spanish 3, Spanish 4, and College English taken at Midland University.
12. **SUMMER SCHOOL REGISTRATION** is completed through the Fremont Public Schools or other providers. Announcements are made when information is available.
13. **Driver’s Education** may be completed through Fremont Public Schools or private certified instructors. Have private instructors send verification of passing to the high school.

## EXTRA-CURRICULAR PARTICIPATION

**ACADEMIC AND OTHER ELIGIBILITY REQUIREMENTS** for activities are listed in the **Knights Code and Activities Handbook**. Academic success is our number one priority, but student activities are a vital part of secondary education. Student activities provide opportunities to organize and plan, to assume leadership roles, to gain an identity, to be creative and to mature physically, spiritually, emotionally and socially.

Studies show that the accomplishments of adults are related to their ‘non-academic’ experiences as students. It is hoped that each student will contribute to benefit himself/herself and Bergan Catholic Schools as a whole. Do not over schedule. Seek a balance of academic success and fulfillment through other activities.

## PLEASE NOTE

1. THEOLOGY IS REQUIRED OF ALL STUDENTS while in attendance at Archbishop Bergan Catholic Schools. Great respect is shown for the religious beliefs of students of other faiths who are asked to consult the course descriptions and administration for answers to questions.
2. IN HIGH SCHOOL AT LEAST 40 CREDITS (OR EQUIVALENT IN i.e. COLLEGE COURSES) ARE REQUIRED EACH SEMESTER. Exceptions require counselor approval.
3. MID-YEAR GRADUATION is possible during the senior year if the application is approved by parent(s) / guardian(s) and administration **by May 15** of the **junior year**.

## Minimum GRADUATION REQUIREMENTS

### **250 CREDITS + course area requirements**

- A. Semester(s) required for graduation from Bergan in these specific areas\*:

- 8 Theology\*\*
- 8 English
- 1 Speech
- 6 Mathematics – Seniors are expected to be enrolled and participate in 10 credits of Math coursework
- 6 Science – Seniors are expected to be enrolled and participate in 10 credits of Science coursework
- 6 Social Science
- 2 [Business]/Computers
- 1 Personal Finance or Economics\*\*
- 4 World Language
- 2 Fine Arts/Music
- 2 Physical Education

- B. Demonstrated Essential Skills Performance

Before Graduation, every Bergan student must demonstrate through a personal presentation: The integrated skills of speaking, the focused organization of information and the proper use of technology. The completion of an individual project designed for each student will be expected by the end of the Junior year. If the presentation by the student is below standard, another presentation opportunity will be allowed at the conclusion of each succeeding semester, until the standard has been met.

Rubrics will be used to determine acceptable levels of performance. These will be made known to anyone who could benefit from the information.

\* In order to provide flexibility (i.e. in dealing with the transcripts or needs of transfer students of special situations) the guidance department, with approval of the principal, may accept credits from courses of equivalent values, if the courses come from creditable sources.

\*\* Mid-year graduates, please note: Senior Theology and English must be taken in the senior year. If approved by the Theology Department and Administration, for Mid-Year Graduates only, the second semester may be fulfilled through Christian Community Service done in addition to Service hours required of normal seniors. If approved, Mid-Year Graduation applicants may need to start this in the summer prior to their senior year. If possible, American Government, Economics or Personal Finance should be taken during the junior year.

## CAREER/COLLEGE PLANNING OUTLINE

The following is a general approach to preparing for the future. The careers class expands on what is suggested.

### **MIDDLE SCHOOL STUDENTS:**

Study, then study some more. Read, look, listen and ask about what people are doing. Pay attention to the most important things about jobs: being on time, working hard, neatness, getting along with people, and keeping organized. These make you successful anywhere.

### **FRESHMAN AND SOPHOMORES:**

The basis of your high school transcript starts with your first courses. You will never be able to erase your grades, so make them something to be proud of when a college or employer looks at them. The same is true for attendance and tardies.

Sophomores participate in a career fair. Sophomores take the Pre-ACT. Students should use the resources available on [www.berganknights.org](http://www.berganknights.org) to explore possibilities in the areas of careers and schools. Go to Guidance page and find many links to career, college, scholarship and other resource sites. By investing a little time, you may find something to make all of the study and your life worthwhile. Ask, Look and Listen.

### **JUNIORS:**

Fall: This important academic year lays groundwork for college work. Your class rank at year's end affects your status for many scholarships. Enlarge your career and schooling possibilities. Do not waste time worrying. Keep growing with opportunities and do the best you can in all activities. The optional PSAT/NMSQT measures college bound students against others across the nation.

Spring: Research careers and college seriously and make practice decisions while you can still change your mind without the expense of paying for the wrong major at the wrong college. Visiting with college representatives at Bergen, college fairs, and on campus visits are encouraged. Do not put things off. The Armed Services Vocational Aptitude Battery and Holland Self Directed interest inventories will help students explore academic and vocational abilities. The ACT and/or SAT are encouraged.

### **SENIORS:**

Talk with college representatives, visit college campuses, and attend college fairs. Gather your research and make practice decisions. Then, as soon as possible, obtain and send in applications. Re-take the ACT/SAT to obtain your best scores for scholarships. Keep looking for new possibilities.

Double check scholarship application qualifications, procedures, and deadlines. Apply for need based financial aid after October 1<sup>st</sup>. Local scholarships are available in the spring.

Students going into full time military service should plan for schooling during the service and afterward.

Students going into full time work after high school should make plans as early as possible. Do not wait until May and get what is left over.

**NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) REGULATIONS FOR DIVISION I  
DIVISION II**

**COLLEGE BOUND STUDENT ATHLETES**

Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for more information.

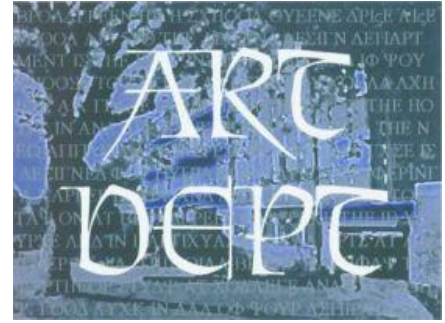
**NAIA REGULATIONS AND ELIGIBILITY RULES**

Go to [www.playnaia.org](http://www.playnaia.org) for more information.

# ART DEPARTMENT

## 7<sup>th</sup> Grade Art

Seventh grade art is an intermediate course designed to build upon and increase student knowledge of the elements and principles of design and familiarity with an increased variety of media and techniques. A continued emphasis on critical judgment is accompanied by an increased focus on art history.



## 8<sup>th</sup> Grade Art

Eighth grade art is an advanced course that is designed to expand student knowledge, abilities, and critical judgment. The course introduces new media and skills and emphasizes art history and aesthetics.

**Art Fundamentals** (one semester)  
Grades 9 - 12 5 credits

Elective, or will fulfill fine arts requirement for students not in a music class or drama.

This is an introductory course designed to focus on the basic concepts of visual art. Students will concentrate on areas of art history, aesthetics, art criticism, along with art production. Emphasis will be placed on the elements of art so, in turn, students can discover the value of art in their lives. Projects introduced include drawings, painting, printmaking, ceramics, and mixed media.

**Graphic Arts** (one semester)  
Grades 9-12 5 credits

Elective, or will fulfill fine arts requirement for students not in a music class or drama

This is an introductory course designed to focus on the basic concepts of graphic art. Emphasis will be placed on the principles of design along with basic fundamentals the publishing and printing industry. Students will be designing letter styles, logos, greeting cards, packages, posters and cartooning. Special attention will be given to include graphic art techniques of various cultural groups.

**Ceramics** (one semester) Grades 10 - 12  
*Prerequisite: Art Fundamentals* 5 credits

This is an intermediate level class intended to further students' knowledge of and appreciation for art. Students will focus on the elements of art and principles of design through a variety of hand-building projects, including pinch pot, slab, coil, and combination vessels/sculptures. Emphasis will be placed on art history, aesthetics, art criticism, and art production.

**Advanced Ceramics** (one semester) Grades 10 - 12  
Elective 5 credits  
*Prerequisite: Art Fundamentals and Ceramics*

This is an advanced level with the primary focus being on sculpture using wheel thrown techniques. Emphasis will be placed on pottery techniques of various culture groups.

**Drawing** (one semester) Grades 10, 11, 12

Elective 5 credits

*Prerequisite: Art Fundamentals*

This is an intermediate level course designed to further students' knowledge of and appreciation for art. Students will apply their understanding of the elements of art and principles of design through a variety of drawing projects, including gesture sketches, still life, abstract representation, and portraiture. Emphasis will be placed on art history, aesthetics, art criticism, and art production.

**Painting** (one semester) Grades 10, 11, 12  
Elective 5 credits

*Prerequisite: Art Fundamentals*

This is an intermediate level course designed to further students' knowledge of and appreciation for art. Students will apply their understanding of the elements of art and principles of design through a variety of painting projects, including still life, landscape, abstract representation, and portraiture. Emphasis will be placed on art history, aesthetics, art criticism, and art production.

**Sculpture** (one semester) Grades 10-12  
5 credits Elective *Prerequisite: Art Fundamentals*

This is an intermediate level course designed to further students' knowledge of and appreciation for art. Students will apply their understanding of the elements of art and principles of design, using a variety of materials to create sculptures such as paper, cardboard, plaster, and wood. Emphasis will be placed on art history, aesthetics, art criticism, as well as art production.

**Independent Art Study** (one semester) Grades 11, 12  
Elective 5 credits

*Prerequisite: Art Fundamentals and Painting, Drawing, Advanced Ceramics, Sculpture, or Instructor Permission*

This is an advanced level course designed to prepare students for college level art courses or a career in the visual art field. Students will focus on one art medium for the duration of the course (drawing, painting, ceramics, etc.) Students will research and develop art ideas, using their knowledge they have gained to this point. Students will be required to set goals for themselves to aid them in self-directed projects. These projects should be based around a central theme or idea. Students in this class will also be required to develop these projects into an art exhibition.

# BUSINESS DEPARTMENT

## **Accounting I, II, III, IV**

Grades 11 – 12

5 credits

(one semester)

Elective

**Business  
Studies**



This course begins vocational preparation for accounting careers and also provides for those students who may seek careers in related business fields. It provides practice and application of accounting knowledge. Students will balance ledgers and bank statements, figure payroll, taxes, accounts payable and receivable. It is strongly recommended for students who want to continue studying business at the college level. We will also do some accounting in the automated version on the computer during Accounting III.

## **Business Law**

Elective

(one semester)

5 credits

Grades 11, 12

Business Law educates students on the basics of our laws, constitutional rights, and court system. The fundamentals of laws concerning contracts, property, employment, and commercial paper are also presented. Students will also learn useful tips to help prevent future legal difficulties in each area as well. There will be many opportunities to apply the knowledge gained to case studies and other applicable situations.

## **Business Math**

Elective (By Permission)

(one semester)

5 credits

Grades 11, 12

Permission

The emphasis is on mathematics needed in consumer and career situations. The course starts with a review of basic computational skills followed by these five areas of importance: 1. income, banking and credit 2. Transportation 3. housing 4. taxes, insurance and investments 5. purchasing and budgeting.

## **Personal Finance**

Elective, but required if Economics is not taken.

(one semester)

Grades 10, 11, 12

5 credits

This course is an introduction to personal financial management. It includes the wise use of various banking and financial services, credit use and budgeting. Keeping financial records and income tax records and filing are explored. Comparisons of saving and investing alternatives, including the stock market, and the need for and types of property, life and health insurance, and other financial decisions will be studied.

## **Desktop Publishing I**

Elective

(one semester)

5 credits

Grades 10 - 12

\*Prerequisite

Using Adobe software, students will learn layout and produce the school yearbook. Other topics include news writing, style, digital photography and advertising.

\*Prerequisite: A minimum grade of “B” in English and permission, which includes a written application.



**Desktop Publishing II, III**

Elective

(one semester)

5 credits

Grades 11 - 12

\*Prerequisite: Same as Desktop Publishing I

This is a continuation of the first course with an emphasis on leadership skills. Students will use their experience to serve in editing and business positions and act as role models for beginning students. Much more emphasis is placed on layout and style.

\*Prerequisite: Same as Yearbook I

## **College On Campus and Distance Education Courses**

Many colleges offer on campus and Distance Education courses through the internet or mail or a combination of the two. Some are specifically for high school credit, some are for college credit and some are dual credit and award both high school and college credit, if the teacher has appropriate State approval.

- College courses may, with administrative approval, supplement our high school offerings.
- Distance Education and other college courses may replace enrollment in a course Bergan requires for graduation, only with administrative approval.
- Only courses from accredited institutions are allowed.
- Courses taken strictly for college credit are governed by the policies of the college. High school students take the courses through special programs which require application and college approval, but this is not a formal application to attend the college as a regular student.
- Courses taken during the regular school day will be done in a supervised setting.
- Please see page six (6) regarding inclusion in GPA policy. If a student decides to drop the class without administrative clearance, the course will be recorded with a grade of "F" on the high school transcript.

**If interested in courses in a traditional college classroom at Metro or Midland, see the counselor.**

**Transfer of Credit:** Based on past records, many colleges can tell you if the credits will transfer to other institutions. If sufficient lead time is available, the student can contact colleges to find out if transfer of the course meets major or elective requirements of their destination college(s). Some students want to take a course as a practice run while planning to take it for real in the future and earn a better grade.

**Tuition: The student, or student's family, is responsible for any tuition, books, supplies, or mail costs for courses taken through outside institutions.**

Below we will focus on Metropolitan Community College and Midland University. Consult with specific colleges and the counselor for information on Distance Ed courses from Peru State College, UNL, etc.

**Metropolitan Community College** courses are available to students who are sixteen years old and older. Younger students need school permission. For Nebraska resident high school students, all Metro 4.5 credit quarter courses (equals a 3 credit traditional semester college course) are half price standard tuition.

Many courses are available. Metro's schedule for the next quarter is posted on the internet during the current quarter. See [www.mccneb.edu](http://www.mccneb.edu) The student may need to take a placement exam to verify that the student has the appropriate background to take a particular class. Consult with the counselor. To date, sample courses Bergan Students have taken at Metro:

American History	Drama	Medical Terminology
College Algebra	Criminal Law	Philosophy
Art History	Geography	Political Science
Biology	Intro to Business	Psychology
Business Law	Macroeconomics	Sociology
Certified Nursing Assistance	Management	World Civilizations

**Midland University's** High School Scholar's Program offers courses available to students who meet the entrance requirements. The drastically reduced tuition is approximately \$250/course. Students must be seniors or second semester juniors who are recommended by the H. S. counselor or principal. Courses Bergan Students have taken at Midland University include but are not limited to:

American History	English Composition	Principles of Sociology
Biology	Global Business	Public Speaking
Calculus I, II	Intro to Psychology	Retail Marketing
College Physics	Intro to Special Education	Social Psychology
Developmental Psychology	Principles of Economics	Topics in Education

Many more courses are possible. Please see the Course Bulletin and consult with the Counselor.

**UNL and other colleges have similar offerings. Costs vary.**  
See the counselor for more details than can be listed here.

**Transfer of Credit:** Based on past records and agreements, many colleges can tell you if their credits will transfer to another college.

**What to do on Bergan's Registration Form:** If a student knows specifically the course and/or college, be specific. If the student only knows, e.g. "I want a business course.", list 'business course' and we will work out the details from there.

**Prerequisite:** Appropriate academic preparation as required by the college and Administration approval.

<b><u>School to Career</u></b>	(one + quarters)	Grade 12 (11 with special permission)
Elective	(5 credits)	*Pre-Requisite: Permission

In some situations students benefit from experiences and skills learned in a work environment. Specific skills for the student to work on will be identified. This opportunity will be offered only to selected students who we feel will gain more from the experience than they might from a regular class. All placements must involve the cooperation of an employer and will require Bergan approval. The students are responsible for attendance, calling the employer if they are ill or will be absent as if they were in a regular Bergan course. The student and family are responsible for transportation to and from sites and appropriate insurance coverage.

# COMPUTER DEPARTMENT

Archbishop Bergan Catholic Schools has a total of four computer labs: the elementary school library/lab, the high school library/lab, Bergan room 210 and Bergan room 211. Students use computers, laser printers, scanners, a digital cameras, CD and DVD, Electronic Library, etc. for research, the Internet, and multiple software options to complete coursework. Teachers utilize projection units or Smartboards (60" interactive computer screens) to instruct students.

Students use new or near new computers and multiple software options and other media. Students work at individualized paces. Students who have developed proficient skills can move quickly through a variety of learning activities, while those with less background or skills can focus on what they need before moving on to other opportunities. Although many courses are listed individually, a student might be studying something from several areas through an individualized format.



## **Computers** (one semester) Grade 7 *Required*

History of computers and background of technology and how to use many different types will be the focus of this class. Learning how to format documents using Microsoft Word as well as being introduced to the basic features of the spreadsheet software, Microsoft Excel, and they are given opportunities to strengthen their proofreading skills as well. We will also touch on Photoshop and Microsoft Powerpoint.

## **Computers** (one semester) Grade 8 *Required*

This course provides the students with the opportunity to build a solid foundation of knowledge and skills in using the main tools of Microsoft Office. Specifically, the students complete tutorials using the Microsoft Word, Microsoft Excel, and Microsoft PowerPoint programs to develop their word processing, spreadsheet, and presentation skills. Application projects are included at the conclusion of each lesson to give students a chance to display the skills learned in that lesson. Students are graded on the quality of their daily performance as well as the quality of the completed, required assignments.

## **Information Technology I** (one semester) Grades 9-12 Elective, but suggested for 9-10 5 credits

Information Technology I is for students who want to learn to use the computer as a tool of productivity for general and personal purposes. With the help of a self-paced tutorial, students will learn intermediate and advanced operations of the tools of Microsoft Office to develop their word processing, spreadsheet, database, and desktop publishing skills. The choices include advanced units on Word, Excel, and PowerPoint. Students may also complete introductory units on Access and Publisher. They will work on a self-paced basis, but with a timeline and credit requirements. Patience, perseverance, and problem-solving skills are necessary to complete the work and will be developed as the course progresses.

<b><u>Information Technology II</u></b>	(one semester)	Grades 10 - 12
Elective	5 credits	*Information Technology

Information Technology II is a follow-up to Information Technology I for students who want to learn to use the computer as a tool of productivity for general and personal purposes. With the help of a self-paced tutorial, students will learn intermediate and advanced operations of the tools of Microsoft Office to further develop their word processing, spreadsheet, database, and desktop publishing skills via Word, Excel, and PowerPoint. Students may also complete additional units on Access and Publisher. They will work on a self-paced basis, but with a timeline and credit requirements. Patience, perseverance, problem-solving skills, and an ability to follow detailed instructions are necessary.

<b><u>Technology Assistant</u></b>	(one semester)	Grades 11 - 12
Elective	2 credits	*Prerequisite – Computer App. II or Programming II

With Department and Administrative approval, students will be allowed to work on independent or guided advanced projects for personal and professional use as well as at the request of faculty.

## Additional Technology Opportunities

<b><u>Independent Tech</u></b>	(one semester)	Grade 12
Elective	2 credits	

With Department and Administrative approval, students will be allowed to work on independent or guided advanced projects for personal and professional use as well as at the request of faculty.

\*Prerequisite – Computer Ap.



<b><u>AutoCAD I</u></b>	(one semester)	
Grades 11, 12	Elective	5 credits

This class will work on drawings in two and three dimensions. Students will use basic computer assisted drafting (CAD) operations, and apply computer assisted drafting technology and drafting techniques to complete multi-view and pictorial drawings.

<b><u>AutoCAD II</u></b>	(one semester)	Grade 11, 12
Elective	5 credits	Prerequisite AutoCAD I

This class will work on presentation drawings; residential and industrial, and using advanced computer assisted drafting operations. This class will use more detailed work with drawings. Using Architectural Desktop and Inventor programs.

# Driver's Education (FYI)

No Credit

Pre-Requisite – Learner's Permit

Bergan does not offer driver's education as part of its curriculum. Private certified driver's education instructors do offer the program, sometimes on campus. Students should listen to the announcements or check with the administration regarding availability. Driver's Ed is also available in the summer through Fremont Public Schools. Tuition is paid by the student.

## FINE ARTS

### DRAMA

#### Drama I

(first semester)

Grades 9 - 12

Elective, but fulfills fine arts graduation requirement

5 credits

The text used is Basic Drama Projects. Students receive an over view of drama and work on areas of play production such as: sets and acting. If available, participation in competitive play production is required. Further work on speech competition is stressed.

Bergan High School  
Presents...



#### Drama

\*

#### II

(second

Prerequisite: Drama I

Elective

5 credits

This course develops in-depth acting, directing skills, and offer opportunities for student directing and presentations for schools and the public. Students will be expected to do more advanced work and participate in competitive play production if available.

# GUIDANCE

Please see Page 11 (Career/College Planning Outline)

## **Careers 11** (20+ periods a year incorporated into Theology 11)

Students explore the multiple opportunities available to them and research careers and related schooling. The search for future careers and schools begins in grades 6-10, but intensifies in the junior year. Activities include: using computerized career and college searches, reading from print resources, hearing guest speakers, and in-class activities. John Baylor's ACT Test Preparation Program is part of the curriculum.



## **Careers 12** (meets one period, 15+ times a year) Grade 12

Students continue to explore the opportunities available to them as previously discussed in Careers 11, but with the added emphasis on selecting what is the most intelligent choice for them immediately after graduation. Greater emphasis is placed on completing applications for schooling, scholarships and successfully entering future schooling, military or work environment(s). John Baylor's ACT Preparation program is included again.

### **Teacher's Assistant**

Elective

(one semester)

1-2 credits

Grades 12

Students can be of great service to teachers and learn how to work in a professional environment. Besides organizing teaching materials etc., teacher assistants may be asked to:

- Help develop Power Point Presentations for courses.
- Tutor students if they have the background to do so.
- Assist the administrative staff or other teachers with special projects.
- Check the internet for sites and materials that may be helpful to the teacher.
- Do advanced study in the teacher's academic area, not for a grade, but to learn.

\*Prerequisite: Teacher and Administration approval. A student may not pre-register for this to replace an academic course.

## **CAREERS AND COLLEGE MAJORS:**

On Bergan's website, [www.berganknights.org](http://www.berganknights.org), the Guidance page has many websites available for students and parents to use for career exploration, colleges, financial aid, study skills, personal issues, etc.

<https://www.bls.gov/ooh/>

**U.S. Government's** Occupational Outlook Handbook

2-3 page articles per career. These are careers that 90% of the people do, including wages, working conditions, etc.

The first four line paragraph shows how to use the site.

[www.khake.com](http://www.khake.com)

Vocational Information Center: Amazing site for exploring numerous college, vocational and technical careers (from college academics to welding).

# LANGUAGE ARTS



## **English 7**

*Required*

English 7 will focus on strengthening the following skills: reading, writing, speaking, listening, and grammar. The Six Traits of Writing and the writing process steps will be implemented into daily writing as well as formal compositions. Students will participate in a variety of activities that will enhance their understanding of the content being taught.

## **Reading 7**

Reading 7 will emphasize the following skills: improving reading comprehension, increasing vocabulary, applying reading strategies to the text, and understanding the elements of literature in a variety of texts. The majority of the curriculum is novel based with the novels addressing a variety of themes appropriate for middle school students. *Stargirl, The Outsiders, Three Cups of Tea, and Touching Spirit Bear* will be the class novels.

## **English 8**

*Required*

English 8 focuses on continuing to strengthen reading, writing, speaking, listening, and grammar skills. The Six Traits of Writing and the writing process steps will be implemented into daily writing as well as formal compositions. The students will apply the elements of literature to a variety of texts. Students will also read a variety of genres including: *Painting the Black, To Save a Life, Across Five Aprils, I've Lived a Thousand Years, and Prisoner B3067.*

## **English 9**

(two semesters)

Grade 9

Required

10 credits

Ninth grade English has three parts, Literature, Grammar, and Writing. Students work on their grammar through their composition and we study the Greek roots and Latin bases that influence our language. *The Odyssey* by Homer, *Of Mice and Men* by John Steinbeck, *Romeo and Juliet* by William Shakespeare, and *Animal Farm* by George Orwell, along with numerous short stories and other non-fiction pieces are read. In our compositions, we work on personal memoirs, literary analysis, creative writing, and critical analysis.

## **English 10**

(two semesters)

Grade 10

Required

10 credits

Sophomore English is designed to increase a student's skills in literary analysis and writing. We spend the sophomore year reading *The House on Mango Street* by Sandra Cisneros, *Night* by Eli Wiesel, *The Lord of the Flies* by William Golding, *To Kill a Mockingbird* by Harper Lee, *A Midsummer Night's Dream* by William Shakespeare, various poems, and other short stories and non-fiction pieces. We conduct Socratic seminars and spend time writing poetry, literary analysis, and critical analysis essays.

## **Speech**

(one semester)

Grade 10

\*Required

5 credits

This course will serve as an introduction to public speaking and oral communication. Students participate in oral speeches covering of informative, persuasive, impromptu, and special occasion. They also learn



how to develop outlines, research and evaluate source credibility, and produce visual aids appropriate to their speech topics, audience, and speech purpose/mode.

**English 11** (two semesters) Grade 11  
Required 10 credits

English 11 focuses on American Literature from Puritan writings to contemporaries, emphasizing the evolution of this genre. Students read various Puritan texts, the Declaration of Independence, Transcendentalism texts, American Gothic texts from Edgar Allen Poe, *The Great Gatsby* by F. Scott Fitzgerald, *A Raisin in the Sun* by Lorraine Hansberry, and *Fallen Angels* by Walter Dean Myers. During their Junior year, students will complete the Junior Project that addresses Bergan's graduation requirements. Vocabulary and grammar instruction is continued their junior year. Formal and informal writing is also continued, primarily focusing on persuasive rhetoric.

**College English** (one semester) Grade 12  
By permission, but an option to fulfill Grade 12 English requirement for dual credit. 10 credits

Per Midland University's Academic Catalog: This course provides instruction and practice in the writing process with a goal towards achieving a polished academic style and voice. Assignments will include research, argumentation, citation, and thesis-driven essays. The goal is to communicate effectively in a variety of rhetorical situations. Grammar, punctuation, and language use will be reviewed.

**English 12** (Two period semesters or Block for one semester) Grade 12  
Option to fulfill Grade 12 English requirement. 10 credits

This class will mainly focus on improving students' writing skills through the use of the Write Tools curriculum. Students will also do weekly proofreading exercises and vocabulary units to build their writing and analysis skills.

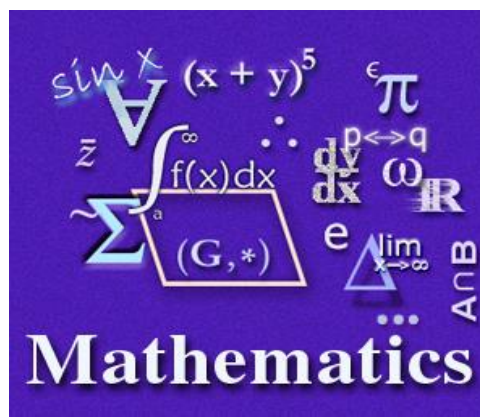
As a class, we will also read and discuss Same Kind of Different as Me, and The Shack. Our closing project will be to write and illustrate a picture book to be shared with our pre-schoolers.

**Creative Writing I** (one semester) Grades 10 - 12  
Elective 5 credits \*Prerequisite: Permission

This course offers opportunities to write poetry, short stories, and other creative works.

## MATHEMATICS DEPARTMENT

Our math program is designed to help students make appropriate progress. There are too many variations to list beyond the sample possibilities shown below. The highest





option culminates with seniors taking a full year of college calculus at Midland University for which they can earn five college credits each semester.

Partially because Algebra I is taken for high school credit by over half of our students while in grade eight, Archbishop Bergan graduates in the last five years have completed an average of 4.2 content, not calendar, years of high school math.

FYI: Bergan's fourth year of math is pre-calculus. In recent years, two-thirds of some senior classes have completed calculus.

#### HONORS PROGRAM

Gr. 7. Pre-Algebra

8. Algebra I

9. Geometry

10. Algebra II

11. Pre-Calculus

12. Bergan's Calculus

Calculus I, II or other college math course(s) at Midland U., Metropolitan C.C., etc.

#### REGULAR COLLEGE OPTION:

Math 7

Pre-Algebra

Algebra I

Geometry

Algebra II

Pre-Calc., Statistics

(It is possible to take two of these courses in the same year to accelerate and be placed in the Honors Program.)

**Math Placement** is based on test scores, grades and teacher/family recommendations.

**College notes:** Some college bound students, especially those planning on UNL, should take four (4) years of math including: Algebra I, Geometry, Algebra II and either Pre-Calculus or Statistics and another advanced Math course. Some mathematics classes at either Midland University or Metropolitan Community College may substitute for Bergan's Pre-Calculus or Statistics. Students should consult their destination college's preferences.

#### Math 7

Grade 7

*Required for non pre-algebra students.*

This course begins with whole numbers and uses them to introduce algebraic equations. In addition, students practice the four operations (addition, subtraction, multiplication, and division) as they apply to decimals and fractions. Students discuss measurement, perimeter, area, volume, ratios, percents, geometry, proportions, surface area and probability. Building on previous knowledge, algebraic equations are reviewed, this time using integers.

#### Pre-Algebra

(two semesters)

Grades 7 - 8

(Seventh grade with permission) (Required for students in grade eight not in Algebra I) Seventh graders taking this course must maintain a B Average for both semesters. If not, then repeating this course in eighth grade is recommended/required.

This course begins with whole numbers, their properties and operations. It continues with integers, their properties, simplifying expressions, the four operations, and word problems. Other topics in the course include decimals, fractions, graphing, metric system, percents, solving equations, some basic geometry, and introduction to two variable equations.

**Algebra I**                                      10 credits                      (two semesters)                      Grades 8\*\* - 12

\*Prerequisite: Open to eighth graders with department approval. Eighth graders taking this course must maintain a B average for both semesters. If not then repeating this course in ninth grade is recommended/required.

This course introduces the student to basic algebra. Among the topics included are a study of the real numbers, solving equations and inequalities, graphing, solving systems of equations in two variables, adding, subtracting, multiplying, dividing, and factoring polynomials, and solving quadratic equations.

**Geometry**                      10 credits                      (two semesters)                      Grades 9 - 12  
Elective                      \* Prerequisite: Algebra I

This course is a basic study of the principles of plane geometry which includes proving a number of geometric properties. Students learn to organize ideas and gradually are led to the concept of a geometric proof. Some topics included are: congruent triangles, Pythagorean Theorem, constructions, regular polygons, and circles. Students develop proficiency with geometric skills while improving their logical reasoning.

**Algebra II**                      10 credits                      (two semesters)                      Grades 10 - 11 - 12  
Elective                      \* Prerequisite: Algebra I

This course includes a study of such topics as: solving equations and systems of equations, simplifying polynomials, rational and radical expressions, and an introduction to complex numbers, imaginary numbers, an introduction to parabolas, forms of variation, logarithms and series and sequence.

**Pre-Calculus/Trigonometry**                      (two semesters)                      Grades 11, 12  
Elective                      10 credits                      \*Prerequisite

This course contains topics that fill the gap between Algebra II and Calculus. In particular, it contains an extensive treatment of the circular functions, analytic trigonometry, an introduction to limits, continuity, a review of advanced algebra with functions as the unifying concept, a study of complex numbers and vectors, a treatment of proof by math induction, and a basic introduction to calculus.

\*Prerequisite: Geometry, Algebra II with "B" average and teacher permission

**Math 12**                                      (two semesters)                      Grade 12  
Elective                                      10 credits

The content in Math 12 is designed for the math student that is not, at this time, exploring a field in mathematics but does want to be prepared for what lies ahead in college or life. After completing the course a student should have a sufficient background in mathematics that will enable him or her to succeed in college level courses, or succeed in life from a mathematical standpoint. Topics to be covered include Algebra 1, Geometry, Algebra 2 and personal finance.

**Calculus**                      10 credits                      (two semesters)                      Grade 12  
Elective                      \* Prerequisite: Pre-Calculus

This is a typical college first semester Calculus course. It is designed to introduce the mathematical concepts of derivatives, integrals, number theory and advanced trigonometry. The students will also learn more advanced functions and their uses.

<b><u>Statistics</u></b>	(one semester)	Grades 11, 12
Elective	5 credits	*Prerequisite

This course provides an opportunity for students to develop a critical and functional understanding of mathematical data and its measurement. Topics will include frequency distributions, probability, sampling concepts, estimating percentages, hypothesis testing and tendencies of control measurement.

\*Prerequisite: Geometry, Algebra II and teacher permission. Some students may be permitted to take this new course while taking Algebra II.

### **Math through Metro Community College and Midland University**

<b><u>Calculus I, II</u></b>	(semester/year)	Grade 12
Elective	5 credits & college hrs./sem.	*Prerequisite

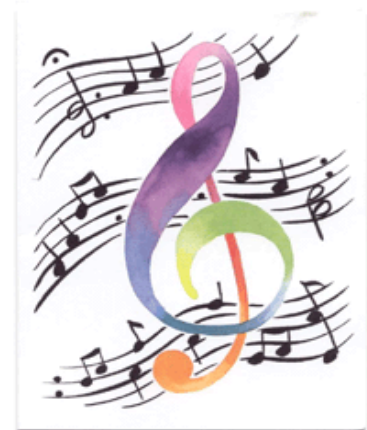
<b><u>College Algebra</u></b>	(semester)	Grade 11, 12
Elective	3 credits & college hrs./sem.	*Prerequisite

<b><u>Elementary Statistics</u></b>	(semester)	Grade 11, 12
Elective	3 credits & college hrs./sem.	*Prerequisite

## **MUSIC DEPARTMENT**

### **INSTRUMENTAL MUSIC**

**Middle School Band** Grades 7-8 Elective  
Prerequisite: Students who have been in 5<sup>th</sup>/6<sup>th</sup> grade band or have permission of the teacher. Band devotes time to playing as an ensemble and developing performance skills. It is designed to offer varied musical experiences such as marching opportunities, pep band, and jazz band. The middle school band will focus on advancing techniques and abilities through careful selection of music and exercises. The students will have the opportunity to go on music trips, participate in honor bands, solo/small group contests and other events.



**High School Band** Grades 9-12 Elective  
\*\*Prerequisite: Permission of Instructor, participation in band in Middle School Band

Band devotes time to playing as an ensemble and developing performance skills. It is designed to offer varied musical experiences such as concert band, marching band, pep band, clinics, and solo/small ensemble development. Performances include four concerts per year and pep band at select home football, volleyball, and basketball games. Other opportunities include District Music Contest, Commencement, earning a letter (9<sup>th</sup> – 12<sup>th</sup> grade students only), optional Honor Band auditions and/or participation at colleges and universities across Nebraska including All-Conference and All-State, and an out-of-state performance trip at least once every three years.

## VOCAL MUSIC

### **Middle School Choir**

(two semesters)

Grades 7, 8

Elective

This vocal group is open to all students in grade seven and eight. Students learn and develop unison and two or three part singing, as well as memorizing music for performances. Performances include Fall Concert, Christmas Concert, and Spring Concert. Class meets Tuesday, Thursday, and even dated Fridays.

### **Bergan Singers**

(two semesters)

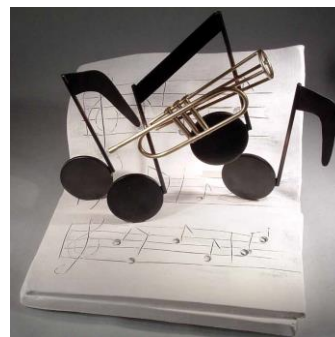
Grades 9-12

Elective

10 credits

\*Prerequisite – Permission of Instructor

Bergan Singers is the name of the High School vocal group. Students in Bergan Singers develop their vocal ability singing three and four part music. The concepts of healthy vocal production are practiced, as well as the importance of being a team player as part of a musical ensemble. Performances include Fall Concert, Christmas Concert, Music in our Schools Month Concert, District Music Contest, and Spring Concert. Commencement and out of state performances with the band every three years. Students involved in Bergan Singers are encouraged to participate in our annual all-school Musical. Voice lessons are encouraged for all members. Additional performance opportunities include University Honor Choirs, All-State, and Conference Honor Choir.



### **Music Exploration I**

(one semester)

Grades 7, 8

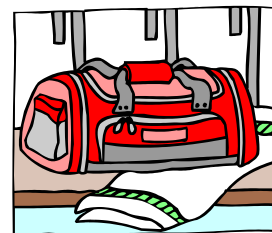
An alternative course for students in grades 7 and 8 who choose not to do choir or band. Students will explore a wide variety of musical areas with lots of active listening, student projects and research, and lively discussion. From classical to current popular music, students will learn basic ideas and information, have the opportunity to play a few instruments, and compose their own ideas.

## PHYSICAL EDUCATION DEPARTMENT

### **Physical Education 7**

*Required*

Team sports will be re-introduced at this level. The students will be taught basic skills of the sports on the physical level, rules of the game on the cognitive level, and participation and sportsmanship on the social level. Concepts and discipline related to the human body will be stressed for lifelong learning skill development.



### **Physical Education 8**

*Required*

More team sports concepts, as well as selected individual sports, are continued at this level with a focus on the more advanced skills, strategies, rules and terminology. The physical, mental and social aspects of games and competition are emphasized to build an appreciation for physical

activity and exercise within the student. Students will be graded on a physical level based upon their daily participation/performance and sportsmanship.

**Physical Education 9** (block class for one semester) Grade 9  
Required – Block Class 10 credits

Physical Education is an integral part of the total educational process, which contributes to the development of the individual through the natural medium of physical activity; human movement. The program is designed to fulfill the growth, development, and behavioral needs of all students. The focus will be on students developing an interest in and an understanding of lifelong fitness activities as well as their mental, physical and social skills. Due to the block scheduling and time available, the majority of our activities will be held outside or off campus. These activities may include track and field, softball, golf, flag football, frisbee golf, tennis, wallyball, bowling, group stunts, basketball, and wrestling. Students will also have the opportunity to obtain their American Heart Association CPR/AED and First Aid Certification.

**Physical Education: H.S.** (one semester) Grade 10-12  
Elective 5 credits

This class is a continuation of Physical Education 9. Since this is a period class, the majority of the activities will be held on campus. These activities may include badminton, basketball, dodge ball, floor hockey, volleyball, yoga/aerobics, pickle ball, dance, group stunts, and indoor soccer.

**Lifetime Sports** (one semester) Grades: 11, 12  
Elective 5 credits

This semester course will be used as a time for students to strengthen and further their skills in, as well as, gain a greater appreciation for fitness and for active participation in individual lifetime sports/activities to achieve lifelong wellness. The focus will be on teamwork, sportsmanship, improvement, and strategy. The goals of this course are centered on students improving their physical, mental, and social skills, understanding the benefits associated with successfully participating in lifelong sports, and putting these skills and understanding into practice. Students choose and lead the activities participated in during the semester.

**Strength Training and Conditioning I** (one semester) Grades: 10, 11, 12  
Elective 5 credits \*Prerequisite: Permission

The course provides students the opportunity to participate in strength training programs designed by coaches, the instructor, and/or the student. Students will also learn the muscles involved with some of the basic lifts and stretches. The objectives are to develop muscular endurance and strength, flexibility, self-respect and motivation for lifelong fitness.

Grades are determined by attendance, participation, and conduct.

**Strength Training and Conditioning II** (one semester) Grades: 11, 12  
Elective 5 credits  
\*\*Prerequisite: Strength Training and Conditioning I, Permission

The course is a further development of Strength Training and Conditioning I.  
Grades are determined by attendance, participation, and conduct.

**Strength Training and Conditioning III** (one semester) Grades: 11, 12  
 Elective 5 credits \*Prerequisite: Strength Training and Conditioning I, Permission

The course is a further development of Strength Training and Conditioning I.  
 Grades are determined by attendance, participation, and conduct.

**Healthy Lifestyles** 5 credits one semester Grades: 10, 11, 12

This course provides students with accurate information which they can utilize to develop healthy attitudes and behavior patterns. Critical thinking and decision making skills are taught and practiced throughout the course as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. This course is designed to promote wellness while reducing the risk of disease. Students will identify their personal strengths and weaknesses, analyze their behaviors, and set personal goals to improve their health.

## SCIENCE DEPARTMENT

All Archbishop Bergan Graduates of the last five years have taken an average of 3.75 content years of science in high school in grades nine and above.

### **7<sup>th</sup> Grade Science** *Required*

Life Science concepts include cells structure and processes, systems, animal behavior, plant development and photosynthesis. Assessment includes projects, hands on activities, tests, science labs, and homework.

### **8<sup>th</sup> Grade Science** *Required*

IPS concepts include atoms, metric system, periodic table and elements, chemistry, physics principals, magnetism, graphing and energy sources. Assessment includes projects, labs, lab reports, tests, and homework.

### **Biology** (block class for one semester) Grade 9 10 credits *Required*

Biology acquaints the student with characteristics, processes, and functions common to all living things. The fundamental seeds we plant this year will bloom into a greater understanding of the core concepts in upper level high school biology classrooms. We will stay rooted in cellular biology for the first semester and ultimately branch into genetics, heredity, and classification during the second semester. Students use methods of science to become familiar with the processes of scientific investigation.

### **Chemistry** (block class for one semester) Grades 11, 12, or teacher recommendation Elective 10 credits

\*Prerequisite: Algebra I and one year of science

Chemistry is a course designed to acquaint the student with the nature of elements and chemical reactivity. Lab work deals with the quantitative and qualitative study of matter. The structure of the atom is used to explain chemical and physical properties of the elements, the Periodic Table and formation of compounds.



The course is recommended for all college bound students especially those interested in health-related, environmental or engineering fields.

**Physics** (block class for one semester) Grades 11, 12  
Elective 10 credits \* Prerequisite: Teacher permission

Physics studies the relationship of matter to energy. The course will be based on Newton's Laws and wave motions. Physics is the basis for engineering and the course will explain how the operation of mechanical, electrical and optical devices are rooted in the laws of physics.

**Conceptual Physics** (one semester) Gr. 11, 12  
Elective 5 credits \*Prerequisite: permission

The course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Concepts include motion, forces, energy, heat, electricity, magnetism, and the structure of matter.

**Earth Science** (one semester) Gr. 10, 11, 12  
Elective 5 credits \*Prerequisite: permission

The course surveys basic physical sciences such as geology, biology, meteorology, oceanography, astronomy, botany, and physics and their impact on the earth. Students are guided to a better understanding of how the earth and the universe are structured.

**Anatomy & Physiology** (block class for one semester) Grades 10, 11, 12  
Elective 10 credits \*Prerequisite: Biology I with at least a "C"

Intended for students looking to a medical or life science related future, as well as students with a particular interest in the human body. The information we dissect in this course will be sutured into a greater understanding of the intricate workings of our bodies. This course intends to prepare students with a broad foundation in the basics of Biology with the emphasis placed on human anatomy and physiology. Students use the methods of science to become familiar with the processes of scientific investigation.

**Advanced Biology** (block class for one semester) Grades 10, 11, 12  
Elective 10 credits Prerequisite: Biology I with at least a "C"

The fundamental seeds we planted in Biology I will bloom into a greater understanding of the intricate concepts of the broader biological studies. We will begin with an extensive discussion of evolution then branch into the various forms of life on Earth. The focus of Advanced Biology emphasizes the diversity of life from archaea to plants on microscopic and macroscopic scales. Topics include the impact of relationships between these organisms and humans. Students use the methods of science to become familiar with the processes of scientific investigation.

### **Zoology:**

The fundamental skills developed in the prerequisite Biology I will be further elaborated upon while discussing the diversity and successes of Kingdom Animalia from Phyla Porifera (sponges) to Class

Mammalia. Students will be developing scientific skills of critical thinking through experimentation, research, scientific article analysis, and class discussion.

Grade levels: 10-12

### **Environmental Science:**

The resources we extract in this course will be manufactured into a greater understanding of our role in preserving God's creation. We will begin with the basics of ecology, population trends, and then shift into our role in Earth's sustainability. Students will be developing scientific skills of critical thinking through experimentation, research, and class discussion.

Grade levels: 10-12

### **Introduction to Engineering (STEM I):**

This course uses the Project Lead the Way curriculum. This course gives insight into the science of engineering with project based learning at its core. We will be sketching by hand, creating physical models, and 3-D modeling software: Fusion 360. You will learn about specializations in engineering, the design process, reverse engineering and many other aspects within the field of engineering.

Grade levels: 9-12

### **Engineering Design and Development (STEM II):**

This course uses skills developed in the prerequisite **Introduction to Engineering** to solve a real world problem of the group's choosing. Students will research the problem, sketch by hand, create physical models, use 3-D modeling software: Fusion 360, and interact with industry experts throughout the entire process. The culmination of the course being a presentation of the engineering process involved in solving the problem including a working model. This course uses the Project Lead the Way curriculum.

Grade levels: 10-12

## SOCIAL SCIENCES DEPARTMENT



### **Social Sciences**

Grade 7 & 8

*Required*

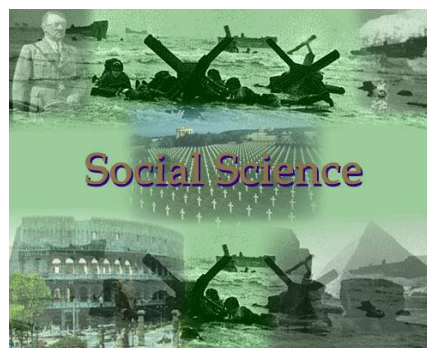
Seventh grade curriculum is derived from the following units: Ancient Times, Medieval Times, with additional focus on multi-cultural issues and current events.

### **Social Science**

Grade 7 & 8

*Required*

Students will be given an overview of American History from the colonial period through the civil war and reconstruction





movement. This course will identify the major themes in American History and explain the importance at each stage in the development of the nation. Students will gain an appreciation of the variety and abundance of experiences and influences that have shaped the United States.

<b><u>Geography</u></b>	(two semesters)	Grade 9 & 10
Required	10 credits	

Geography is viewed broadly as a body of information and a process through which we attempt to understand the spatial arrangement and interaction of land, water, climate, people, and culture over the earth.

The course takes an interdisciplinary approach to the study of the world, drawing on the physical sciences, sociology, anthropology, economics, and history. The material in the text is arranged so that students will be able to integrate the various physical aspects of the earth with the diverse activities of the earth's many inhabitants. The text presents information that will enable students to understand the nature of geography and to start to view the earth with a geographic perspective in terms of people and places.

<b><u>World History</u></b>	(two semesters)	Grade 9 & 10
Required	10 credits	

This course will provide students with a perspective of what has happened in our past and how it affects the world we live in today. Students will be encouraged not only to learn what happened, but what cultural, economic, environmental etc. forces brought about the changes which mark our world today as part of man's developing history.

<b><u>American History</u></b>	(two semesters)	Grade 11
Required	10 credits	

This course covers the period from 1865 to the present. American History will include an in depth study of significant events, places, and people that have shaped our society in the United States. Students will study these significant periods in history through participation in discussions, analytical and creative writing, and individual or group projects. Students will also be encouraged to keep up on current issues that affect our local, state and national governments. Relating current issues to the time period being studied will be instrumental in giving the student a better understanding of topics. One book review per quarter will also be required.

<b><u>American Government</u></b>	(one semester)	Grades 11, 12
Required	5 credits	

This course will present an in-depth study of the basic workings of American government on the local, state, and national levels. It will also include an overview of other governmental forms.

Great focus will be placed on the peoples' role in American government and what is required of an involved and fully participating citizen. Practical application of citizenship skills will be included throughout the course. One book review per quarter will also be required.

<b><u>Economics</u></b>	(one semester)	Grades 11, 12
Elective, but required if Personal Finance is not taken.	5 credits	

Applied economics is an introduction to the study of economics, business management, and the American economic system. This course emphasizes the higher order thinking skills of analytical thinking, generalization, and problem solving. The principal parts of the program include a textbook, study guide, computer generated management and economic simulations. Analysis of individual business management and how the American economic system functions are emphasized.

**International Affairs** (one semester) Grade 12  
Elective, but meets diversity requirement 5 credits

This study of events and people will increase the student's awareness of what is going on in the world and how it affects the United States and the student.

Much of the class time will center around student and teacher discussion of current events and happenings in the world and in our area. The purpose of the class is to make students aware of everyday events and to encourage them to become further involved in these events. One book review per quarter will also be required.

**Psychology** (one semester) Grades 11, 12, or teacher recommendation  
Elective 5 credits

Psychology is the scientific study of behavior. In this course we will look at aspects of human functioning in order to better understand our own behavior. This includes learning, perception, motivation, emotion, personality, abnormal behavior, and adjustment techniques.

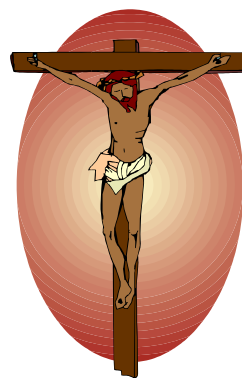
**Sociology** (one semester) Grades 9 – 12  
Elective 5 credits

Sociology is defined as the systematic study of human society, its organization, behavior, and relationships. In this class students will be made more aware of the major social institutions and how they impact each person's life, along with looking at the many facets that make sociology a part of everyone's daily life. Independent study of various sociological topics will also be a key component of the course of study.

## THEOLOGY

**Theological studies are required of all students attending Archbishop Bergan Catholic School.**

The theology department's curriculum is founded upon the following Mission Statement: Religious Formation develops a Gospel foundation in which all students gain knowledge of Jesus Christ and His Church and grow personally as active members of their Faith community which emphasizes a Catholic Christian regard for humanity. Any student or parent having questions or seeking clarification regarding the theology curriculum is asked to consult with the theology department.



**The Gospels** (1<sup>st</sup> Semester) Grade 7 *Required*

This course will begin by providing students with an overview of the sections and books of the Old and New Testaments. The life and teachings of Jesus will be studied in the Gospels and in daily prayer. Students will examine the unique emphases and structure of each Gospel.

**The New Testament Epistles** (2<sup>nd</sup> Semester) Grade 7 *Required*

This course will look at the structure and messages of the Epistles in the New Testament. Students will identify and analyze the themes of the Epistles in their original context as well as how to apply and pray with them in the Church and their lives today.

**Mystery of God and Morality** Grade 8 *Required*

The students will come to a greater understanding of the sacrament of Confirmation. The majority of the year is focused around this sacrament and preparing for Confirmation in the spring. The students will study Christian morality on a deeper level and begin to understand why humans should be treated with dignity. While studying morality, students will have the chance to learn about virtues and how we attain them. Students will learn how the Holy Trinity works together in our lives as three divine persons in one.

**The Revelation of Jesus Christ in Scripture** (1st semester) Grade 9  
Required 5 credits

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

**Who is Jesus Christ?** (2nd semester) Grade 9 Required 5 credits

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.

**The Mission of Jesus Christ (The Paschal Mystery)** (1st semester) Grade 10  
Required 5 credits

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

**Jesus Christ's Mission Continues in the Church**

(2nd semester)

Grade 10

Required

5 credits

The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.

**Sacraments as Privileged Encounters with Jesus Christ**

(1st semester)

Grade 11

Required

5 credits

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the Sacraments, and especially through the Eucharist. Students will examine each of the Sacraments in detail to learn how they may encounter Christ throughout life.

**Life in Christ**

(2nd semester)

Grade 11

Required

5 credits

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students learn the moral concepts and precepts that govern the lives of Christ's disciples with an emphasis on the Catholic social teachings. Students will also analyze various other common modern ethical systems to see their flaws and benefits.

**Ecumenical Issues**

(two semesters)

Grade 12

Required

10 credits

The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.

**Christian Community Service**

(one semester)

Grades 11, 12

Elective

2 credits

An elective course offered to juniors and seniors in which, as Christians, they are taught to follow their calling to serve. Students who spend 1-2 hours each week in approved service to the Christian community will be given credit. Opportunities may include assisting within the school, School of Religious Formation, tutoring, etc.

**Student Assistance Team (SAT)****Special Needs**

Elective

Grades 7 – 12

\*Prerequisite

(Adjusted to needs of



individual students)

The SAT is designed to supplement the academic strengths and weaknesses of students identified as needing supplemental academic assistance. Based upon assessment and classroom performance, an education program plan is designed to meet individual student needs to the extent that the school is capable of providing such assistance. The program is designed to help students who can function in a regular classroom. It is not designed to handle students with serious behavioral or learning disabilities or to replace all the services of a state approved special education program.

Some aspects of the program work to improve skill levels and success of students by:

Increasing powers of comprehension.

Organizing written assignments through explanation.

Adjusting or supplementing instruction and learning material.

Editing classroom work.

\*Prerequisite: Guidance Dept. Permission.

## Introduction to Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act has been with us since 1973. For many years, its main thrust has been in the area of employment for individuals with disabilities and for members of minorities. However, within the last several years, the Office of Civil Rights, charged with enforcement of Section 504, has become proactive in the field of education of disabled individuals. Advocacy organizations and the legal system likewise have increasingly focused on Section 504's requirements to insure the education system provides the full range of special accommodations and services necessary for students with special needs to participate in and benefit from educational programs and activities. It is important to realize that Section 504 is not an aspect of "special education." Rather it is a responsibility of the general education program. As such, building administrators and superintendents of schools are responsible for its implementation within systems.

## WORLD LANGUAGE DEPARTMENT



### Spanish I

Elective                      (two semesters)                      Grades 9, 10, 11, 12                      10 credits

This is an introductory course to basic language structures with a focus on verbal and written communication. Topics include greetings, school, pastimes, foods, family, and house vocabulary along with cultural exploration of Spanish speaking countries. Students will complete projects and present skits with classmates to demonstrate their use of the language. Four semesters of World Language are required for graduation.

### Spanish II

(two semesters)                      Grades 10, 11, 12                      Elective                      10 credits  
Prerequisite: Spanish I and permission of instructor.

This course builds off the foundation of Spanish I and progresses with communicative practice to describe both present and past events. Topics include travel, sports, daily routines, clothing, and ancient cultures.

Students will also analyze and reflect upon the cultural influence of Spanish speaking communities in both an international and national context. Four semesters of World Language are required for graduation.

**Spanish III** (two semesters) Grades 11, 12 Elective 10 credits  
Prerequisite: Spanish II and permission of instructor.

Students will continue to refine their language skills through detailed communication about the past, present, and future. The topics of nature, vacations, extended family, volunteer activities, environmental concerns, obligations, responsibilities, and professions will be studied in greater depth. Students will partake in conversations with their classmates, read, write essays, perform skits, and give presentations in Spanish.

**Spanish IV** (two semesters) Grades 11, 12 Elective 10 credits  
\*Prerequisite: Spanish III and permission of instructor.

Students will progress their skills through advanced verb tenses and vocabulary. They will refine their speaking, writing, comprehension, and cultural awareness through readings and discussions in Spanish. Topics include pastimes, student organizations, city life, travel outside the city, careers, work activities, literature, and drama. Students will complete various projects, essays, and presentations throughout the course to demonstrate well rounded use of the language.

## Note about world language requirements for college

**admission:** Please check with colleges being considered for their entrance requirements in regard to foreign language. If required, usually two years of the same foreign language will meet most colleges' entrance requirement.

Four years of the same foreign language in high school almost always fulfills any foreign language requirement while in college, if one is required.

If the student has specific college(s) in mind, requirements are easy to find out.

## FREMONT SENIOR HIGH SCHOOL COURSES

**Note:** Bergan students may take courses at Fremont Senior High if the courses are not always available at Bergan, if space is available in them, and if schedules permit. Registration for the courses (which includes a Parental Application) must be complete by December 1 for the second semester and August 1 for the first semester. The student must take any State or District wide assessments that are applicable to courses enrolled in. Following are examples of these courses. For other options, please see the counselor.



### **Concepts in Math**

Elective (one term {semester}) Grades 10, 11, 12 10 Credits  
\*Prerequisite: Algebra IS or Algebra I

The Concepts in Math course is designed to provide instruction in all of the State of Nebraska and Fremont Public Schools Standards. Some of the standards included in the course will be radical expressions, quadratic functions, geometry, trigonometry, probability and statistics. Exploration of connections to a variety of other subject areas and careers will be used. The concepts learned in this course will provide the student the opportunity to apply the concepts to everyday situations. This course will also focus on sharpening the students' thinking and problem solving skills.

**German I** (one term {semester}) Grades 9, 10, 11, 12

Elective 10 credits

Emphasis is placed upon listening, understanding, reading and speaking German. Basic grammar is covered. A brief overview of the German culture is given through the use of the text and various supplementary materials. Recommended: C or above in English.

**Industrial Technology** (one term {semester}) Grades 10, 11, 12

Elective 10 credits May require lab fee

This course is designed to give students hands-on experience with the technologies used in today's industrial world and provide an introduction to the skills needed to compete for vocational jobs. This course is recommended as an introductory course for students who have not yet selected a vocational path. Students are required to do technical reading and writing to complete the course.

## ***Archbishop Bergan Catholic School Mathematics & Science Sequence***

### **Math**

#### **Student Sequence A**

<b>7</b>	<b>Pre- Algebra</b>
<b>8</b>	<b>Algebra 1</b>
<b>9</b>	<b>Geometry</b>
<b>10</b>	<b>Algebra 2</b>
<b>11</b>	<b>Pre Calculus</b>
<b>12</b>	<b>College Math or Math 12</b>

#### **Student Sequence B**

<b>7</b>	<b>Math 7</b>
<b>8</b>	<b>Pre- Algebra</b>
<b>9</b>	<b>Algebra 1</b>
<b>10</b>	<b>Geometry</b>
<b>11</b>	<b>Algebra 2</b>
<b>12</b>	<b>Pre Calculus</b>

#### **Student Sequence C**

<b>7</b>	<b>Math 7</b>
<b>8</b>	<b>Pre- Algebra</b>
<b>9</b>	<b>Algebra 1</b>
<b>10</b>	<b>Geometry</b>
<b>11</b>	<b>Algebra 2</b>
<b>12</b>	<b>Math 12</b>

### **Science**

#### **Student Sequence A**

<b>7</b>	<b>Science</b>
<b>8</b>	<b>Intro to Physical Science</b>
<b>9</b>	<b>Biology</b>
<b>10</b>	<b>Advanced Bio/ Anat &amp; Phys or Chemistry</b>
<b>11</b>	<b>Physics or Chemistry</b>
<b>12</b>	<b>Physics or Chemistry or any Science Elective</b>

#### **Student Sequence B**

<b>7</b>	<b>Science</b>
<b>8</b>	<b>Intro to Physical Science</b>
<b>9</b>	<b>Biology</b>
<b>10</b>	<b>Advanced Bio/ Anat &amp; Phys or Conceptual Phys/Earth Sci or STEM 1</b>
<b>11</b>	<b>Physics or Chemistry or Zoology or Con. Phys/Earth Sci or Env. Life Science or STEM 1</b>
<b>12</b>	<b>Physics or Chemistry or Zoology or Con. Phys/Earth Science or Env. Life Science or STEM 1</b>

#### **Student Sequence C**

<b>7</b>	<b>Science</b>
<b>8</b>	<b>Intro to Physical Science</b>
<b>9</b>	<b>Biology</b>
<b>10</b>	<b>Conceptual Phys/Earth Sci or Zoology or Env. Life Science or STEM 1</b>
<b>11</b>	<b>Adv Bio/ Anat &amp; Phys or Zoology or Con. Phys/Earth Science or Env. Life Science or STEM 1</b>
<b>12</b>	<b>Chemistry or Zoology or Con. Phys/Earth Science or Env. Life Science or STEM 1 or STEM 2</b>



Thank you for your interest in  
Archbishop Bergan Catholic School.

For further information, please contact  
Bonnie Nebuda – Director of Advancement &  
Recruitment

Phone 402-721-1846  
[bonnie.nebuda@berganknights.org](mailto:bonnie.nebuda@berganknights.org)

Archbishop Bergan Catholic Middle/High School

545 East 4<sup>th</sup> Street  
Fremont, NE 68025  
Phone 402-721-9683  
Fax 402-721-5366  
[www.berganknights.org](http://www.berganknights.org)

Dan Koenig – MS/HS Principal

Phone 402-721-9683  
[dan.koenig@berganknights.org](mailto:dan.koenig@berganknights.org)

Doug Moore – MS/HS Guidance Director

Phone 402-721-9683  
[doug.moore@berganknights.org](mailto:doug.moore@berganknights.org)

Archbishop Bergan Catholic Elementary School

1515 Johnson Road  
Fremont, NE 68025  
Phone 402-721-9766  
Fax 402-721-1180

Dan Koenig – Elementary Principal

Phone 402-721-9766  
[dan.koenig@berganknights.org](mailto:dan.koenig@berganknights.org)

